

ENHANCING COMMUNICATIVE COMPETENCIES IN ENGLISH AMONG B.ED. TRAINEES



Education

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ABSTRACT

The main purpose of the study is to identify strategies and study its effectiveness for enhancing communicative competencies among the B.Ed. trainees. The statistical analysis clearly revealed that there is a significant difference between the pre-test and post-test communicative competency scores. The B.Ed. trainees could be able to perform competency-based activities in appropriate to the context in a great way. Thus the selected strategies proved to be effective in enhancing communicative competencies among the B.Ed. trainees.

INTRODUCTION

The English and its effective usage are in the hand of the prospective teachers and they are the disseminating agent to take the English language development in to the optimum height. It is better to equip the prospective teachers to flourish English among all the stakeholders related to English among all the stakeholders related to the English Language. Hence, an attempt has been made to enhance the communicative competencies of the B.Ed. trainees. Language is instrumental in the growth of man as a social being, enabling him to record, interpret and share his experience. Man explores his universe and gives intelligent direction to his life through language. Every language plays its role in developing human resources and in the development of the creativity of human beings in their ingenuity and adaptability.

ROLE OF ENGLISH LANGUAGE IN THE GLOBAL SCENARIO

English is considered as the lingua franca, It means most of the people around the world are using English as their mother language or a second language. So people should learn English to communicate with people from different countries. English language is also dominating in various fields like global politics, global business, diplomacy, entertainment, radio and so on. English language is now compulsory for non-native speakers of English because most of the information in the computer and web are in English (Gowrie, S, **Dr. AR. Saravanakumar & Dr.S. Subbiah, (2012)**). Most of the international organizations use English language to communicate. Multinational companies use English to communicate between offices situated in different countries. They expect a good working knowledge of English from their employees. Nowadays, everyone knows the importance of English language. The fact that most of the universities worldwide include English as one of their major subjects clearly shows the importance of English language. English language has been widely used and considered as a universal language. English is so powerful that it has been used when negotiating with very prominent personalities. With regards to worldwide meetings, the language of English is officially the language being spoken. Governments across the world have, in the last few years, embarked on ambitious educational reforms which will integrate English more deeply into the curriculum. English will cease to be a foreign language and will be considered as a basic skill, to be learnt by everyone alongside other subjects. The basic need of any corporate to get into any MNC is that one must have good communication skill in English.

COMMUNICATION PROCESS

Communication process consists of some interrelated steps or parts through which messages are sent from sender to receiver. The process of communication begins when the sender wants to transmit a fact, idea, opinion or other information to the receiver and ends

with receiver's feedback to the sender. The main components of communication process are sender, message, channel, receiver and feedback. In the following, some definitions of the communication process are quoted: Robert Kreitner defined, "Communication process is a chain made up of identifiable links. The chain includes sender, encoding, message, receiver, decoding, and feedback." In the opinion of S. K. Kapur, "The communication process is the method by which the sender transfers information and understanding to the receiver."

SIGNIFICANCE OF THE STUDY

It is necessary to stress the importance of English language. It is the language of Social Prestige and National Integration. Moreover, it serves as Library Language and Medium of Instruction. In India, English is a language of education from nursery to university. The essence of this is to increase the communicative competence of those learners when they leave for the larger society. But the students' communication skill is very poor and not upto the expected level. Limited number of proficient English teachers is one of the reasons for this status. The upsurge in the mind of the researcher to seek suitable strategies that could be introduced for enhancing the communicative competence of prospective pre-service teachers resulted in the exploration of information from different resources like media, books, journals, analytical studies, research-reports and expert opinion of English language teachers of the state (Gowrie,S,& Dr.AR.Saravanakumar (2014)). Thus, the researcher is directed towards the inclusion of certain strategies that could serve as viable tools to make the acquisition of communicative competence rhythmic, innovative and energetic. The result of this present study itself is the great significance for the research in English education. The strategies that developed and proved its intended results can we have as a yardstick to use in the ESL class rooms and individualised instructions to promote communicative competencies.

OBJECTIVES OF THE STUDY

1. To identify suitable strategies to enhance communicative competencies in English among B.Ed. trainees.
2. To implement the selected strategies identified for the B.Ed. trainees.
3. To develop and validate a tool for measuring Communicative competencies of the B.Ed. trainees.
4. To find the effectiveness of the selected strategies for enhancing Communicative competencies among B.Ed. trainees.
5. To find the effectiveness of the selected strategies for enhancing Communicative competencies among B.Ed. trainees in relation to the demographic variables.

MAJOR HYPOTHESIS

The Selected Strategies will significantly enhance the communica-

tive competencies of the B.Ed. Trainees.

SELECTION OF THE STRATEGIES

It is felt that the strategies selected namely, information gap, information transfer, problem solving and interactional strategies provide a congenial environment to the teacher trainees to develop communicative competencies. It creates interests in them and motivates them to take active participation in the communicative competencies acquisition process. This is the reason for the investigator to come out with the idea of developing strategies.

The selected strategies are used to develop in Linguistic Competence, Socio-linguistic competence, Strategic Competence, Discourse competence and Actional competence in speaking and writing skills. Each strategy is associated with specified task based activities in order to enhance communicative competencies among B.Ed. Trainees. The strategies and activities are framed with the help of existing reviews, technology and expert opinions as per the requirement of language competencies of the budding teachers in future.

RESEARCH DESIGN OF THE STUDY

The present study employed One-group pre-test, post-test design. Campbell and Stanley (1966) call this design as the before-after design. In their design, the control group is not involved. The design has three steps. The first test being the administration of pre-test measuring the dependent variable, the second step is the application of the experimental treatment for the single group chosen for this purpose, and the final step is the administration of the post-test measuring the dependent variable again. The difference due to the application of the experimental treatment is then determined by comparing the pre-test and post-test scores.

Table 1 denoting the mean difference, mean and SD value of the total sample students in different components of the spoken and written competencies in the Pre-test and Post-test

Competencies	Components	Test	N	Mean	SD	Mean difference
Spoken Competencies	Linguistic Competence	Pre-test	32	3.56	0.95	2.72
		Post-test	32	6.28	1.05	
	Socio-Linguistic Competence	Pre-test	32	3.69	0.90	2.65
		Post-test	32	6.34	0.97	
	Strategic Competence	Pre-test	32	3.66	1.04	2.68
		Post-test	32	6.34	1.12	
	Discourse Competence	Pre-test	32	3.66	0.90	2.93
		Post-test	32	6.59	0.80	
	Actional Competence	Pre-test	32	3.38	0.79	2.96
		Post-test	32	6.34	1.60	
Written Competencies	Linguistic Competence	Pre-test	32	3.66	0.79	2.50
		Post-test	32	6.16	1.25	
	Socio-Linguistic Competence	Pre-test	32	3.69	0.86	2.75
		Post-test	32	6.44	0.98	
	Strategic Competence	Pre-test	32	3.78	0.87	2.56
		Post-test	32	6.34	1.18	
	Discourse Competence	Pre-test	32	3.59	0.84	3.10
		Post-test	32	6.69	0.59	
	Actional Competence	Pre-test	32	3.66	0.87	2.78
		Post-test	32	6.44	1.01	

From the above table, it is understood that the mean difference is found to be high in all the components of the spoken and written competencies in the Post-test. The results reveal that the selected strategies are effective in enhancing communicative competencies among B.Ed. trainees.

CONTRIBUTIONS OF THE STUDY

The present study reveals the effectiveness of selected strategies for developing Communicative competencies among the B.Ed. teacher trainees. The teacher trainees are able to develop communicative

competencies because of the activities involved. The selected strategies provide the teacher trainees ample opportunities in expressing attitude, opinion and so on in context-based authentic situations that help the participating teacher trainees to enhance their communication skills. The strategies create interest and motivation by overcoming monotony in the class. There is a need for developing strategies keeping in view of the needs and abilities of the learners. The findings of this study have a lot of contributions to the academic and the research community, teachers, educational planners, educational administrators, curriculum planners, curriculum developers and Government agencies. By exploring the strategies for enhancing communicative competencies required for the teacher trainees, the teacher educators may modify their programmes. The study can contribute to the educational agencies to develop ways of promoting communicative competencies of the students in B.Ed. English course. The majority of past research on the effect of strategies on enhancing learners' communicative competencies has provided a great deal of knowledge concerning these issues. However, the effect of the strategies selected for the present investigation on B.Ed. trainees has not been examined much. In an attempt to fill the gap and to contribute to the existing body of knowledge, this research developed strategies that provide various competency-based activities in order to provide communicative competencies of the B.Ed. trainees.

CONCLUSION

The present study was carried out to find out the effectiveness of the selected strategies for enhancing communicative competencies among the B.Ed. trainees. English language teaching is a global phenomenon. Teachers all over the world have become conscious about English language teaching and the researchers round the world are engaged in studying the issues like language acquisition and the innovative practices of language teaching – learning process. Language teaching, using activities and supplemented intrusion strategies will surely bring about adequate teaching outcome. The investigator strongly reckons that the outcome of this study will definitely help the B.Ed. trainees to develop their communicative competencies in English. Moreover the strategies are useful for pre-service and in-service secondary school teachers of English. The findings of the present study offer useful and practical information to the teacher training institutions to improve the competencies of the students in English by giving a fair tryout to the strategies and activities developed and successfully tried out by the investigator. The students with their proficiency in the set of competencies identified by the study would be able to function more efficiency in their great future prospects that await them.

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