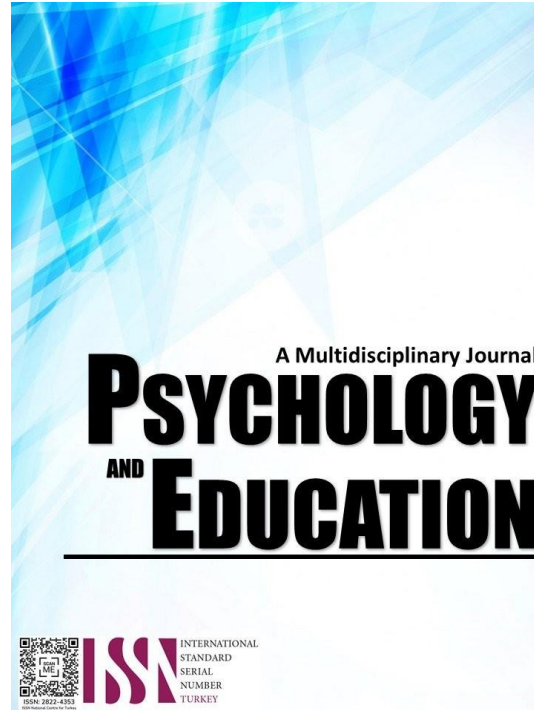


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PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 15

Pages: 958-962

Document ID: 2023PEMJ1421

DOI: 10.5281/zenodo.10417095

Manuscript Accepted: 2023-01-12

Communicative Approach as Employed in English Class

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Abstract

Communicative Approach is regarded as one of the most effective approaches to English language teaching. It involves teachers' communicative ability and competence. This study aimed to determine the teachers' Communicative Approach employed in English class as perceived by the Grade 10 students in both public and private secondary schools in Bongao, Tawi-Tawi, Philippines. It made use of the descriptive-quantitative research design. A researcher-made-scale carefully checked and validated by panel of experts was composed of variables namely communicative competence and communicative ability. Mean, average mean and t-test were the statistical tools utilized to analyze the data. Results revealed that public secondary school teachers' communicative ability was moderately employed while their communicative competence was highly employed in English class. Meanwhile, private secondary school teachers' communicative ability and communicative competence were both very highly employed in English class. Teachers from private schools manifested better communicative ability compared to teachers from public schools as they displayed creativity and resourcefulness in delivering their lessons through varied activities, conversations and discussions. On the other hand, teachers in both public and private schools have similar extent of communicative competence since they displayed proficiency in communication using English language. Consequently, teachers from both public and private secondary schools in Bongao, Tawi-Tawi employed the communicative approach in English class. However, teachers from private schools manifested higher communicative ability and communicative competence than teachers from public secondary schools. Further, they significantly employed communicative approach in English class to engage students to challenging, motivating and meaningful activities, hence, create an interactive class that inculcates the students with an effective and meaningful leaning experience. Thus, communicative ability and communicative competence of teachers are emphasized as important ingredients or approaches in teaching English.

Keywords: *communicative approach, communicative ability, communicative competence, English class, public and private secondary schools, Tawi-Tawi*

Introduction

English is one of the major subjects taught and learned in the institutions specifically here in the Philippines and is being used as a second language. It is considered as a magical and mystical word because of its complexity. Nevertheless, people have strong interest in English language considering that it is well-known and pertinent all over the country – a language which may connect one person to another person from the rest of the world through communication.

In English language classroom, communication is one of the fundamental elements needed as it is used for interaction between the teacher and the students during the teaching-learning process. It is believed that effective teaching is evident with teachers' good communication skills. Hence, teachers should be proficient in communication as it has proven to create a positive learning environment and aids students' success.

According to Canale (1983), communication is defined as the exchange and negotiation of information between at least two individuals. To him, communication is a form of social

interaction; it involves a high degree of unpredictability and creativity; it takes place in discourse and sociocultural contexts; it is carried out under limiting psychological and other constraints; it always has a purpose; it involves authentic language; and it is judged as successful or not on the basis of actual outcomes. These characteristics gave way to the birth of the terms—Communicative Ability and Competence, which later formed the basis and rationale for the Communicative Approach in language teaching profession.

Communicative Approach, also known as Communicative Language Teaching (Fernandez, 2020), emphasizes communication and interaction between learners and the teacher. It focuses on real-life situations and encourages learners to use the language in a meaningful way. This approach also emphasizes the importance of listening and comprehension, involves learners working on tasks that require them to use the language in a real-life context, and encourages learners to take on a greater degree of responsibility for their own learning. According to him, communicative approach

increases fluency in the target language, fosters a student-centered approach, increases student engagement, and develops communicative ability and competence. However, since this approach emphasizes on mastering language forms rather than practical use, learners are likely to produce incorrect grammatical structures since their errors aren't corrected.

Moreover, Communicative Approach or Communicative Language Teaching is widely recognized across language classrooms globally as a highly applicable and effective teaching and learning approach. It delivers a clear benefit to students as they become competent communicators, able to use the right grammar, vocabulary and sentence structure in different real-life contexts and are flexible enough to adapt as circumstances dictate. This approach tends to be a more student-centred and situation-oriented language teaching practice as it requires all participants to move away from the traditional teacher / student model to be successful. In the language classroom, learners also need to engage in learning activities in a cooperative rather than individualistic manner – it's vital that they work together to build effective conversations and to complete the pair / group tasks that are at the heart of this approach. As such, teachers can develop more creative language learning activities that go beyond the traditional repetition and the memorization of sentences and grammatical patterns. Thus, it increases the students' engagement and enjoyment of their lessons where classroom resources and tasks are grounded in everyday situations with immediately evident and real-world application. Further, this is a powerful teaching approach to encourage the development of the four macro skills in language learning— speaking, listening, reading and writing. The use of authentic or real teaching materials (brochures, flyers, timetables, menus and magazines) also helps ensure that students develop relevant grammar and vocabulary while working through activities that build these core skills, (Sanako, 2022).

Teachers communicative approach in teaching creates opportunities for communication and increases language fluency of the students, thus, enhances the latter's confidence in participating and interacting to varied learning activities in the classroom as well as in communicating with their

teachers, peers, and other people in general. However, in the context of public and private schools in Bongao, Tawi-Tawi, Philippines, learners experienced problems in learning English language, and to help improve their language fluency and

communication skills in diverse learning tasks, teachers need to employ communicative approach to address such problems. As such, the result of this study would serve as constructive insight to be added to the teaching approaches being employed by the teachers in English class. This would also serve as supplementary tool for teachers to use as an appropriate approach in teaching while aiming to inculcate the students with an effective and meaningful learning experience. In like manner, this would help students to improve their communication skills in terms of speaking, listening and reading specifically on the pronunciation, enunciation, and diction as well as develop their personal confidence and environmental adaptation through consistent participation on the activities like dialogue, monologue, drama, role play, etc. With this premise, the researchers found interest in conducting a study on communicative approach as employed in English class because they believed that effective learning takes place when teachers give emphasis on the learners' communicative needs.

Research Objectives

The primary purpose of this study was to determine the teachers' Communicative Approach employed in English class as perceived by the Grade 10 students in both public and private secondary schools in Bongao, Tawi-Tawi, Philippines. Specifically, it sought to answer to the following questions.

1. To what extent do teachers employ the Communicative Approach in English class as perceived by Grade 10 students of public and private secondary schools in Bongao, Tawi- Tawi, Philippines in terms of:
 - 1.1 Communicative ability, and
 - 1.2 Communicative Competence?
2. Is there a significant difference on the extent of teachers' communicative approach as employed in English class between schools?

Methodology

This study made use of a descriptive-quantitative research design. It described and quantified the gathered data from the respective respondents using communicative approach checklist. The study was conducted in both public and private secondary schools in Bongao, Tawi-Tawi, Philippines. Total enumeration was the sampling procedure used in selecting the Grade 10 respondents. It employed a researcher-made-scale composed of two (2) variables namely communicative competence and

communicative ability. As used in the study, items under communicative competence described the teachers' intelligence on the approach during the teaching-learning process in English class while items about communicative ability focused on the teachers' performance on how they employ the approach based on the students' needs. Each variable consists of 10 item-statements. Face validity was used to validate the item-statements by the panel of experts in terms of relevance, appropriateness and suitability of each item. Permission was sought from the concerned individuals and letter of consent was also provided. Upon approval, the research instrument was personally conducted by the researchers to the said respondents and fully explained the content to them. Data collected were arranged, tabulated and subjected to statistical treatment and analysis with utmost confidentiality. Mean and weighted mean were used to determine the extent of teachers' employment of the Communicative Approach in English class as perceived by Grade 10 students of public and private secondary schools in Bongao, Tawi-Tawi, Philippines. T-test was used to determine the significant difference on the extent of teachers' communicative approach as employed in English class between schools.

Results and Discussion

Table 1. *Mean Distribution on Extent of the Communicative Approach Employed by Teachers in English Class*

Variable	Public School		Private School	
	Mean	Interpretation	Mean	Interpretation
Communicative Ability	3.32	Moderately Employed	4.34	Very Highly Employed
Communicative Competence	4.09	Highly Employed	4.37	Very Highly Employed

Legend: 4.20-5.00 – very highly employed; 3.40-4.19 – highly employed; 2.60-3.39 – moderately employed; 1.80-2.59 – less employed; 1.00-1.79 – least employed

Based on the result of the study, the teachers' communicative ability in English class is *moderately employed* in public schools with a mean score of 3.32; while *very highly employed* in private schools with a mean score of 4.34. It implied that English teachers in private secondary schools manifested better communicative ability than the English teachers in public secondary schools. Private secondary school teachers were ingenious in deploying variety of activities to students in English class where the latter are exposed to creative conversations and discussions. Also, they employed appropriate and updated teaching

methodologies and approaches apt to cater the needs of the students. Further, they were resourceful in utilizing instructional materials that would aid the successful delivery of their lessons. In like manner, they encouraged students to talk during class discussion and relate them to real-life situation, thus, develop in them the ability to speak appropriately in a given situation.

The result of this study is supported by the study of Dos Santos (2020) entitled —The Discussion of Communicative Language Teaching Approach in Language Classrooms□ which he suggested that although many teaching and learning methodologies and strategies are available for teachers to handle and arrange their classroom environments, teachers should always employ the appropriate teaching and learning methodologies and strategies based on the needs and expectations of their students.

Meanwhile, the teachers' communicative competence in English class is *highly employed* in public secondary schools with a mean score of 4.09, while *very highly employed* in private secondary schools with a mean score of 4.37. It implied that although there was a slight difference in their mean scores, still, English teachers in both schools manifested high communicative competence in English class. This means that teachers in both public and private secondary schools displayed proficiency in communication given that they are English teachers. They exhibited fluency in English, free from grammatical errors, rich in English vocabulary, as well as delivered the lesson clearly and correctly that students can grasp and comprehend what was taught to them.

The result of this study is supported by the study conducted by Thamarana (2015) entitled —A Critical Overview of Communicative Language Teaching□ which he manifested that if accuracy and correcting grammatical errors are also taken into consideration in CLT, fluency and accuracy are yielded simultaneously through the application of this approach. Since language is a means of communication and CLT may enable the learners to effectively communicate in real life situation, it is inferred that CLT may fulfil the actual goal of teaching a language which is to improve learners' communicative competence.

The result of this study is also supported by the study conducted by Khan et. al (2017) in their study entitled —Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success which they revealed that communication skills of a teacher is having a significant role in the academic

success of the students. Therefore it is necessary for a teacher to adopt good communication skills while teaching to the students.

Table 2. *Significant Difference on the Extent Teachers' Communicative Approach as employed in English class between Schools*

Variables	t-value	p-value	Mean Diff	Remarks
Communicative Ability	4.78	0.000	-1.03	Significant
Communicative Competence	1.70	0.113	-0.29	Not Significant

There is a *significant difference* on the extent of the teachers' communicative ability as employed in English class between public and private secondary schools with an associated p-value of 0.000 which is less than 0.05 level of significance and with a computed t-value of 4.78. It is further shown that the mean difference of -1.03 is large enough that warrants the difference. Thus, the null hypothesis that stated —there is no significant difference on the extent of teachers' communicative ability between schools, is rejected. The result implied that teachers from private secondary schools manifested better communicative ability compared to teachers from public secondary schools. As discussed earlier, private secondary school teachers displayed creativity and resourcefulness in delivering their lessons through varied activities, conversations and discussions. With these, students will be able to heighten their ability in communicating effectively with their teachers and peers. In like manner, it increases students' engagement to actively participate in varied tasks.

This result is supported by the study of Asrar et.al (2018) entitled —The Impact of Communication between Teachers and Students: A Case Study of the Faculty of Management Sciences, University of Karachi, Pakistan, which they emphasized that communication motivates the students to enhance their abilities. It also encourages the students to work hard. Therefore, it is very important and necessary that the teachers should communicate with students in an effective manner.

On the other hand, there is *no significant difference* on the extent of teachers' communicative competence ability as employed in English class between public and private secondary schools with an associated p-value of 0.113 which is greater than 0.05 level of significance and with a computed t- value of 1.70. It is further shown that the mean difference of -0.2 is not

enough to warrant the difference. Therefore, the null hypothesis that stated —there is no significant difference on the extent of teachers' communicative competence between schools, \square is accepted. It implied that teachers from both schools have similar extent of communicative competence since they displayed proficiency in communication using English language. Further, they engage and exposed students to varied learning activities that helped them enrich their fluency and vocabulary in English, reduce grammatical errors, and apply them in their everyday life.

This result is supported by the study of Zhao, Y. (2022) entitled —An Analysis of Communicative Language Teaching Approach Based on the International Researches \square which suggested that Communicative Language Teaching method enables teachers to construct an engaging and efficient language learning classroom and improve students' ability of using language, helping students understand and put what they have learned into practice.

Conclusion

Based on the findings of the study, it can be concluded that teachers from both public and private secondary schools in Bongao, Tawi-Tawi employed the communicative approach in English class. However, teachers from private schools manifested higher communicative ability and competence than teachers from public schools. Further, they significantly employed communicative approach in English class to engage students to challenging, motivating and meaningful activities, hence, create an interactive class that inculcates the students with an effective and meaningful leaning experience. Thus, communicative ability and competence of teachers are emphasized as important ingredients or approaches in teaching English.

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