

A Study on Communicative Competence of B.Ed., Students

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Abstract:

The main objective of the present study is to find out the Communicative competence of B.Ed., Students. Normative Survey method is adopted. It is described in the Chapter - III of this thesis. Random sampling technique is used in the selection of the sample for 200 B.Ed., Students. The Communicative competence Scale standardized by S. Samerson (2005) has been used in this study. The findings of the study shows that the B.Ed., Students have good Communicative competence. Further the mean scores indicate that male B.Ed., Students are having better Communicative competence than Female B.Ed., Students. The mean scores of Language/Science/Arts B.Ed., Students indicates that the Language/Science/Arts B.Ed., Students good Communicative competence. Further the mean scores indicate that language subject B.Ed., Students are having good CommunicativeCompetence.

Keywords —Communicative competence, B.Ed., Students.

INTRODUCTION

As much as it is goal-driven, communication is a strategic process. By evaluating if and to what extent the interactional goals are met, one can gauge one's level of communication skills. The purpose of communication, as previously mentioned, is to optimize the accomplishment of shared meaning. Communication skills depend on the negotiation of meaning between two or more people who have some common language knowledge, making them a dynamic rather than a static concept. Therefore, it may be claimed that communication skills are more of an interpersonal than an intrapersonal quality.

Allan Paul D. Sandigan (2018) used the linguistic and sociolinguistic competency of first-year students to gauge their oral communication skills. This was gauged by how well pupils used the English language, as seen by their ability to produce sounds accurately (phonetic skill) and to add nuance to their speech through intonation patterns. The perception of

oral communication expertise was established by the convergence of proficiency in speech output and the use of grammar, vocabulary, and rhetoric. Oral communication skills were influenced by social and cultural aspects of the household, the surrounding area, and the school. According to the study, pupils who received little to no instruction in reading or classroom interaction became less fluent in English. The sort of school from which one graduated, the parents' affluence, which afforded or precluded exposing children to English reading materials, and the lack of a teacher with advanced communication skills all had a significant impact on the development of a highly effective communicator. Intervention strategies began with a rigorous analysis of the shortcomings of the college's English program. The created program must give significance to a longitudinal and progressive development of language abilities in all year levels in all courses across disciplines, departing significantly from traditional and remediation techniques. The

program's success was guaranteed by appropriate and continuous monitoring, evaluation, and review.

In order to determine if exposure may be used as a strategy in the development of communicative competence, Ercilia L. Anchondo (2018) assessed the students' awareness of the notion. A face-to-face questionnaire, a semi-structured interview, and a structured observation were used in a mixed-methods research design to collect quantitative and qualitative data. The subjects were 46 students majoring in tourism at the Universidad Autónoma de Ciudad Juárez who were taking English as a Foreign Language at the intermediate and advanced levels. To determine the students' understanding of communicative competence and its components, eleven questions were created. The interview was based on both activities that involved exposure to the target language and the components of communicative ability. The observation took into account specifics of how well the students performed in the verbal and pragmatic aspects of communicative competence. The participants' knowledge of the idea under research and its elements was revealed by the results. Their responses to the interview questions and their behavior during the observation suggested that exposure to the target language had a positive impact on the growth of several aspects of their communicative skills. Making sure students understand what developing a communicative competence entails, which is using the four abilities to manage the target language, is one of the recommendations gained from the current study. Second, it is crucial to encourage pupils to practice their target language outside of the classroom. In order to enhance pronunciation, it is crucial to pay attention to phonological elements including word stress, pitch, and intonation.

Linguists use the term "communicative competence" to describe a language user's grammatical knowledge of syntax, morphology, phonology, and related topics as well as their social awareness of how and when to use utterances appropriately.

Objective of this Study

The main objective of the present study is to find out the Communicative competence of B.Ed., Students.

Method of Study

In the present study, Normative Survey method is adopted.

Sample of this Study

Random sampling technique is used in the selection of the sample for 200 B.Ed., Students.

Tool used in this study

The Communicative competence Scale standardized by S. Samerson (2005) has been used in this study.

Descriptive Analysis

In order to find out the Attitude towards Science of B.Ed., Students, the mean and S.D have been calculated.

Table No. 1

The Mean and Standard Deviation of Communicative competence scores of B.Ed., Students

Demographic Variable	Sub sample	N	Mean	SD
Gender	Male	56	113.11	18.95
	Female	14	109.62	20.14
Optional Subject	Language	70	112.77	20.24
	Science	92	108.42	20.39
	Arts	38	111.54	17.32
Entire Sample		200	110.47	19.88

Entire Sample

It is evident from the above Table that the calculated mean score of entire sample indicates that the B.Ed., Students have good Communicative competence.

Gender

The mean score of male and female Trainee's Communicative competence indicate that both male and female B.Ed., Students have good Communicative competence. Further the mean scores indicate that male B.Ed., Students are having better Communicative competence than Female B.Ed., Students.

Optional Subject

The mean scores of Language/Science/Arts B.Ed., Students indicates that the Language/Science/Arts B.Ed., Students good Communicative competence. Further the mean scores indicate that language subject B.Ed., Students are having good Communicative competence than Science and Arts B.Ed., Students.

Recommendations

Based on the important findings stated earlier the following recommendations are suggested for the betterment.

- ✓ B.Ed., Students are the future teachers they should have high level Communicative Competence. As this study shows good Communicative Competence among B.Ed., Students, programme are to be added to enhance it further.
- ✓ Psychological training should be included in the curriculum.
- ✓ Language barriers should be eradicated or suitable remedies are to be found for every individual.

CONCLUSION

This study suggested a need to widely establish a communication course or communication training program to improve students' Communicative competence. Hence activities are to be included in B.Ed., curriculum to enhance it. Only when B.Ed., Students get good Communicative Competence, the future students will shine in Communicative Competence, hence special attention is to be extended for this.

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