



UTMACH

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

STRATEGIES TO IMPROVE STUDENTS' COMMUNICATIVE
COMPETENCES IN THE FIRST BACHALLEAURATE IN NUEVE DE
OCTUBRE HIGH SCHOOL 2016 2017

CARRIEL ARMIJOS DANIEL FRANCISCO

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ABSTRACT

Through this college Project it is encouraged to promote the correct usage of collocations acquired in the english learning process, but especially relating to the speaking skill, since some students do not know how to use do and make with collocations.

Given that both verbs mean “perform” , it’s really important to get to know them and most of the time learn them by heart so that it does not affect their communicative competence. Through the usage of the gramatical competence, the sociolinguistic competence, the discourse competence and the strategic competence the students’ appropriate uasage of collocations will be a dream come true.

It is our proposal that starting elementary school at the very beginning, teachers should share this appropriate collocations’ usage in a constant way through the competences mentioned above, and this way, it will be a cert that most students will have a high command of the usage of do and make with collocations.

At the very end of their baccalaureate stage, they will accomplish the correct usage of the verbs do and make which is essential to get the B1 level which is highly required by the government and through all this process make the chance of getting into university something posible and successful at the same time.

KEY WORDS: Grammatical Competence, Sociolinguistic competence, Discourse Competence, Strategic competence.

INTRODUCTION

All along through History, we all know that humankind understand each other through communication and as Aristotle put it before “It’s our mean of persuasion we have at an arm’s length” And according to David Berlo “It is a given process that allows to negotiate our position in their environment, meaning that communication is a powerful tool to influence and control many, but many aspects in our lives.

That is why we give total importance to effectiveness in communication, which means that we should make ourselves understood meanwhile we get others right. Speaking is a tool in communication and the language is a mechanism itself, one of these is English which is usually considered as a “common language”

This is just because of globalization, which means we keep each other informed or updated about what is going on around us and it has also become our basic need that we must speak but most importantly, communicate in the appropriate way and make themselves understood, wherever they are, let’s say at work, at school, at home, etc.

Likewise any other language , English has many different combinations according to the context or the given situation, that’s why lacking the correct usage of verbs and their corresponding nouns produces a low communicative competence level and that is the reason why people let us know their hinders while trying to communicate in an effective way, making it very difficult to talk to each other just like we put it in the previous paragraph, so we could even have kind of problems to solve little inconveniences.

For instance, some students do not know how to use do or make in statements even when they have similar meaning they can be mixed or used with certain nouns and not vice versa and that is the reason why they tend to become confused. Given this, it is really convenient to get to know when to use them

That's why this little Project aims to deal with the effects of misusing collocations with do or/make and at the same time offer some strategies to overcome this little inconvenience in English of course, so they can have or acquire some mechanisms or effective tips to communicate effectively with other people, so they can understand each other whenever they speak.

First, we will see just how communication helps or works as a tool or an effective means of communication, and the competences that teachers expect their students to develop, as well as the correct usage of do and make in collocations.

Finally, this research aims to integrate language to communication as an action mechanism to fully develop (integral development or as a whole) especially at work or at school which is intended to be socially altogether.

DEVELOPMENT

One of the aims of language instructors is to offer students the materials to be effective when communicating in the Target Language. Usually when pupils are given tasks their lack of useful material to do the actual language is easy to see/realize.

In these situations, pupils may have the required tools to finish the assignment, but instructors may need to think about a communicative approach to training the language, stressing on the functions of language, to accurately give students to carry out assigned projects.

THEORETICAL FOUNDATION

Communicative competence is a word in linguistics which deals with a person's learning and usage of his knowledge regarding how words are made up and so on, as well as knowledge on society about when to use speech accurately.

Whatever we express is really on purpose. Whether we are telling someone that he is to blame or accepting our flaws, expressing a wish or asking for permission, we definitely use language to make that purpose true. Each purpose is known as a language function. Savignon (1983) states that a language function is "the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes"

There are four main components of the communicative competence according to well-known specialists Canale and Swain:

Grammatical Competence

The skills to identify and deal with the different grammatical structures of a language and to use those structures in communication appropriately. There would be some phonological competence included according to Sir Noam's Chomsky:

Sociolinguistic Competence

The skills to cope with the social meaning of the choice of linguistic different varieties and to use the target language with accurate social meaning for the communication event, take a speech, for example.

Sociolinguistics is a wide discipline and the name sociolinguistic competence may well be used more broadly than it is done here, where we have limited its usage to point at the recognition and usage of accurate varieties of language. For example, when meeting someone in a formal event a Native American would say, *Good morning, how are you? Or Pleased to see you again*, but if he were greeting a friend in an informal event it would be better to say, *what you up to? or what's up, dude?*

Discourse Competence

It is used to deal with two related, but different skills. Written discourse competence is about the ability to understand and build monologues or typed texts, such as narratives, procedural texts, expository texts, persuasive texts, descriptions. These discourse genres have many features, but in each genre there are a few elements that help make the text coherent and relevant, and other elements that are used to make important aspects prominent.

Learning a language is about learning how to relate these types of discourse in a way that hearers or readers (users) may understand what is happening and see what is relevant. It also involves being able to compare information in a way that is clear to users.

Strategic Competence

It deals with a person's ability to keep the flow in conversation when there is a communication hinder or to improve/boost the effectiveness of the communication. It means being able to make yourself understood through use of repetition, volume, or many of the other ways listed below, just like pitch. This ability is especially important to low level English pupils. Typical samples are:

Paraphrase

1. The learner uses an **approximation** in the form of structure or vocabulary item which s/he knows is incorrect but will get the message across.
2. The learner uses **word coinage**, i.e, s/he invents a new word to get the message across.

Circumlocution

The learner describes/defines the object (or its purpose) or action, e.g, “You know, you use to clean your teeth”.

Transfer

The learner uses his or her native language, translating word for word or not bothering to translate at all.

Other strategies

1. Asking for help
2. Mime
3. Pause fillers – use of “er”, “um”, “you know”, “let’s see”, “sort of”, etc.
4. Topic avoidance - the learner avoids or changes the topics when s/he lacks the proficiency to continue.
5. Message abandonment - the learner simply stops in mid-utterance, lacking the proficiency to continue.

Communicative competence is the ability to use language system appropriately in any circumstances with regard to the functions and the varieties of language, as well as shared sociocultural suppositions. The term was coined by Dell Hymes in 1966, reacting against the perceived inadequacy of Chomsky's distinction between competence and performance.

To address Chomsky's abstract notion of competence, Hymes undertook ethnographic exploration of communicative competence that included "communicative form and function in integral relation to each other" The approach pioneered by Hymes is now known as the ethnography of communication.

Debate has occurred regarding linguistic competence and communicative competence in the second and foreign language teaching literature, and scholars have found communicative competence as a superior model of language following Hymes' opposition to Chomsky's linguistic competence.

This opposition has been adopted by those who seek new directions toward a communicative era by taking for granted the basic motives and the appropriateness of this opposition behind the development of communicative competence

The notion of communicative competence is one of the theories that underlies the communicative approach to foreign language teaching.

Canale and Swain (1980) defined communicative competence in terms of three components:

1. grammatical competence: words and rules
2. sociolinguistic competence: appropriateness
3. strategic competence: appropriate use of communication strategies

A more recent survey of communicative competence by Bachman (1990) divides it into the broad headings of "organizational competence", which includes both grammatical and discourse (or textual) competence, and "pragmatic competence", which includes both sociolinguistic and "illocutionary" competence. Strategic competence is associated with the interlocutors' ability in using communication strategies (Faerch & Kasper, 1983; Lin, 2009).

Through the influence of communicative language teaching, it has become widely accepted that communicative competence should be the goal of language education, central to good classroom practice. This is in contrast to previous views in which grammatical competence was commonly given top priority. The understanding of communicative competence has been influenced by the field of pragmatics and the philosophy of language concerning speech acts as described in large part by John Searle and J.L. Austin.

For instance, Kevan Wright, one of my languages coach, while being interviewed, stated that "usually with small errors, it doesn't necessarily affect their communicative competence because someone who teaches or even someone who doesn't teach English as a second language they would understand, ok maybe this person is not a natural speaker but we understand their message, usually those errors, with students with intermediate or upper intermediate level, the problem with do or make, those errors, would literally change what the person is saying or might cause confusion later on in the conversation and that would really hinder the communication, let's say a simple example, make or do a homework or make or do a test.

A student says all the time "I have to make homework or my test" while making a test or making a homework means *create* and someone else might say for who? Then we actually want to say that we have to *complete* the test or the homework given by the teacher, and that would really affect their communicative competence at least if we were in the United States of America"

But why would anyone learn English as a second language? What are the benefits of having a high communicative competence level? What are the advantages of being able to use do and make in collocations correctly?

For working

For education and information

For it is a universal language

For other cultures

For travelling

For it is the most acquired language

For personal development

For Arts and Literature

For other abilities

For getting rid of weaknesses

For going on vacation.

It would not ever make any sense if we are connected to the world through the internet service but we lose much of the information due to the lack of knowledge related to this language (English).

Given that English is so important nowadays, it such a clear thing that it is about a mandatory instruction we all should get/acquire as a professional if ever want to get into, of course, the labor world. This is because Globalization is going far beyond was expected.

CONCLUSIONS

Setting/Putting this tips (communicative competences) into practice will allow people to communicate with others more effectively, this way we can share our feelings, beliefs as well as our thoughts much more appropriately.

English as a language itself offers the one who uses it a powerful tool in our daily life, one of these is at work, taking into account that with each passing day, we experience more and more multiracial environments at work as well as more varied workplaces.

Knowing how to use collocations with do or make in context is, for sure, going to prevent multiple possible mistakes or hinders in communication, teaching will allow professors share these contents correctly.

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