

Development of Communicative Competence In Students

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ABSTRACT

Communication has become important in today's growing world. Communication is the integral part of any individual. It is also the foundation for sharing information. We spend more time in communicating than doing anything else: talking, listening and interacting with others. The need for effective communication tends to be increasing due to globalization, science, technology and trade. Because of enormous competency in the digital society, it is essential for the next generation to be well equipped with the basic skills of communication. Technology and communication should go hand in hand. This paper aims at developing the communicative skills in the students and find out the difficulties they come across. The conclusion of this research will be development of software model for evaluating the communicative competence of the students.

Key word: Communicative competence definition, Oral communicative competence, Six criteria for accessing communication, Written communicative competence.

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INTRODUCTION

Communicative competence can be defined as ability to learn. Some definition of communicative competence are as follows:

- a. It is the ability to choose a communication behavior that is both appropriate and effective for a given situation.
- b. The ability to interact well with others.
- c. It is the degree to which the communicator's goal are achieved through effective and appropriate interaction.
- d. To be communicative competent means, roughly speaking, to be able to communicate that which you wish to communicate.
- e. Competence is the perfect knowledge of an ideal speaker-listener of the language in a homogeneous speech community.

The term communicative competence was coined by Hymes (1972), who defined it as the knowledge of both rules of grammar and rules of language use appropriate to a given context. His work clearly demonstrated a shift of emphasis among linguists, away from the study of language as a system in isolation, a focus seen in the work of Chomsky (1965), towards the study of language as communication. Hymes's (1972) conceptualisation of communicative competence has been further developed by researchers such as Canale and Swain (1980) and Canale (1983), Bachman (1990) and Celce-Murcia et al. (1995), who attempted to define the specific components of the construct of communicative competence [3]

EVOLUTION OF COMMUNICATIVE COMPETENCE

The first linguist who introduced the term communicative competence was **Dell Hymes** in the late 1960s. He did so in a time when **Noam Chomsky** was using the term linguistic competence in order to refer to the native speaker's implicit knowledge of the grammatical rules governing her or his language. Although Hymes accepted the idea that grammatical knowledge was important, he argued that in order to communicate effectively, speaker had to know not only grammatical rules, but they also had to learn what was communicatively appropriate in a given context.

Therefore, according to Hymes (1962), a speaker must possess more than just grammatical knowledge. Moreover, Hymes pointed out that Chomsky's competence -performance model, which has been explained before, did not provide an explicit place for sociocultural features. Furthermore, he expanded the notions of grammaticality(competence) and acceptability (performance) into four parameters subsumed under the heading of communicative competence as something which is first, formally possible; secondly, feasible in virtue of the available means; thirdly, appropriate in relation to a context in which it is used and evaluated; and finally, something which is in fact done, and actually performed.

As a result of these features, Hyme's model for communicative competence included grammatical, sociolinguistic and contextual competence and it was a model that inspired subsequent model developments, such as **Canale and Swain** (1980) which will be analyzed later. Even though Chomsky, Hymes and Canale and Swain are the ones who mainly contributed to the development of the term communicative competence, it is also important to mention other authors that contributed to this discussion. For instance, **Campbell and Wales** (1970) They both felt that appropriateness of the language was even more important than grammaticality. They both criticized Chomsky's neglect of the sociocultural significance of an utterance within a context. For them, the idea of communicative competence was the ability to produce utterances which are not so much grammatical but more important, appropriate to the context. One of the important contributions of **Celce-Murcia et al.** (1995) was to specify that the various components of communicative competence were interrelated and that it was important to properly describe the nature of these interrelationships in order to fully understand the construct of communicative competence.

SIX CRITERIA FOR ASSESSING COMMUNICATION COMPETENCE

1. Adaptability(flexibility)

- a. The ability to change behaviors and goals to meet the needs of interaction
- b. Comprised of six factors
 1. Social experience - participation in various social interactions
 2. Social composure - refers to keeping calm through accurate perception
 3. Social confirmation - refers to acknowledgment of partner's goals
 4. Appropriate disclosure - being sensitive to amount and type of info
 5. Articulation - ability to express ideas through language
 6. Wit - ability to use humor in adapting to social situations; ease tensions

2. Conversational Involvement

- a. Behavioral and cognitive activity
- b. Cognitive involvement demonstrated through interaction behaviors
- c. Assessed according to three factors

1. Responsiveness - knowing what to say, know roles, interact
2. Perceptiveness - be aware of how others perceive we
3. Attentiveness - listen, don't be pre-occupied
3. **Conversational Management**
 - a. How communicators regulate their interactions
 - b. Adaptation and control of social situations
 - c. Who controls the interaction ebb and flow and how smoothly the interaction proceeds
 - d. How topics proceed and change
4. **Empathy**
 - a. The ability to demonstrate understanding and share emotional reactions to the situation
 - b. Need not lead to "helping" the other person
 - c. Cognitive understanding
 - d. Parallel emotions
5. **Effectiveness**
 - a. Achieving the objectives of the conversation
 - b. Achieving personal goals
 - c. A fundamental criteria for determining competence
6. **Appropriateness**
 - a. Upholding the expectations for a given situation
 - b. A fundamental criteria for determining competence

METHOD USED

Written communication skill

Written correspondence runs the gamut from a simple email to an applicant's cover letter used to apply for a job. It also includes press releases, newsletters, news stories, columns, commentary, photo captions and a whole lot more. Effective written communication skills start with using the proper format for the type of correspondence you want to send. For instance, a cover letter should be set up like a business letter, containing the elements found therein, such as date, return address and a body of the letter offset by the salutation and closing.

1. Length

Think Hemingway, not Faulkner, when it comes to sending out effective communications. Ernest Hemingway was known for his short sentences and very short stories. William Faulkner, on the other hand, would go on and on, often including myriad thoughts in a single sentence and, even if the grammar and spelling were impeccable, it would only serve to make the reader work very hard to get to the point (kind of like the sentence you just read). Keep everything as concise as possible.

2. Grammar

There is no excuse for sending communications that contain spelling errors and poor grammar. Even if you use the most eloquent writing and poetic turns of phrases, you are going to give the impression that you are a dolt. Always have someone proofread your work, if possible, before sending it out. She could catch obvious mistakes you may be missing or do not even know are mistakes.

3. Tone

The tone of the correspondence also goes a long way in making it effective. It's imperative to match the tone to the audience. Cover letters for job openings, corporate communications and even e-mails to your boss should be wholly professional. "Hey, Dude, Would you like to hire me?" just won't cut it for such situations. Likewise, your friends will think you're nuts if you start a note with: "Dearest John P. Doe III, How art thou?"

Oral communication skill

The communication process conducted through spoken words is referred to as oral communication. In today's world, the emergence of different forms of media has led to the communication process to take place through different channels like telephones, teleconferences, video conferences, etc. Earlier, face-to-face meetings and speeches were the only forms of communication. Understanding and incorporating different workplace communication skills has become highly important to succeed in today's professional life. Effective listening in the workplace is as important as conveying your thoughts while speaking.

Oral Communication Skills in the Workplace

Workplace communication is that of a formal nature and requires a person to present his thoughts in a precise and concise manner. The quality of speaking in a precise manner proves to be helpful in a telephonic conversation. An interviewer should be capable of retrieving necessary information from the interviewee.

Skills Required for Oral Presentation

For a good oral presentation, the quality of text and the way it is presented are equally important. An organized text presentation allows the orator to proceed smoothly from point-to-point. Presenting relevant information through a presentation is an important point to be kept in mind. Elaborating on this very core of the presentation is acceptable; however, you shouldn't wander away from the topic of importance. Your speech should be interactive in nature. The audience shouldn't feel that the presentation being made is just an activity of reading out a piece of dry, textual information. Understanding the nature of corporate communication should help the working professionals in communicating with their colleagues in a better manner.

Different Settings for Oral Communication

Interpersonal communication is one of the best ways to start with the process of developing your communication skills. You can speak freely and without getting tensed when you just have to speak to a single person at a time. Through interpersonal communication, a person learns how to phrase his/her ideas clearly and also listen to others carefully.

Group discussion exercises play an important role in developing the communication skills. People get to know each others' views and thoughts through such exercises. More importantly, discussing on a particular topic compels the participants to listen to each other carefully. Group discussion exercises can be used both at school/college level and professional level. Speaking in front of a large audience for many of us, is quite difficult. It is okay to feel nervous in front of a large audience. However, you can overcome the fear of public speaking completely by making presentations on a regular basis. This form of oral communication is very different from interpersonal communication. Here, you must speak precisely and present the topic in a concise manner. Holding the attention of listeners is the key to become a proficient public speaker.

It is necessary to develop oral communication skills in order to survive in today's information-oriented world. Dissemination of information can be conducted in a proper manner only if you

possess good communication skills. Individual and business relations can be developed and maintained with the use of these skills.

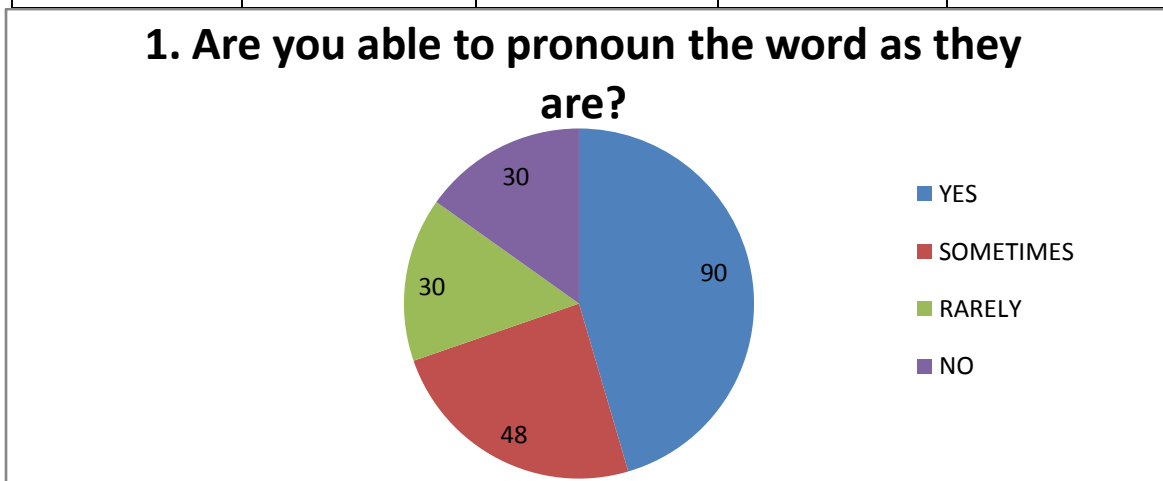
ANALYSIS OF COLLECTED DATA

According to the survey conducted for students in Sangli area. Few analysis of question according to survey are given below.

Oral communication skill

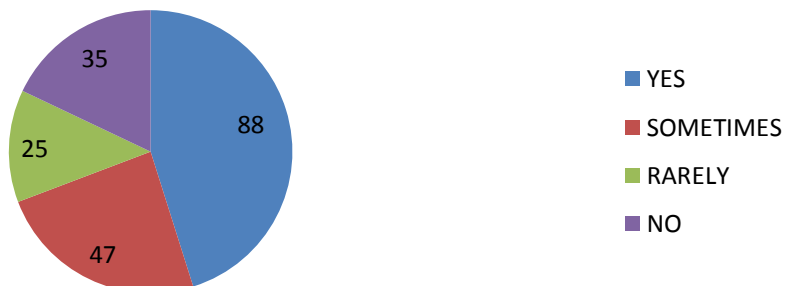
TABLE 1: PRONOUNCIATION

1. Are you able to pronoun the word as they are?				
SAMPLE SIZE	A. YES	B.SOMETIMES	C.RARELY	D. NO
200	90	48	30	30



2. Do you refer dictionary for pronunciation?				
SAMPLE SIZE	A. YES	B.SOMETIMES	C.RARELY	D. NO
200	88	47	25	35

2. Do you refer dictionary for pronunciation?



Written communication skill TABLE 1: EFFECTIVENESS

1. Do you think that good handwriting is necessary?				
SAMPLE SIZE	A. YES	B.SOMETIMES	C.RARELY	D. NO
200	181	14	5	0

Do you think that good handwriting is necessary?



2. Do you try to make your answers effective while writing?

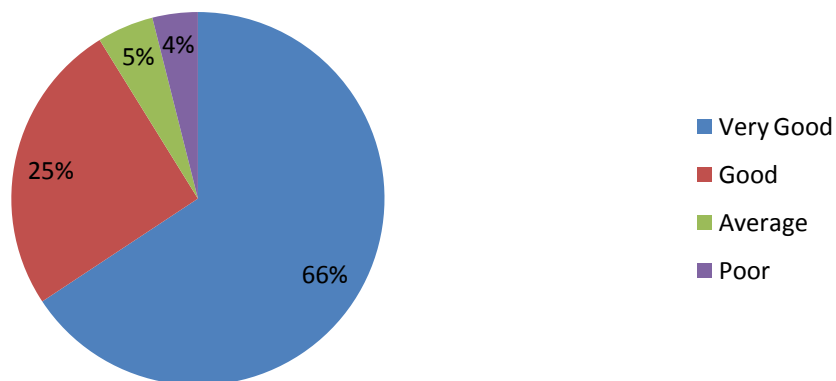
SAMPLE SIZE	A. YES	B.SOMETIMES	C.RARELY	D. NO
200	179	19	1	1

Do you try to make your answers effective while writing?



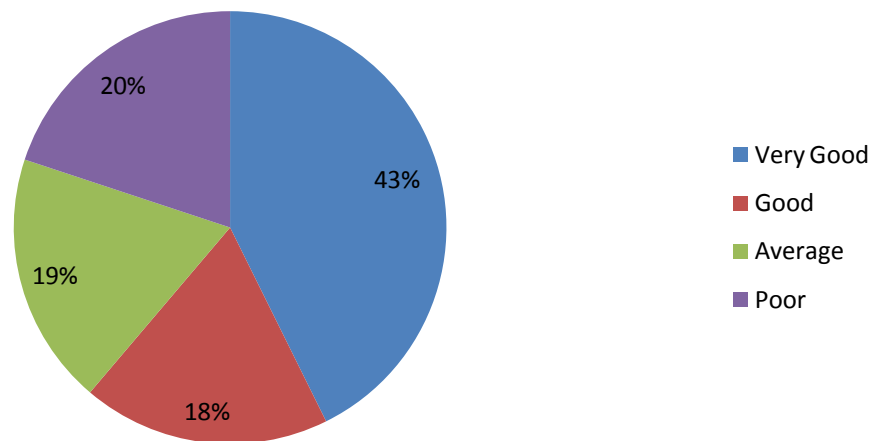
INTERPRETATION OF THE SURVEY

Interpretation of written communication



From the above graph we can say that nearly 66% of the students are very good at written communication. 25% of the students are trying to improve the knowledge of written communication. 4% of the students lack in written communication.

Interpretation of oral communication skill

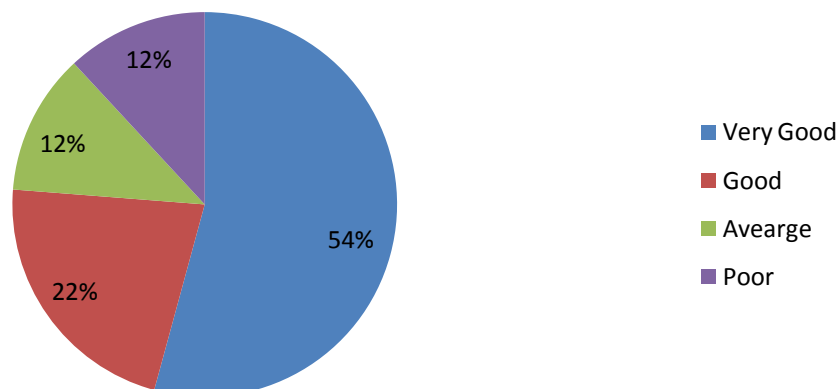


From the above graph we interpret that 43% of the students are very good at oral communication skills. 18% of the students are still trying to improve their oral communicative competence and 20% of the students are lacking in oral communication skills.

From the above two graphs we conclude that students are well know to the written communication skills but lack in oral communication skills.

OVERALL ANAYSIS OF THE SURVEY

Analysis of oral and written communication skills



From the above overall analysis of that we can conclude that nearly 54% of the students are Very good in both oral and written communicative competence skills. Nearly 12% of students are still trying to improve their skills but are good. 12% of the students are on the average boundary line of their communicative competence skill and rest 12% needs to try hard in order to improve their communicative competence skills.

FINDINGS FORM THE SURVEY

From the above survey conducted we are to the point that there are many deficiency in the students about oral and written communication skills.

- Many students find written communication easy then oral communication.
- Students cannot convert their mother tongue sentence into English.
- They are not aware of formal written communication.
- Students do not use dictionary for finding the meaning and pronunciation of the difficult word they come across
- Students don't use hand gesture while talking. Hand gesture makes communication effective.
- While oral communication posture of the speaker tells the confidence level of the speaker.
- Some students can't analysis the graph quickly and correctly.
- Many students forget English words while speaking
- Many students lack in their vocabulary.

CONCLUSION

The objective of this project is to:

To evaluate the overall communication skills among the Engineering students and then assess and compare the effectiveness in speaking, writing and listening among the various branches of engineering students and at last find out their weakness in communication and give them the solution to improve their communication skills.

Our model is designed to foster the development of communication competence. We thus attend to the phonologic, semantic, syntactic, and pragmatic aspects of communication. A primary focus of our models is on improving the comprehensibility of a student's spoken message. However, the scope of our model is much broader. Achieving communication competence is related to the achievement of academic, social, and career success.

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