

PROPOSED WORKTEXT IN TEACHING/LEARNING COMMUNICATION ARTS FOR FRESHMAN COLLEGE STUDENTS

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Abstract

Teaching and learning English can be most successful with developed instructional materials that are research-based. This study investigated the grammatical competencies of college freshman students with the end-in-view of proposing a worktext in teaching/learning communication arts. The study used descriptive analysis method. 64 freshman students enrolled in English 11a (Communication Arts and Skills 1) were used as participants. Results revealed that the freshman students' grammatical competencies improved from "fairly competent" before exposure to the modules to "competent" after exposure. Moreover, findings indicated that there was significant difference in the competency level in grammar of the respondents before and after exposure to the worktext. This means that after using the worktext, the students' level of competence in grammar greatly improved. Hence, the worktext as an instructional material in teaching/learning communication arts is effective.

Key words: *Communication arts and skills, grammatical competence, modules, teaching and learning, work text*

INTRODUCTION

With the Philippines now being part of the global village, its citizens, Filipinos face more challenges requiring them to be more competitive. To be able to survive in this business and electronically driven world, they need not only be equipped with relevant technical skills but also possess good communication skills in English, it being the *global lingua franca*. It is lamentable, however, that they are now wanting in the skills to communicate in the international language. This phenomenon is ascribed to the Filipinos' weakening English proficiency. Indeed, this has become one serious problem that besets the Philippine education system today.

The Department of Education (DepEd), to address the decay in the Filipinos' English proficiency, has vigorously taken some steps to remedy the problem like re-training language teachers and subjecting teacher applicants to stricter screening or evaluation processes. The Commission of Higher Education (CHED) has also initiated some steps like organizing in-service trainings for teachers along language instruction and continuously revisiting college curricula for Higher Education Institutions (HEIs).

Although concerned agencies have been doing something to solve the English erosion of Filipinos, the bigger responsibility in combating the problem is left to classroom teachers. In the final analysis, it is the teacher who is at the forefront of finding solutions to the problem. With the language teacher being committed, competent and

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