



## **Integrating Impromptu Speech in Teaching English in the Development of Communicative Competence of TVL Students**

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### **Abstract**

*This study aims to enhance and develop the communicative competence/ communication skills of Technical Vocational and Livelihood students through integration of impromptu speech in teaching English which the researcher believed that in order to sustain the holistic development of skills of the students, language enhancement must be given emphasis for the students to become globally competitive incorporated with their skills in their specific specialization in TVL. Thus, this will sustain and provide quality education in the teaching learning process wherein students and teachers benefit. This study solved the research problems quantitatively and qualitatively through the action research method, and utilized the questionnaire as an instrument. This study revealed that integration of impromptu speech in teaching English was affected and contributed by the different variables which comprises; improvement and enhancement of communication skills, contribution in other field or discipline, enhancement of knowledge in language skills, development of socio-psychological skills, and teacher's motivational strategy in giving feedbacks. It turned out that students claimed that among these factors, teacher's motivational strategy in giving feedbacks made a great impact in the improvement of their communication skills. Consistent implementation of this practice was found to be effective and made a great impact to the students.*

*Keywords: Integration of Impromptu Speech, Development of Communicative Competence Skills, Teacher's Motivational Strategy in Giving Feedbacks, Development of Linguistics competence and Development of Socio- Psychological Skills.*

## Introduction

Learning English aims at helping students use the language successfully for real life commitments. Students need to use English to become efficient in professional, academic and social settings. In the Philippines, English proficiency of the students has been observed to be deteriorating.

The findings of the study of Li (2010) stressed the role of English proficiency on academic achievement of students. The effect of English proficiency on academic achievement among students should vary depending on the required levels of language skills in completing courses or programs. Therefore, findings are applied cautiously. Along with language proficiency, there may be many other factors associated with students' academic success such as motivation, learning strategies, background variables, and personal characteristics. As noted in the literature review, other contributing factors, especially those within the cross-cultural dimension influencing academic performance of international students, should be considered as intervening factors. Academic culture shock and difficulties in cross-cultural adjustment may create barriers in international students' sociocultural and psychological adjustment, which in turn could affect their academic performance. Hence, the unique experiences of international students in the process of cross-cultural adjustment should be taken into consideration.

The study of Al-Tamimi and Munir Shuib (2010) aimed at identifying five issues: the students' perceptions of the frequency of English language skills used the importance of these skills, their ability in performing the skills, the areas of language use that they need training/teaching in and their preferences for English language course. The major findings demonstrated that the participants considered all language skills to be important, they felt that they cannot use English effectively and that the English course does not meet their needs.

English as a core subject and applied subject in Senior High School in the Philippine setting is one of the major subjects being offered in the curriculum. The subject itself carries varied competencies dealing with the development of communicative competence skills of the students. The hierarchy of these given communicative competence skills must be properly balanced and maintained; otherwise, conflicts between varied competencies inside each skill might be affected. Ironically, this is not always the case. There is a disagreement between the reality and what learners are expected to gain when it comes to English aptitude. Some students are exceptional; some are average but are poor who have limited English proficiency level of understanding English language.

However, it is not yet late to correct these mistakes. The educators, in all educational dominion are now being challenged to think of new ways on how to help the students to fix these correctible flaws. Teachers take the part of enriching and maintaining the proper balance of the development of the skills through varied communicative competence strategies. Thus, the demands of enhancement for the teachers in developing their grammatical competence and strategic competence are definitely significant to be able for the students to acquire the competencies exhibited in the K-12 curriculum.

According to Aquino, the implementation of K-12 curriculum covers the way for an ever hopeful future for young Filipinos by preparing them with basic education up to global competitive standards. The country is experiencing chief restoration to take it in line with education systems worldwide, starting with the K-12 sector. This change to domestic education policy has an extensive drawback and is significant for global educational dominions to reflect on when looking for potential new student recruitment markets. The main objective of the new curriculum is to give Filipino students ample time to master skills and concepts so that they are ready for tertiary education when the time comes.

One of the major skills which need to be developed among students is the enhancement of their communication skills. TVL students are considered skill- centered course among the different tracks offered in Senior High School. The researcher made a realization that along with the development of their skills in specific specialization namely; Food Technology, Electrical Installation and Management and Automotive

Technology they also need to be exposed in developing their communicative competence skills the mere fact that some of them will decide to look for their job after graduation wherein they need to be interviewed. Meanwhile, students who will continue to push through with their collegiate degree will also benefit.

In connection to this, the researcher pursued this research to develop and enhance students' communicative competence skills specifically oral communication skills. One of the best practices of the researcher is the integration of impromptu speech in teaching English or even other specialized subjects. During the academic year 2016-2017 the researcher taught oral communication skills to Grade 11 TVL students of the first batch of senior high school in Dalig National High School. In the process of assessing students' strengths and weaknesses in language development and acquiring the use of second language, it was revealed that students were having difficulty in speaking and expressing themselves. Thus, the researcher decided and took initiative on enhancing students' communication skills of Grade 12 TVL students by the school year 2017-2018 who are enrolled in the previous school year.

In addition, the researcher looked into the different factors which may affect and contribute to the communicative abilities of the students which encompassed; Improvement and Enhancement of Communication Skills; Contribution in other Field/Discipline; Enhancement of Language Skills Improvement of Socio-Psychological Skills Teacher's Motivational Strategies in Giving Feedbacks.

This study aimed to strengthen and develop TVL students' oral communication skills as part of the teaching learning process. Through incorporation of impromptu speech in teaching English, students will be exposed in speaking activities as the teacher gave various topics across field. Also, it allowed students to activate and stimulate their previous knowledge about certain topics which lead to the development of their communication and metacognitive skills. Integration of impromptu speech is not only delimited in the cognitive development of language of the students. Improvement of socio-psychological skills is also established.

Questions of significance include the following:

1. What are the strengths and weaknesses of the respondents in line with their experience in integrating impromptu speech in learning English?
2. What are the advantages and disadvantages of integrating impromptu speech in learning English?
3. What is the impact of integrating impromptu speech in the development of communicative competence level as revealed by the student- respondents and teacher-respondents in terms of the following?
  - 3.1 Improvement and Enhancement of Communication Skills;
  - 3.2 Contribution in other Field/Discipline;
  - 3.3 Improvement of Socio- Psychological Skills;
  - 3.4 Enhancement of Knowledge in Language Skills
  - 3.5 Teacher's Motivational Strategy in Giving Feedbacks?

### **Method/Body**

This study answered the research problems quantitatively and qualitatively through descriptive-qualitative method and utilized a questionnaire as a tool. It involved the implementation of integrating impromptu speech in teaching English to enhance students' communication skills and a proposed communicative task-based framework based from the result of the study to further enhance the communicative competence of the students which can be applicable in all tracks of senior high school and teachers teaching communication arts subject.

Obtained results/ data were limited from the following participants: Grade 12 TVL students; Automotive, Food Technology and Electrical Installation and Maintenance. In determining the perception of the students on the impact of impromptu speech in teaching English, researcher -made questionnaire was utilized.

The tool utilized in this research is a questionnaire that includes different variables which determine the impact of integrating impromptu speech in the development of communicative competence skills of TVL students.

## Results and Discussion

This study aimed to determine the impact of integrating impromptu speech in teaching English in the improvement of oral communication skills of TVL students. This study was presented in tabular form with corresponding analyses and interpretations.

1. What are the strengths and weaknesses of the participants in line with the utilization integrating impromptu speech in learning English?

In line with the strengths of the respondents, they claimed that through the integration of impromptu speech in learning English they were able to generate ideas, manage one's self. Used of proper words and expressions with appropriate intonation and enunciation of words. Also, they became familiarize with some famous quotations applicable in the context of the topic assigned to them. Students could also apply rules in subject and verb agreement while speaking and able to speak loudly and correctly.

In terms of weaknesses, most of them get easily distracted with their classmates who caused them not to organize proper ideas presented during the impromptu presentation. Besides, they were nervous and pressured, hard to make eye contact with the audience, unnecessary movements/mannerism and have fear to state ideas. At some point, redundancy of expressions and lack of information are manifested during the delivery of speech.

2. What are the advantages and disadvantages of utilizing impromptu speech as perceived by the student-participants?

In line with the advantages of integrating impromptu speech in the development of oral communication skills, students claimed that it enhanced their speaking skills, improve vocabulary words, and improve self-expression.

In addition, respondents revealed that they find tips on how to deliver speech properly during the feed backing provided by the teacher, convey message not only form the mind but also from the heart, improve proper posture and gesture, develop critical thinking skills and can express ideas quickly.

Furthermore, students claimed that through the integration of impromptu speech, they are able to discover more knowledge, boost self-esteem, opens more meaningful

ideas, improves translating skills, and sharpens the ability to speak. Deliver the speech unexpectedly, makes them a fast learner, become more participative and inspired.

With regards to the disadvantages of integrating impromptu speech in learning English, students assessed that it might result to being overconfidence, brain freezing, and students might just focus on impromptu speech and neglect other competencies. It also limits the ideas because of lack of preparation to speak and the tendency to have fear because of negative feedbacks from their peers/classmates. Also, they feel doubtful with their answers, hard to think freely, feel doubtful with answers. The mastery of the first language might also suffer.

3. What is the impact of integrating impromptu speech in the improvement of oral communication skills as revealed by the student- respondents and teacher-respondents in terms of the following:

- 3.1. Improvement and Enhancement of Communication Skills;
- 3.2. Contribution in other Field/Discipline;
- 3.3 Improvement of Socio- Psychological Skills;
- 3.4 Enhancement of Knowledge in Language Skills
- 3.5 Teacher’s Motivational Strategy in Giving Feedbacks?

Table 1

**Computed Mean on Impact of Integrating Impromptu Speech on the Improvement of Respondents’ Communicative Competence Skills in terms of Enhancement of Communication Skills**

Improvement and Enhancement of Communication Skills	Students	
	WM	VI
1. I can speak fluently during delivery of speech.	3.10	Agree
2. I can pay attention to the accuracy, fluency, and complexity of ideas.	3.70	Strongly Agree
3. I can apply proper intonation	3.47	Strongly Agree
4. I can persuade/ convince others during the	3.29	Agree

delivery of my speech.		
5. I can deliver my speech with proper posture and gestures.	3.30	Agree
Overall Weighted Mean	3.37	Agree

The data show how improvement of enhancement of communication skills impacted the respondent's improvement of oral communication skills as perceived by the student and teachers. The general overall weighted means of 3.37 and 3.57 with an interpretation of "Agree" and "Strongly Agree" connotes the perception of the student and teachers in line with the said factor.

For the students, Item no. 2 "I can pay attention to the accuracy, fluency, and complexity of ideas" got the highest mean of 3.70, verbally interpreted as "Strongly Agree". Item no. 1 "I can speak fluently during delivery of speech" had the lowest weighted mean of 3.10 with a verbal interpretation of "Agree".

It can be deduced that students focused on the accuracy and fluency in delivering impromptu speech. Because of this, they encountered difficulties in the spontaneity of ideas while speaking. According to the interviewed made by the researcher, they tend to forget some of the ideas because of mental block. It was observed that although some students were willing to recite, there were many of them who cannot organize ideas coherently. Likewise, they were unresponsive engaging themselves in this activity and did not have the habit to develop their thinking abilities. It was nice to know that there are some English teachers who practiced assigning difficult word of the day as part of vocabulary enrichment activity. It is a fact that limited storage of vocabulary could hardly express their thoughts and feelings in communicating whether in oral and written form. They found difficulty in getting the total meaning from any printed page and had a hard time putting their ideas in writing. This can be beneficial in the development of oral communication skills of the students.

It can be construed that second language learning is about retention. It is learned intimately in group study; thus realistic discussion of L2 and its use is more effective than pure discussion of its rules without practice. However, learning the basic rules of



language structure must also be given equal importance. It was only to give emphasis on the idea that second language was learned more equal in natural setting.

Table 2 presents the computed weighted mean in the Impact of Integrating Impromptu Speech on the Improvement of Respondents' Oral Communication Skills in terms of Contribution in Other Field/ Discipline.

**Table 2**

**Computed Mean on the Impact of Integrating Impromptu Speech on the Improvement of Respondents' Communicative Competence Skills in terms of Contribution in Other Field/ Discipline**

Oral Communication	Students	
	WM	VI
1. I can participate in other academic subject which uses English as medium of instruction.	3.42	Agree
2. I can recite in other subject because of practicing impromptu speech.	3.38	Agree
3. I can perform to the fullest in other subject most especially in performance based tasks in other subject.	3.29	Agree
4. I can participate actively during brainstorming activities in other subject.	3.41	Agree
5. I can express my ideas and opinions quickly during reporting	3.27	Agree
Overall Weighted Mean	3.35	Agree

It can be deduced that students considered impromptu speech as a significant indicator in order to improve oral communication skills in relation to contribution in other fields.

The data revealed that impromptu speech to be utilized in other fields can be a factor that contributes in the English competence.

Table 3 shows the computed weighted mean of the Impact of Integrating Impromptu Speech on the Improvement of Respondents' Oral Communication Skills in terms of Enhancement of Knowledge in Language Skills

**Table 3**

**Computed Mean on the Impact of Integrating Impromptu Speech on the Improvement of Respondents' Communicative Competence in terms of Enhancement of Knowledge in Language Skills**

Enhancement of Knowledge in Language Skills	Students	
	WM	VI
1. I can apply rules in subject and verb agreement while speaking.	3.18	Agree
2. I use proper usage of words and expressions in delivering the speech.	3.28	Agree
3. I can improve my vocabulary words.	3.38	Agree
4. I use transitional devices in connecting ideas in formulating good speech.	3.28	Agree
5. I can apply correct structure of ideas (introduction, body and conclusion).	3.41	Agree
Overall Weighted Mean	3.31	Agree

For the enhancement of knowledge in language skills, the perception of the students an overall weighted mean of 3.31, 3.80 verbally interpreted as “agree”.

In terms of student's perception, item no. 5 “I can apply correct structure of ideas "(introduction, body and conclusion) got the highest weighted mean of 3.41 with a verbal interpretation of “agree”. Last in rank is item no. 1 “I can apply rules in subject and verb agreement while speaking with a mean of 3.18 and verbally interpreted as Agree.

It can be inferred that students considered the context of conversation some of them were conscious about the different situations brought in various authentic real life situation scenario.

They are sensitive on what will be the outcome of their utterances. For the students, using the second language can be a gateway to limit their expressions, grievances, and avoid unnecessary reactions which will not totally contribute in the locution. During the delivery of impromptu speech, they can apply the significant parts of speech but they have difficulty in applying the rules in subject and verb agreement. Although there were times when the student resorted to asking a particular term in the English language, it was good to know that they are trying their best to use the language in report.

Table 4 shows the computed weighted mean in the Impact of Integrating Impromptu Speech on the Improvement of Respondents' Oral Communication Skills in terms of Improvement of Socio-Psychological Skills

**Table 4**

**Computed Mean on the Impact of Integrating Impromptu Speech on the Improvement of Respondents' Communicative Competence Skills in terms of Improvement of Socio-Psychological Skills**

Improvement of Socio- Psychological Skills	Students	
	WM	VI
1. I am confident to face the audience in different activities not just only in English subjects but also in other field subjects.	3.38	Agree
2. I have the courage to use the language especially in different English classes.	3.33	Agree
3. I am more active in learning the activity after the implementation of impromptu speech.	3.32	Agree
4. I enjoy the implementation of impromptu speech in English class.	3.42	Agree
5. I can manage myself in delivering the speech.	3.30	Strongly Agree
Overall Weighted Mean	3.50	Strongly Agree

In terms of improvement of Socio-Psychological Skills, the perception of the students got an overall weighted mean of 3.50 with a verbal interpretation of "Strongly Agree"

In line with student's perception, item no. 4 "I enjoy the implementation of impromptu speech in English class" got the highest weighted mean of 3.42 with an interpretation of "Agree". Students are confident to face the audience in different activities not just only in English subjects but also in other field subjects with a weighted mean of 3.60 and interpreted as "strongly agree".

Last in rank is item no. 4 "I can manage myself in delivering the speech" with a weighted mean of 3.30 as perceived by the students.

It can be deduced from the results that students enjoy learning English through the integration of impromptu speech. Students claimed that even though they feel

pressure during the delivery of speech they look at the positive side of meaningful experience.

According to Normazidah et al., (2012) , specify that in learning English as a second language or a foreign language, research has established that it is the highest significant that learners receive utmost support in terms of supportive and conducive learning situation and adequate, meaningful language experience

Modern wisdom advocates that classrooms and school communities should become the learner's missing 'supportive' environments and that teachers are best positioned to respond to English language deficiency. While it is accepted that learners may come from unsupportive environments and be disadvantaged, teachers can make the difference and readily reverse the negative resulting from such environments (Study and Teaching, 2009).

The English language programs taught must take into account the difficulties inherent in a teacher's language of instruction from the learner's aspect be it spoken or written, appreciating the learner's often misunderstood that English language is just a 'teacher language'.

To achieve these outcomes, learners need to be exposed to a range of English language skill varieties and encouraged to use them. They need opportunities to experience with different English proficiency genres and registers in both oral and written codes. In implementing the above strategies, teachers should acknowledge the effect English language may have on their students especially those who come from different socio-economic and cultural backgrounds (Studyard Teaching, 2009)

One of the most important aspects of gaining proficiency in any language is speaking it regularly. For students, the appropriate venue for them to use the language is inside the classroom where they feel the freedom and need to say it.

Self-study can improve reading and comprehension skills, but interacting with other English speakers is essential for boosting real world comprehension and practical use of the English language.

Table 5 shows the computed weighted mean in the Impact of Integrating Impromptu Speech on the Improvement of Respondents' Oral Communication Skills in terms of Teacher's Motivational Strategies in Giving Feedbacks

**Table 5**  
**Computed Mean on the Impact of Integrating Impromptu Speech on the Improvement of Respondents' Communicative Competence in terms of Teacher's Motivational Strategies in Giving Feedbacks**

Teacher's Motivational Strategies in Giving Feedbacks	Students	
	WM	VI
1. The teacher encourages us to speak from the heart.	3.84	Strongly Agree
2. The teacher gives us meaningful feedbacks for improvement.	3.80	Strongly Agree
3. The teacher boosts our confidence to improve our speaking skills.	3.79	Strongly Agree
4. The teacher points out our strengths and things to improve after the delivery of speech.	3.79	Strongly Agree
5. The teacher gives appropriate strategies and techniques in delivering the speech.	3.78	Strongly Agree
Overall Weighted Mean	3.80	Strongly Agree

In line with teacher's motivational strategy in giving feedbacks, the perception of the students got an overall weighted mean of 3.80 with a verbal interpretation of "Strongly Agree"

In line with student's perception, item no. 4 "The teacher encourages us to speak from the heart" got the highest weighted mean of 3.84 with an interpretation of "Strongly Agree". Teachers ranked item no. 1. The teacher encourages us to speak from the heart" a weighted mean of 4.00 and interpreted as "Strongly Agree".

It can be inferred from the results that students excel in delivering impromptu speech because they are motivated on how the teacher gives constructive feedbacks.

These findings support the general claim that language teachers are one of the most important factors influencing learners' motivation, but the learners' level of proficiency may need to be taken into consideration for a further discussion regarding the validity of a certain teaching strategy to motivate second language learners. (Masanori Matsumoto (2009)

The same principle was revealed in the study of Li (2010) wherein there maybe factors that affect the academic success of the students in learning the second language which encompass; motivation, learning strategies, background variables etc. This study is in line with the researcher’s study wherein, the respondents were asked to know their perception about the factors associated with the development of their English proficiency level through research made questionnaire.

Communicative competence of the students can be developed through the use of varied and interesting teaching strategies by the teachers.

According to the study of Aquino (2016) Demotivating factors of students in learning the English language among the Filipino students are countless. Among them are confidence, fear of committing mistakes, demotivated teachers, and lack resources. Although demotivation cannot be eradicated completely, the roles of the teachers are to lessen the pressure and anxiety that students feel through their customized teaching strategies. They engage students to be more productive and turn their fear into challenges and challenges into success by giving activities that they’ll surely enjoy as a class.

**Table 6**

**Summary Table of the Impact of Integrating Impromptu Speech on the Improvement of Respondents’ Communicative Competence**

Factors	Students	
	WM	VI
1. Improvement and Enhancement of Communication Skills	3.37	Agree
2. Contribution in Other Field/Other Discipline	3.35	Agree
3. Enhancement of Knowledge in Language Skills	3.31	Agree
4. Improvement of Socio-Psychological Skills	3.50	Strongly Agree
5. Teacher’s Motivational Strategies in Giving Feedbacks.	3.80	Strongly Agree
<b>Overall Weighted Mean</b>	<b>3.47</b>	<b>Strongly Agree</b>

In terms of students' respondent's perception, Teacher's Motivational Strategy in Giving Feedbacks got the highest mean which is 3.80. Enhancement of Knowledge in Language Skills got the lowest weighted mean of 3.31.

It can be inferred from the overall weighted mean of the students' perception that the significance of teacher's motivational strategy in giving feedbacks was highly considered in the betterment of their oral communication skills.

The same principle was presented by the study of Wu (2013), wherein motivation plays an important role while learning a second language. Motivation is the most significant factor for learning the second language because it determines the extent of the learners' active involvement and attitude toward leaning.

The respondents with high motivation used vocabulary learning strategies more often than did the less motivated. Moreover, proficient learners devoted much time to participate in extracurricular learning activities.

Meanwhile, improvement of language skills must be improved in order to achieve accuracy in learning the second language.

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