

Self-Assessment of Senior High School Work Immersants to Developing Communicative Competencies Framework

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Abstract

This study aimed to determine the communicative competencies of senior high school work immersants with the end view of proposing a communicative competencies framework based on the findings. The specific problems answered the extent of the profile of the Senior High School work immersants as expected against exhibited in terms of written, oral, non-verbal, and contextual; and the extent the senior high school work immersing's use of interpersonal skills as to empathy, conflict resolution, and diversity, and proposed a communicative competencies framework. Moreover, the study was carried out on the senior high school work immersants who were deployed to work immersion venues for business operations specifically as service crew. The findings consisted of a high extent of exhibited communicative competence among the Senior High School work immersants in terms of written, oral, non-verbal, and contextual which is the same as what is expected among them, there is a high extent of using interpersonal skills as to empathy, conflict resolution, and diversity among the senior high school work immersants, the proposed communicative competencies framework which is the output of the study incorporates the variables of the study. Recommendations consisted of for the English teachers that they may help develop further the communicative competencies of the senior high school work immersants in terms of written, oral, non-verbal, and contextual so they can express themselves more effectively while conducting their tasks, and for the future researchers to validate the proposed communicative competencies framework for implementation.

Keywords: education and teaching, communicative competencies, quantitative, Philippines/Asia