Enhancing Communicative Competence in English as a Foreign Language Through Hybrid Learning

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Abstract

Nowadays, English plays an important role as it is the universal language spoken by people around the world, and many countries have paid attention to its importance and try to improve their population's proficiency in English, and also aims to promote the competence in terms of international English communication: listening, speaking, reading and writing. This article attempts to present the enhancement of Communicative Competence in English as a foreign Language through Hybrid learning by studying numerous theories and concepts regarding English competence, assessment, elements of performance and the management of integrated methods of learning via lecture which teachers can apply it to help encourage the students to be effective in English communicative competence. It is a significant resource for a country's development related to the concept aiming to develop the learners' performance in using English, and competencies that are readily prepared for the circumstance changes of the world in the future.

Keywords— Communicative Competence, English as a Foreign Language, Hybrid Learning, Language Teaching

I. INTRODUCTION

English is a very important and necessary language in today's world because most people communicate in English, and it is also a universal language used in business, social issues, politics and education. Therefore, the countries which are not fluent in English are often unable to develop as well as the others of the world, or several develop slowly. Having well-qualified of its population is essential for the country's development including the development of the learners to understand English and the natives' language, culture in order to be able to use English in communicating fluently, accurately and confidently. In order to establish their confidence to learn English, the learners have to gain language experience both inside and outside the classroom [20]. If the learners can obtain meaningful language experience and apply in their daily lives, they will be able to communicate in different situations. Thus, the effective English learning management process is a vital part in developing English communicative competence among the learners.

Rapid innovation and technological advancements cause a sudden change in technology (Disruptive technology) which effects on our economy a lot and it is also relevant to the daily life of people in different countries around the world including teaching at school. A number of academic experts in education, especially teachers need to be active and adjust their methods of teaching and learning. They don't have to use a traditional way (Traditional Learning) which emphasized only lectures and only the teachers played an important role in imparting knowledge to the students. The content used in teaching was out of date, so the students might not be able to use the skills taught in their daily lives causing the learners to lack of competency in English communication. Those factors mentioned are the reasons why teachers should change their teaching methods.

There are several form and characteristics of excellent teaching method concepts; therefore, teaching and learning management to reinforce the ability to communicate in English among the learners in this modern world should focus on the students themselves as a center (Student center) to let them take part in learning based on their needs. One of this learning methods is Hybrid learning, an instructional management focusing on creating interaction between one learner and another, or the other learners and a teacher (Interactive Learning). This kind of Hybrid teaching method can be applied to the modern technology and innovation to support the learners to study by themselves (Active Learning). This will help enhance the skills in the learners and lead to the improvement of English communicative competence in the learners.

Competency

Meaning of Competency: Many educators and academics have defined competency as follows:

David McClelland (1993) [2], a well-known American scholar has said that competency is a personality hidden within a person that can drive that person to be responsible and have excellent performance to meet the specified standard. The competency in McClelland's perspective consists of five components:

1) Skills are something a person can do well along with regular practice until he becomes skillful such as a dentist who has the skill to fill a tooth without any pain at all.

2) Knowledge is the knowledge that each person possesses, which is specific to each individual.

3) Self-Concept in values and attitudes related to the image of a person or what a person believes that it is his unique such as a confident person having the belief that he or she can solve problems by himself or herself (Self-Confidence).

4) Trait is the thing that describes a person who may be a leader or a reliable and trustworthy person and so on. 5) Motive is a drive making a person act or lead himself to a goal such as a person aiming to succeed in his life (having Achievement Orientation); implying that he likes to set his goals and makes it successful including always trying to improve his working methods.

The definition of competency that McClelland has defined is also consistent with the one explained by Scott.

Scott (1988) [1] has stated that competency is a kind of knowledge, skills and attributes related to each other, affecting a job where they play the role in. All of the ideas mentioned are in relation to all jobs and able to measure the results with accepted standards as a criterion or, in other ways, knowledge, skill and attributes can be promoted or created by development or training.

In addition, the Secretariat of the Education Council, which has conducted the research studies and developed the competency framework of early elementary students together with the research team and the working group planning the basic educating curriculum competency framework in [5] also has described competency that it is a behavior expressing a person's abilities in applying his own knowledge, skills and characteristics to adapt in the work or various situations until he can be successful.

From the definition above, therefore, the exact meaning of competency is a person's ability to make use of knowledge, skills and all qualifications to achieve the best performance; shown through the works that reach the standards according to the specified criteria.

Competency assessment

Competency assessment on an individual can be done in a number of ways in which the rate of success depends on the selection of the appropriate methods or tools used in the assessment. The methods or tools in the evaluation of a person's competency can be divided into 3 major groups [15]:

1) The assessment by using a test that is aimed to measure a person's abilities to show his behavior according to the specified conditions such as a test measuring knowledge and the ability to perform tasks tending to assess competences related to the skills gained from the practice.

2) Behavioral observation is a performance assessment observing the behavior of the assess in certain circumstances. This assessment is different from the earlier one in the way that it uses a combination of multiple assessment tools or methods, such as the use of tests, interview with behavioral observations and a role play along with practicing in various activities, etc.

3) The assessment of reporting his or her own information is arranged by applying the assessment providing the information relevant to their competency by suing a personality test, portfolio, questionnaires, an opinion poll, attitudes and attention scale or evaluating personal history of the past behavioral data by using the person's competency assessment tool adhere to the following principles:

3.1 The content scope or objectives of the assessment should be clearly defined what the competence is to be measured.

3.2 The success in using of qualified tools that can make in the assessment depends on the quality of the tools and assessment's suitability, especially accuracy and reliability. Thus, it is important to choose a standardized tool that meets the acceptable standard.

3.3 The systematic selection is carried out to create clarity and fairness that can specify the standards-both in terms of the competency to be assessed and the tools, judging criteria and all procedures in the evaluation since there are several types of tools used in assessing ; therefore, efficiency and quality should be taken into account when measuring the individual's competency.

Communicative Competence in English as a foreign Language

Definition of Communicative Competence in English as a Foreign Language

Communicative competence is the capacity to receive and transmit messages, the way a person knows a culture when using language to convey his thoughts, knowledge, understanding, feeling and his personal view in order to exchange the information and experiences beneficial to the development of his society including negotiating to eliminate and reduce conflicts, sorting out to obtain information based on reasons and accuracy as well as browsing sufficient communicative methods; thinking about the impact on himself and the society [10].

Thitiya (2017) [19] has talked about English communicative competence that it is the students' ability regarding knowledge, skills and attributes when they use English for communication, which is composed of speaking, listening, reading and writing skills, and the ability to use the language in all 4 areas in the communication: 1) Sociolinguistics competence 2) Grammatical competence 3) Strategic competence and 4) Discourse competence which are the students' skills to communicate and interact with others in the context or content that teachers have planned with the emphasis on thought processing and initiatives in order for students to be able to put the activities into practice and state a conversation, which is successful in accordance with the objectives where the students can survey themselves and reflect diverse forms of language practice with the values, beliefs and behaviors. The most critical goal is that students can be international citizens, who are able to exchange cultures with other nations, to become a more active person having thinking process about language, capable of being a language operative and interacting with others linguistically in the national community.

Kohn (2009) [8] has claimed that competence in English communication highlights the ability to use the language for communication and cultural exchange to communicate with others by using their native mother tongue.

Byram (2012) [11] has given a definition of English communicative competence in relation to 21st century education management as thinking, creating activities or language projects, supporting and empowering the learners to choose appropriate approach to improve the social worlds to keep up with the world in 21st century. Hence, the teachers should support the learners to enhance their ability to use English to communicate and exchange information

appropriate to their skills, and provide a concrete teaching processes the learners have alternatives to choose speaking a particular language based on real and imagined situations in the social worlds and other contexts.

According to those definitions of communicative competence in English as a foreign language above, it can be concluded that English competency refers to the students' ability to use English for communication: the abilities to realize grammatical or structural use, socio-communication, tactics to convey meaning and use language to speak and write by applying knowledge, skills and attributes when they have a chance to communicate or cultural exchange with native speakers

Elements of Communicative Competence in English as a Foreign Language

Canale & Swain (1980) [9] have distinguished 4 components of communicative ability:

1) Grammatical competence: The mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances.

2) Sociolinguistic competence: The knowledge of rules and conventions which underlie the appropriate comprehension and language use in different sociolinguistic and sociocultural contexts.

3) Discourse competence: The mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts.

4) Strategic competence: It is composed of knowledge of verbal and non-verbal communication strategies that are recalled to compensate for breakdowns in communication due to insufficient competence in one or more components of communicative competence.

Hymes (1981) [3] has referred to the ability to communicate in English as social interaction that is important part of the ability to use language for communication the learners should have together with proper language use following the surrounded social and cultural rules, such as the ability to realize what to say in any situation, what the conversation is for, the social role of the speaker himself and the interlocutor; consisting of knowledge and the ability to determine whether a particular message is grammatically correct and acceptable for the natives, which text is appropriate to talk to each kind of people, and the meaning of what the natives speak in general to express the language like the native speakers.

Gagné (1985) [14] has said that the ability to communicate in English is a linguistic study of the ability to use grammatical terms and rhetorical, social-linguistic and strategic capacities, all of which indicate that metacognitions is a high-level cognitive process and the ultimate goal of teaching. The aim of teaching is to educate and develop students' abilities to plan, monitor and organize new learning strategies.

All of the above components, it can be summarized that the compositions of communicative competence are the factors related to communicative ability to achieve goals and also language skills: listening, speaking, reading and writing. Consequently, the teaching and learning process should use appropriate English learning strategies to encourage the students to achieve 5 efficient communicative competences: 1) Grammatical competence 2) Sociolinguistics competence 3) Discourse competence 4) Strategic competence and 5) Metacognitive competence The 5 elements mentioned are associated to the implementation of English language's teaching management that the teachers have to plan the lesson and design activities in advance for each component to help promote successful communication and meaningful speech, and build confidence in the learners to apply their skills in the daily lives.

Hybrid Learning

Academics of education have defined and discussed meaning and importance of Hybrid Learning as follows:

Carman (2005) [7] has said that Hybrid Learning is the integration of online learning through a network and traditional classroom, learning face-to-face on site, both of which use facilities such as the internet as medium and other tools in the teaching surrounding to promote the lessons. The teachers focus on interactions from online teaching and participation in traditional teaching to develop challenging learning and respond to the individual needs of the learners to improve themselves for better competence.

Saliba, Rankine, and Cortez (2013) [4] has stated that Hybrid Learning is a systematic approach to teaching strategies or methods that combines time and teaching methods together, and it is also an integration between on-site classroom, online interaction and the use of technological information applied in the class.

Yaso (2017) [13] has discussed that Hybrid Learning is an educational innovation merging multiple learning modules together, such as using an online self-learning system or e-learning which emphasizes interaction and the ability to meet the objectives for the increasing potential in students and effective teaching methods.

In conclusion, Hybrid Learning means a teaching technique that brings the advantages of learning through an online learning and in the classroom together in which the emphasis is placed on the combination of a variety of teaching methods to create interactions between teachers and students and among the students themselves via world-class tools and software playing the role in stimulating students to learn to be proactive and their thinking process including the ability to use modern technology which is more beneficial for learning.

Research related to Hybrid Learning to Enhance Communicative Competence in English as a Foreign Language

Syaifudin (2017) [12] has studied the development of English-speaking skills using Hybrid Learning and found that it can improve speaking skill was done in two cycles. In every cycle conducted online learning and traditional face to face learning. The online learning source were announced in whatsup group before face-to-face meeting. The online learning sources are websites (One Stop English, www.youtube.com), Instagram accounts (@englisharound, @teachersandrali, @grammar_tips), Applications (English Speaking & Listening, English handbook). It is proven that Blended learning can solve the students' problem in the class like inadequate learning and practicing time, afraid of making mistakes, being shy and unconfident to practice, by seeing

their average score in every cycle they had been through. The score shows improvement in every aspect of English-speaking skill. Moreover, the students really enjoyed learning using Blended learning model.

Ghazizadeh and Fatemipour (2017) [17] examined the effect of blended learning on the reading proficiency of Iranian EFL learners. A quasi-experimental design was carried out with 60 intermediate-level Iranian EFL learners who were randomly assigned to two groups. The control group received traditional classroom instruction in General English, whereas the experimental group received classroom instruction in General English including blended instruction in the reading skills. Both groups were tested for their reading skills before and after the treatment using the reading section of the Preliminary English Test and their scores were compared. The independent t-test results indicated that blended learning had a statistically significant positive effect on the reading proficiency of Iranian EFL learners. The study also suggested that blended learning can be adopted in the English language classes to facilitate the learning process especially that of the reading skills.

Almurashi (2016) [19] has studied The Effective Use of YouTube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula and discovered that English videos on YouTube can help the learners to understand English lessons and improve their English proficiency, and he has also found that those English videos are effective tools for teachers to use it for better lessons rather than teaching by using only textbooks alone. Furthermore, the students may have the attitude that watching English videos on YouTube in the class can assist them in more enjoyable study and more pleasant atmosphere.

Laborda (2009) [6] has investigated the use of WebQuests, a learning model that draws largely on English-language data on travelling website by conducting studies and researching information from various online sites complied reports or booklets and having all sources mentioned presented with oral.

Eventually, the results have shown that, during the learning process, students have more opportunities to develop their technological proficiency in the use of computers and the internet while improving their language skills in various areas of fluency in English: high-level vocabulary and the ability to communicate through foreign language. Based on research findings related to the use of Hybrid Learning to enhance communicative competence in English as a foreign language mentioned above, it can be seen that, in language teaching at all levels, the concept of Hybrid teaching and learning has been adopted as a form of teaching and learning by bringing technology as a tool to help learn language. Consequently, it can be regarded as helping learners to be able to learn through computer systems that are free to communicate and exchange self-learning and from interactions with others so that the students can learn English at any time or any place, and at the same time, when entering a face-to-face class, students are able to ask questions, exchange ideas and learn between teachers or classmates.

Hybrid Learning Models

There are various teaching techniques under the Hybrid learning model presented by a wide range of educational researchers. These teaching techniques may be a combination of the following teaching and learning management characteristics as follows:

1) Face-to-face classroom teaching or traditional teaching style which emphasizes on lecturing, explaining, giving examples, presenting activities, etc. It is emphasized the teachers (Teacher center), which is a traditional method of teaching.

2) Teaching in the classroom supplemented by a digital technology media.

3) Rotation teaching and learning is the method that the learners participating have to rotate themselves to do all the rotation activities according to different knowledge that the teachers have provided.

4) Teaching in the classroom is the method that the students can study via online or off line learning programs as specified by the teachers, and the teachers have to observe and to help the students.

5) The online teaching programs are the process that students don't have to attend classes.

6) Teaching in the laboratory is the process of teaching which lets the students work on their own probably with or without their teachers to help them.

7) Self-study is the way that the students study on their own learning methods.

8) Study in pairs or group-activities is the method that the teachers divide the students in pairs or into groups organized in the class or online learning programs.

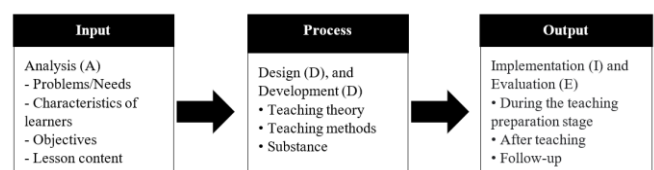9) Teaching through online learning programs at the real time.

10) On-site learning with knowledgeable people or experts with or without an instructor.

11) Learning from real-life experiences.

12) Learning by attending the meetings, seminars or events organized and being able to enhance knowledge and experiences.

Strategies in using technological media for managing communication between the teachers and the students can be organized in many forms depending on convenience and appropriateness, such as using computer programs or applications that support learning in the class: learning through various e-learning programs. In addition, social media (Social Media) can be used to facilitate learning, such as meetings or seminars through the chat room of Facebook, line, Google meets, Microsoft Team, or other LMS systems such as desktop computers or portable computers, tablets, mobile phones, etc.

To design the Hybrid-learning curriculum, all steps may be taken from the ADDIE Model [16] teaching system that includes inputs, steps of Analysis (A=Analysis) Process. "Process" is the designing procedures to develop DD = Design & Development. Output is the students' work and process that has been evaluated and is adjusted based on the results obtained at the stage of evaluation during implementation and the final evaluation (E = Evaluation) as shown in Fig.1.

Input	Process	Output
Analysis (A) - Problems/Needs - Characteristics of learners - Objectives - Lesson content	Design (D), and Development (D) • Teaching theory • Teaching methods • Substance	Implementation (I) and Evaluation (E) • During the teaching preparation stage • After teaching • Follow-up

Fig.1 The hybrid learning instructional design by integrating various teaching styles and the ADDIE Model system theory framework

The Enhancement of Communicative Competence in English as a Foreign Language

When focusing on competency in English, the instructors can apply patterns, principles, concepts and theories related to the research in teaching and learning by following the steps below:

1) Analyze the problem condition and the learners' context needs

2) Design of learning management

3) Apply the designed learning management in real situations including a result record after applying

4) Assess the learners' learning skills

The analysis of the problem condition and the learners' needs and context should be the first step of teaching which the teachers have to pay attention to all the problems of teaching and learning process, and others regarding the learners, including their needs especially the subjects they are interested in and relevant to the daily lives. This can help the learners to study English more easily by linking themselves with previous knowledge to facilitate the creation of new knowledge.

To establish the designed learning management effectively, the teachers need to use the data from the analysis of the problem conditions and the learners' context and needs in designing the lessons to be suitable for the time and the situations due to the conditions and events in the world which are always changed, so teaching and learning can be both in the classroom and in outside the classroom in case of abnormal situations as follows:

1) The presentation stage of normal circumstances, the teachers can take students to study with experts or real situations to study based on the topics that the instructors have set up, or the instructors can also give a lecture to the learners, explanation and give examples of the topics covered in traditional learning styles. However, if the learners cannot attend the on-site class, the teachers can teach them by giving lectures or explain and give an example of the lessons via online chatting room on Google Meet or other online sites.

2) The practice stage, the teachers have to introduce all learning resources on the online site and other digital media to enable students to search for the additional information and knowledge that they would like to study outside the class, such as the National Library of Congress, YouTube, free website or application which do not need the students to complicatedly install software on their computer or sign in after paying fee. One of the most popular websites for English learners is EDpuzzle, a website creating interactive lessons in the forms of video through a combination of the videos and the lesson content from various open learning-sources including YouTube, National Geographic and TED talks. Moreover, EDpuzzle can also create quizzes to measure and evaluate the learners' performance after finishing each lesson, and then they can do exercises that the teachers have appointed to practice their skills and discuss about exchanging ideas, etc. Thus, it could be said that this hybrid learning method is the way to encourage the learners to be able to communicate in English through interesting multimedia sites.

3) The applying-knowledge stage, the instructors can require students to present their knowledge in front of the class or make a video clip presenting on several topics taught in the lessons and publish online via any social media.

All of the learning models mentioned above will be implemented in either regular or online classes. The teachers then record the results after the class in an AAR from in order to use it as a guideline to improve the design and teaching management in the future.

The teachers can evaluate the learners by observing the learners' behaviors or checking the work assigned or the teacher's paper tests

CONCLUSION

Hybrid learning is another teaching style used in language learning-management to make the English classes more interesting and to attract the learners' attention, they will get more determination to study English. In this case, Hybrid learning focuses on collaboration by integrating both the face-to-face learning styles and computerized learning, so the scope of learning is not limited to only in the classroom. At present, this teaching method is used in all levels of education to reduce gaps or educational inequalities. It also allows the learners to experience in the language skillfully and to have effective communication skills in English. In summary, Hybrid learning is a form of language learning that is suitable to enhance the students' communicative competence in English as a foreign language.

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