Enhancing the Communicative Competence of Filipino Immigrants in America

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching English To Speakers of Other Languages

By
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Enhancing the Communicative Competence of Filipino Immigrants in America

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MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

May 17, 2023

Luz Navarrette García, EdD
Chairperson

Date
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May this research serve as a beacon of light to all moms out there who are aspiring to achieve their goals. No matter how daunting the task is, it's possible with faith, determination, and unwavering support from loved ones. I pray that this research will inspire and motivate others to pursue their dreams fervently.
ABSTRACT

This field project focuses on enhancing the communicative competence of Filipino immigrants in America through developing a workshop program. The Filipino immigrant community in America is diverse and they struggle to overcome language barriers and adapt to their new environment. This project aims to solve these struggles by providing valuable skills and resources for successful communication. The workshop program is a four-unit modular material that covers areas relevant to speaking and communication, such as vocabulary, grammar, pronunciation, writing, speaking, and cultural competence. By enhancing their communicative competence, Filipino immigrants can engage in meaningful conversations, develop public speaking skills, and create new opportunities personally and professionally.

The need for this project is driven by the researcher's personal experiences, which include witnessing firsthand the struggles faced by immigrants in America. The project draws on literature and research on language acquisition, cultural competence, and communication to design an effective workshop program that meets the needs of Filipino immigrants. This project recommends further development, including immersions and real-life situations activities to facilitate a more interactive and engaging learning experience. Utilizing the expertise and experiences of other Filipino immigrants and experts can also contribute to the workshop's effectiveness. The program has the potential to significantly improve Filipino immigrants' lives and contribute to America's cultural and linguistic diversity.
"Mastery of the English language is an indicator of linguistic competence, but it is not an accurate gauge of someone's intelligence." – Zsa Zsa Aranas.

Communication plays a significant role for any person migrating to another country. Learning a new language could be daunting, but it is something that we must adapt to. Communicative competence gives every immigrant an edge to land a job, win an interview, and interact with native speakers, locals, and professionals.

There are several reasons foreign language learners are devoured by their fears of speaking because of social anxiety that holds them back from speaking. Embarrassment and language bullying, such as teasing and mocking, affect language learners' ability to enhance their communicative competence in English. Cultural competence or cultural knowledge is one of the effective strategies for learning a language and becoming more confident in speaking the host language. It is vital to be proficient in English when migrating to the United States, whether for work, training, or academic purposes.

**Statement of the Problem**

Filipino immigrants face unique challenges as they strive to communicate in the United States. This project examines these obstacles and explores potential strategies for improving their communicative competence, so Filipinos are better poised for long-term success. In addition, its scope will include an overview of relevant literature on language proficiency and cultural
adaptation, along with other factors associated with effective Communication among Filipino Americans. Through informed discussion and analysis, we hope to identify practical solutions which can aid Filipino migrants in adapting linguistically and socially within their adopted country - ultimately helping weave them into the American fabric while allowing them to maintain ties to their home culture too!

It is now widely accepted that communication skills and knowledge are both essential components in life and interactions. This is true to an extent, as conversation is a natural part of human nature, and humans rely on communication for virtually every aspect of life. Of course, only some communicate all the time effectively; the level of skill can vary drastically from person to person. Considering that humans cannot exist without communication, it is crucial to understand how to communicate effectively. It directly impacts our relationships with others and everyday tasks such as work and education. It has been shown that effective communicators often have better relationships with other people, more career success, and enhanced problem-solving abilities. Understanding how best to communicate enables us to resolve conflicts more easily by seeing another person's perspective through meaningful discussion rather than relying solely on assumptions or opinions.

Furthermore, proficient communicators can listen actively, which aids in obtaining valuable information and building trust with those around them. According to Hannawa and Spitzberg (2015), improved communication is essential for achieving higher productivity levels in the workplace and everyday life. By allowing individuals to articulate their thoughts and feelings clearly, they can get more out of each situation and maximize their potential. Improved communication has been associated with increased efficiency and greater collaboration, leading
to better overall outcomes. Additionally, better communication can improve relationships, trust, and understanding between people, resulting in a more positive work atmosphere. Furthermore, research has shown that improved communication can reduce stress levels and enhance morale in the workplace (Hannawa & Spitzberg, 2015).

Parks (1994) pointed out that while there are many unknowns surrounding communication competence, there is also a general agreement among people about what indicates incompetence. When someone does not interact appropriately, says something wrong, harms another's self-esteem, or behaves threateningly, those individuals will often be judged incompetent. This has driven communication researchers and educators to explore the concept of incompetence further and develop techniques to help people reach a satisfactory level of competence that can help make their lives better. It is important to note that many aspects of communication are complex and unpredictable, making it difficult to define how competent someone is or what needs to be clarified. Nonetheless, different members of society tend to agree on the criteria for gauging incompetence, which involves saying something inappropriate, damaging someone's dignity, or behaving aggressively.

**Purpose of the Project**

This workshop program aims to empower Filipino immigrants in America by enhancing their communicative competence. In today's multicultural environment, it has become increasingly crucial for immigrants to communicate effectively to succeed personally and professionally. This program seeks to address the language barriers often in the way of effective
communication for Filipino immigrants by offering resources and tools to improve their language skills.

The Filipino community is one of the largest immigrant groups in the United States. However, many face significant challenges in acclimating to their new environment, including language barriers, cultural differences, and unfamiliar social norms. This workshop program aims to provide Filipino immigrants with a safe and supportive space to develop their communicative abilities.

By participating in this program, Filipino immigrants can improve their English proficiency, which can have a ripple effect on their overall integration into American society. Strong communication skills can help them navigate various aspects of life, including employment, healthcare, education, and social relationships. Additionally, this program can provide a platform for Filipino immigrants to connect and form supportive networks, which can be especially beneficial for those who may feel isolated in their new homes.

The target audience of this program is wider than Filipino immigrants. Language coaches, educators, and others working in linguistics can also benefit from the resources and tools offered in this program. For language coaches, this program can provide insight into the linguistic challenges faced by Filipino immigrants, which can inform their teaching strategies. Educators can benefit from the curriculum and materials offered in this program, which can supplement their teaching and learning goals.

Furthermore, this project aims to enhance Filipino immigrants' communicative competence in America by providing a range of resources and tools, as well as a supportive space to practice and develop their language skills. By doing so, this program can help to break
down language barriers, foster integration, and enrich the lives of Filipino immigrants and the communities in which they live.

**Theoretical Framework**

Multiple theories inform this project: According to Hymes' (1992) theory of communicative competence, effective communication is essential for creating potential learning and giving meaning to educational tasks. Communicative competence involves the ability to speak and comprehend language and the ability to use language appropriately in different contexts and situations. Meanwhile, Van Ek, a European linguist, incorporated Hymes' concept into foreign language education by introducing the idea of communicative ability, which comprises six distinct competencies essential to effective communication. These competencies include linguistic competence, sociolinguistic competence, discourse competence, strategic competence, socio-cultural competence, and social competence (van Ek, 1986 in Byram, 1997: 10). Van Ek's framework emphasizes the importance of not only understanding the language itself but also the social and cultural contexts in which it is used. By integrating these competencies into language education, learners are better equipped to communicate effectively in real-world situations. This approach marks a significant shift from traditional grammar-focused language teaching towards a more comprehensive and communicative approach supporting language learners' success in global contexts.

**Significance of the Project**

This project on enhancing the communicative competence of Filipino immigrants in America is highly significant, as it will not only help identify the obstacles faced by Filipino
immigrants but also provide ways to bridge language and cultural differences. Furthermore, it will open opportunities for greater participation of Filipino immigrants in activities such as educational programs, job training, employment, and civic engagement initiatives. In addition, it can serve a pivotal role in providing resources for improving language proficiency suitable for their target environment, allowing them to integrate into American society fully.

**Researcher Positionality**

As a researcher, my personal experiences and academic training inspired me to embark on this project. Migrating to the United States with my family was the most challenging chapter of my life. I have witnessed firsthand Filipino immigrants' struggles attempting to communicate effectively in a non-native language and cultural context. As a result, I am deeply passionate about promoting the well-being and success of this community. My academic background in psychology and linguistics equips me with a theoretical understanding of language acquisition and cultural dynamics. I recognize that communication is more than just the transmission of information; it involves an intricate interplay of linguistic, cultural, and social factors. In the context of Filipino immigrants in America, this means recognizing their unique challenges in navigating the dominant culture while maintaining their cultural identities.

**Definition of Terms**

**Acculturation:** a process of adoption and adaptation to a new culture. It involves the acquisition of knowledge about the unfamiliar culture and the development of behaviors that are more in line with it (Unzueta et al., 2004).
Assimilation: Assimilation is the process by which minority groups adopt the cultural and behavioral norms of the dominant culture in a society. This can involve learning the language, communicating through certain cultural practices, or adopting certain beliefs and values (Serafica, R. 2011).

Colonization: The subjugation of a people or area, especially as an extension of state power (Kohn & Reddy, 2006).

Communicative Competence: the ability to use language effectively and appropriately in various social contexts. It involves comprehensively understanding what claims to be socially appropriate when communicating. This includes knowledge of the cultural norms, expectations, linguistic conventions, and strategic techniques used in conversational settings (Hymes, 1992).

Cultural Competency: Involves understanding how cultural contexts shape attitudes, beliefs, and behaviors. It requires knowledge, behaviors, policies, and attitudes to interact successfully across different cultures (Rukadikar et al., 2022).

Filipino Immigrants (FI): Legal permanent residents abroad, Filipino spouses of foreign nationals, Filipinos naturalized in their host country, and dual citizens as well as their descendants form part of the Philippine diaspora (International Labour Organization, https://www.ilo.org/ilostat-files/SSM/SSM9/PHILIPPINES.).

Lawful Permanent Resident (LPR): Individuals who have been granted permission to live and work permanently in the United States (https://www.dhs.gov/immigration-statistics/lawful-permanent-residents).

Naturalization: Naturalization is the legal process by which an immigrant to the United States can acquire full citizenship rights. This includes the right to vote, own property, and access many
of the same benefits as a native-born citizen

(https://www.boundless.com/immigration-resources/naturalization-explained/.)
CHAPTER II

REVIEW OF THE LITERATURE

According to a study conducted by Landrine and Klonoff in 2004, Filipinos who choose to immigrate to heavily populated Filipino areas in the United States, such as Hawaii, California, and New York, might have varying levels of cultural acclimation than those who choose to settle in rural areas or cities with fewer people of Filipino origin. This is because individuals living in heavily populated areas have more opportunities to interact with individuals from similar cultural backgrounds and may face fewer challenges when preserving their heritage. On the other hand, Filipinos living in rural or less diverse areas may experience more significant cultural transitions and must work harder to maintain their cultural identity. Therefore, the level of acculturation experienced by Filipino immigrants varies depending on where they choose to settle in the United States. However, in densely populated Filipino communities in the United States, newly immigrated Filipinos may feel free from the need to alter their values and beliefs due to the ability to interact and communicate with others who share their language and cultural background. This phenomenon has been observed as a common occurrence in the biculturalism category of acculturation, where immigrants retain their traditional practices while also adapting to the new culture they find themselves in. Many other immigrants may learn English and adopt new customs but maintain their social ties with other Filipino immigrants. This unique situation has been noted by numerous studies, including Lara et al. (2005), McAdam et al. (2005), and Withers and Snowball (2003).
Moreover, despite retaining Filipino roots and upbringing, some individuals use English exclusively in their communication, even among fellow Filipinos (Chung et al., 2007). This linguistic adaptation is often seen in the context of globalization and the prevalence of English as a universal language. In contrast, others fully assimilate their adopted country's language, customs, and ethos (Chung et al., 2007).

**Filipino Immigrants in America**

At the beginning of the 20th century, Filipinos first arrived in the United States, where they primarily worked as agricultural laborers. However, an enormous influx of Filipino Americans occurred after implementing the Immigration and Naturalization Act in 1965. This new wave of migration was primarily composed of medical professionals and family members of American citizens, according to Agbyani-Siewert and Enrile (2003). Additionally, Rumbaut (1999) states that some Filipinos were granted entry into the United States due to their military affiliations. These new arrivals were able to integrate into American society and establish themselves in various professions, contributing to the cultural and economic diversity of the United States.

Tuason & Crutchfield Jr. (2021) reported that more than 10.2 million Filipino Immigrants (FIs) had established themselves in various parts of the world as of 2013. These FIs are distributed across different continents, with the Americas and Asia hosting the highest numbers at 4 million each, followed by Europe with about 1 million and Oceania with half a million. This estimate of 10.2 million Filipino immigrants includes permanent and temporary residents and irregular migrants, as reported by various sources, including the Commission on Filipinos
Overseas (CFO), the Department of Foreign Affairs, and the Philippine Employment Overseas Administration. These F.I.s have contributed significantly to their host countries' economic, cultural, and social development, demonstrating the Filipino people's determination and adaptability to succeed and thrive even in a foreign land.

The colonization of the Philippines by the United States from 1898 to 1946 had a significant impact on the country's language landscape. English became prevalent in the Philippines due to this colonization, and many Filipino immigrants to the United States speak English as a primary language. However, their regional language or dialect still influences how they speak English, including the cadence and inflection of the words (Serafica, 2011).

The article by Gallardo and Batalova (2020) highlights the immigration patterns of Filipinos in the United States, focusing on their acquisition of lawful permanent residence (LPR) status, commonly called getting a green card. The study reveals that most Filipinos who obtain LPR status do so through family reunification channels, specifically immediate relatives of U.S. citizens or other family-sponsored media. Additionally, many Filipinos acquire green cards through employment preferences.

The study also sheds light on the demographic characteristics of Filipino immigrants in the United States. Compared to other immigrant groups, Filipinos exhibit more vital English language skills, higher college education rates, and higher naturalization rates than U.S. citizens. Furthermore, Filipino immigrants have higher incomes, lower poverty rates, and are less likely to be uninsured. These findings suggest that Filipino immigrants in the U.S. are generally well-educated, highly skilled, and economically stable, contributing positively to the nation's workforce and society.
Challenges faced by Filipino Immigrants

English language proficiency is a top priority for many Filipino immigrants who arrive in the United States to integrate successfully into American society and gain job opportunities. According to research conducted by de Castro et al. (2008), Filipino immigrants frequently cite language barriers as one of the biggest challenges they face when trying to assimilate into American culture. Furthermore, learning English symbolizes many immigrants' affiliation and acculturation to the United States. As Olsen (2000) pointed out, mastering English enables immigrants to communicate effectively with Americans and fully participate in American society. Speaking English is essential for practical purposes and cultural and social integration.

However, Buenavista's (2010) research delved deeper into the various factors that impact the college selection process for Filipino-American students. In her findings, Buenavista argued that regardless of which generation a Filipino-American student belongs to, they are likely to encounter certain language barriers when pursuing higher education due to the immigrant background of their parents. Buenavista emphasized that the Filipino-American community has a strong affinity to their own Filipino language, which inevitably creates difficulty with understanding the English language that is commonly used in academic institutions. This language barrier is therefore one of the most pressing issues that Filipino-American students encounter.

Essence of Communicative Competence

Wolf (1997) states that Filipinos in the United States have primarily assimilated into American society and achieved success. This assimilation is partly due to various historical and cultural factors intertwined with the country's colonialist past. As a result of this assimilation,
Filipinos have effectively blended into American society to the extent that they are relatively invisible to the average American and U.S. academic eye. However, this invisibility is significant, as it reflects a significant historical and political issue that needs to be further explored and better understood by scholars and policymakers. This topic has been extensively examined in the literature, with studies by Takaki (1989), Kaplan (1990), Campomanes (1995), and Wolf and Hoffman (1996) addressing the complexities of Filipino assimilation within the United States. Through careful analysis and exploration of these various historical and cultural factors, we can better understand the Filipino-American experience and the challenges and opportunities they face in the United States today.

John (2022) points out that when it comes to more specialized or technical occupations, individuals may opt for using General English, Business English, Technical English, or Plain English. Furthermore, further decisions need to be taken for non-technical genres such as email and meeting minutes, which can differ significantly in style, register, and tone depending on the audience they are intended for. On top of these challenges posed by language variety and complexity, L2 professionals may also face other dilemmas, such as those based on cultural and social factors. Angouri & Harwood (2008) have underlined how challenging it can be to communicate clearly in writing since many organizations require considering different writing processes and genres. This challenge is exacerbated by the fact that contexts may vary greatly linguistically and culturally according to the organization's specific needs. In addition, even if the correct choice of words is made when composing a text, several other elements still come into play to ensure effective communication, such as respecting conventions regarding format and structure or conveying a suitable level of politeness.
Self-awareness is the first crucial step in becoming cross-culturally competent. It involves understanding one's cultural values and norms and recognizing biases when interacting with individuals from different cultures (Barrera & Corso, 2003; Chan, 1990; Harry, 1992).

Maneze et al. (2016) conducted a study that revealed Filipino immigrants have trouble communicating with Clinical Professionals due to language anxiety. Such challenges stem from differences in pronunciation, diction, syllabification, speech delivery, grammar, vocabulary, and how ideas and concepts are relayed (Roberts et al., 2005). These communication roadblocks may be further compounded by the fact that these non-native English speakers often have a limited lexicon of words and need more familiarity with English sentence structures (Roberts et al., 2005).

Scollon and Scollon (2001) said that communication is more effective when the people involved have a common understanding of their shared environment and the knowledge that comes with it. This is because having such an understanding fosters better comprehension between all parties, bridging quicker and deeper connections.

The study conducted by B-Ikeguchi, C. (2014) showed that communication skills should not be seen as a form of competency in and of itself, but rather they are the foundation from which students can measure and assess their abilities as the capabilities of others. Furthermore, the research revealed that these communication abilities allow individuals to effectively communicate their thoughts and feelings clearly and concisely, allowing for more accurate assessments of self-worth and an improved understanding of those around them. As such, it is evident that developing good communication skills is essential for students to reach their full potential academically and socially. The emphasis on constructing a connection with people from
other linguistic groups, forming "genuine links of communication with another culture" (Gardner, 2001), differentiates integrative motivation from other motivating processes that influence language teaching. Gardner and Lambert (1959) proposed that "a powerful enthusiasm for learning a second language stems from the wish to be accepted as an affiliate of the new speech community" (p. 272). After practically half a century of exploration and over 75 studies by Gardner and his colleagues, language's intergroup components provide considerable drive to study it (Masgoret & Gardner, 2003). Not only do learners gain access to new cultures, but they also benefit from connecting with people whom they may not have had contact with before. This further encourages them to strive to understand the language, its grammar, and cultural aspects to communicate effectively. Moreover, speaking fluently in a foreign language permits individuals to increase their cultural awareness while developing greater self-confidence when engaging with members of another culture.

MacIntyre's (2007) research explored the concept of Willingness to Communicate (WTC), understood as an individual's likelihood to participate in verbal communication when given the opportunity. This willingness was found to significantly influence the orientation and promotion of second language use. Specifically, greater levels of WTC were closely linked to the more successful acquisition of a second language and increased comfortability with using it in real-world contexts. Furthermore, this willingness can play a role in initiating and sustaining conversations in a second language, allowing for improved fluency and comprehension. Thus, WTC is essential to an individual's proficiency in speaking a second language.
Vargas-Reighley (2005) notes that immigrants may adopt aspects of the host culture that agree with their traditional beliefs while maintaining facets of their original culture. This view has challenged the idea that acculturation and assimilation were equivalent or that assimilation was an unavoidable result of acculturation - a concept commonly referred to as the unidirectional argument. Changes resulting from this process occur on many levels, including physical, biological, political, economic, cultural, social, and psychological (Berry, 1991). Further research has demonstrated these changes to be multifaceted, consisting of subtle and dramatic lifestyle and behavior alterations.

According to the research conducted by Smith and Strong in 2009, adults learning a new language exhibit several unique characteristics that give them an advantage over younger learners:

1. Adult learners tend to be more goal-oriented, which makes them highly motivated to learn a new language to meet a specific need or demand.

2. Because adults have had more life experiences and educational opportunities, they possess a wealth of knowledge to apply to their language learning process uniquely, making it easier to grasp new concepts. In 2009, Naznean explained that adult language learners possess unique qualities that enable them to make informed decisions about what they need to learn.

3. They can leverage their past experiences to acquire new knowledge and validate information accuracy based on their beliefs and life experiences.

4. Adult language learners can identify how to integrate the learning outcomes in real-world scenarios.
On the other hand, Deng & Zou (2016) argue that adult language learners are particularly well-suited to learning a new language due to their heightened cognitive abilities, logical solid analysis skills, and capacity for self-monitoring. These abilities allow them to quickly acquire proficiency in a new language and tailor their learning approach to suit their needs and preferences. Overall, adult language learners' unique qualities and skills make them highly effective and efficient in acquiring new language skills.

Gardner's (1985) study discovered that integrative motivation is vital in promoting Second Language Acquisition (SLA). Moreover, Naiman et al. (1995) determined that L2 learners who possess high intrinsic motivation – fueled by their innate desire for self-esteem and self-confidence – are likely to succeed in their second language acquisition efforts.

To further investigate the motivational orientation of Filipino foreign language learners, Gonzales (2010) conducted a study to explore what separates one learner's motivation from another. In this study, Gonzales (2010) identified six distinct motivational orientations; these include the desire for career and economic enhancement, a wish to become a global citizen, a drive to communicate and affiliate with foreigners, the longing for self-satisfaction in learning, an innate belief in one's self-efficacy, and a yearning for cultural integration.

The concept of self-esteem relates to how individuals perceive and judge themselves. A study by Orillos in 1998 found that when individuals have high self-esteem, their attitudes toward second language learning tend to be more positive and open-minded. This positive mindset facilitates the learning process. However, if an individual has low self-esteem or inhibitions or defenses, it can hinder their progress in language learning. Guiorra, cited in Orillos' study, discovered that such inhibitions could create obstacles to communication in a foreign
language. Ultimately, learners must maintain a healthy level of self-esteem and overcome any inhibitions or fears that can impede their learning experience.

According to Meniado (2019), learners who can achieve success possess a deep understanding of the connection between form and meaning in their learning. In addition, they are highly aware of their knowledge acquisition processes and have developed effective strategies to address specific challenges they might encounter along the way.

**Summary**

English language proficiency is a top priority for Filipino immigrants to integrate into American society and gain employment opportunities successfully. Language barriers have been identified as one of Filipino immigrants' most significant challenges when assimilating into American culture. The study conducted by B-Ikeguchi, C. (2014) shows that communication skills should not be viewed as competency in and of itself but as a foundation from which individuals can assess their abilities with others. Additionally, effective communication skills allow for clear and concise expression of thoughts and feelings, leading to more accurate assessments of self-worth. Therefore, improving communicative competence among Filipino immigrants is essential for their successful integration into American society.
CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

As one of the fastest-growing immigrant communities in the world, Filipinos have contributed significantly to their adopted countries' social, cultural, and economic landscape. However, linguistic, and cultural barriers can inhibit their full integration into society, preventing them from realizing their full potential. Hence, this field project addresses these challenges by equipping participants with the tools and skills necessary to communicate effectively and confidently.

This specifically tailored workshop program is a four-unit workshop program to empower individuals with intermediate to advanced levels of English language proficiency, helping them hone their communication skills, increase their confidence in speaking, and become culturally competent communicators. Every unit incorporates instances from the participants' real-life encounters that can be utilized as a discussion focal point. This approach allows for a more integrated and relevant learning experience. Additionally, the modules aim to provide a high level of semantic depth to foster an academic and professional environment.

The front cover delivers a perfect balance of simplicity and complexity, making it a powerful visual representation of the workshop program. The cover design conveys the strong sense of purpose of the program and captures the essence of the material contained within the workbook. The cover accurately reflects the unique content, making it a vital tool to attract and engage participants in the workshop program.
Figure 1 demonstrates the front cover of the field project is a statement of what is inside - it is masterful, sophisticated, engaging, and professional. It visually represents the "face validity" of the workshop program contained within and demonstrates its robust and attractive nature. Overall, the cover is an impressive work of art that captures the essence of the workshop program and sets the perfect tone for a successful program launch.

Figure 1

Workshop Program Front cover

In this workshop program, a clearly outlined and structured program is essential to ensure seamless and successful workshop facilitation. This program meticulously details the program flow from units 1-4, including all contents, exercises, and focus areas, thus providing a
comprehensive overview of what participants can expect to learn and achieve throughout the workshop.

Figure 2 serves as a visual aid to further emphasize the significance of the program outline, providing a clear and concise breakdown of the program flow and components. After conducting research, I developed this detailed program outline to ensure that participants can fully engage with the workshop content and maximize their learning potential.

Figure 2

Program Outline

I. Orientation
   • In-take form for participants
   • Introduction to Communicative Competence

II. Basic English Language Skills
   • Grammar
   • Vocabulary
   • Pronunciation

III. Advanced English Language Skills
   • Writing
   • Speaking
   • Conversational English

IV. Cultural Competency
   • Cultural values and beliefs
The first unit of our workshop program includes a participant questionnaire survey form (See figure 3), an introduction to communicative competence, and a group activity designed to practice communication skills. These activities create a supportive environment that encourages participants to embrace their unique cultural perspectives while fostering a sense of belonging.

Figure 3

Pre-workshop questionnaire survey form

The second unit focuses on the basic skills of English language proficiency, including grammar, vocabulary, and pronunciation. Through engaging activities and interactive exercises, participants will better understand these core components and how they contribute to effective
communication. Figure 4 illustrates a grammar exercise designed to improve learners' grammatical skills. The activity comprises a range of questions that require the participants to demonstrate their grasp of the fundamental principles of English grammar, such as identifying and correcting grammar errors. In addition to the exercise, the developer offers valuable tips to help participants understand complex grammar rules more easily.

**Figure 4**

**Unit 2- Grammar Exercise**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>What should the speaker say instead?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mo and you went to the store yesterday.</td>
<td></td>
</tr>
<tr>
<td>2. Store? It weren't a store. Nothing are there.</td>
<td></td>
</tr>
<tr>
<td>3. The book its hanging off the edge of the shelf.</td>
<td></td>
</tr>
<tr>
<td>4. I seen that movie last night and it was amazing!</td>
<td></td>
</tr>
<tr>
<td>5. Did you ate salad for lunch?</td>
<td></td>
</tr>
<tr>
<td>6. Their going to meet us at the park at 5:00.</td>
<td></td>
</tr>
<tr>
<td>7. What time does you go to school?.</td>
<td></td>
</tr>
<tr>
<td>8. I love having a day off because I wouldn't get up early.</td>
<td></td>
</tr>
<tr>
<td>9. The news says there's going to be alot of rain tonight.</td>
<td></td>
</tr>
<tr>
<td>10. How long have you wears glasses?</td>
<td></td>
</tr>
</tbody>
</table>

Moreover, Figure 6 offers a practical example of a poem and provides invaluable instructions that facilitate participants in cultivating their speaking confidence. The participants
are encouraged to work in pairs to enable the learners to express themselves freely while receiving valuable feedback from their peers, further enhancing their learning experience. Incorporating this pronunciation and speaking exercises into a learning unit significantly boosts participants' communication and overall language proficiency, ultimately aiding them in their personal and professional endeavors.

Figure 6

**Unit 2- Pronunciation Exercise**

Instructions:
Take some time to choose a poem that interests you. It should have two stanzas, typically four to six lines each. Read the poem silently to yourself a few times to understand the meaning and rhythm. Next, practice reading the poem out loud, focusing on pronouncing each word. Remember to pay attention to syllable stress and intonation.

Sample poem:

A Simple Plan
By Irwin Maurer

Simple Sam was a simple man,
He lived each day by a simple plan,
Enjoy your life and live while you can,
Make each day count and take a stand.

Stand on the left or stand on the right,
Whichever one you think is right.
Live each day as if your last,
Life is too short and gone too fast.

Play this audio or scan the QR code to listen to the poem to practice.

In unit three, it aims to practice advanced English language skills such as writing, speaking, and conversational English. These skills are essential in daily life and work
environments, and we seek to ensure that our participants can communicate with clarity and confidence in any situation. As an essential component of the unit 3 curriculum, this workshop program aims to cultivate participants' writing abilities by composing simple and professional emails. Effective business writing is vital in the workplace, and this program seeks to elevate participants' writing to a level of professionalism expected in today's business environment. Refer to Figure 7 for an illustration of the curriculum.

Figure 7

**Unit 3- Writing Exercise**
As we progress through unit 3, honing our speaking skills is paramount in enhancing our communicative competence. To this end, I present Figure 8, an incredibly effective activity that facilitates engaging dialogue between participants. This exercise includes a pair-based conversational approach that will drive the point home. This activity's practicality and strategic outlook lie in its simplicity, as it allows participants to engage in real-life conversational scenarios that will help them quickly build up their speaking skills. With the guidance of expertly crafted prompts provided in the activity, participants will practice holding a conversation and learn how to maintain it.

Figure 8

Unit 3- Speaking Exercise
Finally, in unit four, the core focus is on cultural competency. It aims to foster understanding and respect among participants by exploring the nuances of different cultures and their values. The activity provided is to explore the participants' beliefs and understanding of their cultural values and practices. Cultural competencies open doors to opportunities and help improve relationships while navigating diverse cultural groups.

Furthermore, incorporating cultural competence in Unit 4's workshop program is crucial in today's diverse society. By understanding the intricacies of one's culture and beliefs, participants are better equipped to comprehend the nuances of other cultures. As illustrated in Figure 9, this knowledge serves as a foundational pillar for developing cross-cultural sensitivity and respect.

Figure 9

**Unit 4- Cultural Competence**
The design of this workshop program is to provide facilitators, educators, and developers with a comprehensive guide to the learning resources that support the workshop content. An appendix was added to the workshop program, which contains vital information such as answer keys and procedures that will assist in the smooth running of the training. The appendix also features a carefully curated list of recommended readings, which have been chosen to provide further in-depth knowledge on the subject matter.

Figure 10 visually depicts the workshop program's broad range of recommended readings. These readings include industry-standard textbooks, research papers, case studies, scholarly articles, and online resources that subject matter experts have curated to provide the most relevant and up-to-date information.

The recommended readings cater to the diverse learning needs of facilitators, educators, and developers. They cover various topics, from fundamental principles to advanced techniques, and include a mix of theoretical and practical resources that will enable participants to apply the knowledge they gain to real-life situations.

Overall, the workshop program's appendix, emphasizing valuable resources such as answer keys, procedures, and recommended readings, is a vital component of the program, which provides the necessary tools for successful learning outcomes.
As a part of my commitment to fostering learning and education, and in line with the development of our workshop program, I have also taken the initiative to design and create a website dedicated to providing valuable information and resources for learners and educators alike. You can find this website at its address, www.speakwithzsazsa.com

The website is still a work in progress as I continuously strive to improve and expand the content and offerings. However, my objective remains clear and unwavering - to spread invaluable knowledge and insights through helpful and informative blogs, videos, and tools. Refer to Figure 11 to illustrate its contents and layout.
I founded this website believing that education is a fundamental right and necessity for everyone, regardless of age, background, or circumstances. We are committed to doing our part in providing accessible and user-friendly resources that leverage the power of technology to enhance the learning experience for everyone.

Figure 11

**Speak with Zsa Zsa Website Home Page**

**Empowering Immigrants to Speak with Confidence**

Welcome to Speak with Zsa Zsa, the go-to source for immigrants seeking to master their speaking skills.

**Featured Contents**
To delve deeper into the role of the Philippine Consulate Office and provide a more comprehensive understanding of its significance to Filipino immigrants, I conducted a virtual interview with esteemed members of the Consulate. Through our constructive and informative discussion, I gained invaluable insights and information that enriched our knowledge of the vital role played by the Consulate Office in the Filipino community.

For those interested in learning more about our illuminating conversation, the recorded Zoom meeting is readily accessible on the Speakwithzsazsa.com website. Furthermore, a formal letter of invitation and guiding questions can be found in the appendix for those looking to further their understanding of the subject matter.

**Development of the Project**

Everyone deserves to feel empowered with the ability to express themselves. The field project's development focused on enhancing Filipino immigrants' communicative competence. My inspiration for this project stemmed from the personal experiences of my husband and countless other fellow Filipino immigrants who have experienced unpleasant interactions with native English speakers. Many of these interactions have led to trauma and low self-esteem due to humiliation or being laughed at for making simple grammar mistakes or mispronunciations.

This project aims to design a program that will improve the English-speaking skills of Filipino immigrants by compressing various activities and components into a concise and focused program. The primary focus is on enhancing speaking skills, with the primary goal of boosting the confidence of Filipino immigrants and promoting their communicative competence.
The program comprised various activities to strengthen the speaking skills of the participants. The program started with a warm-up activity that encouraged participants to speak freely and naturally, followed by activities designed to improve fluency, pronunciation, and vocabulary. The material includes tips and correction mechanisms to improve participants' speaking skills to enhance the program further.

The program was developed in consideration of the unique challenges that Filipino immigrants face in speaking English fluently. I recognized that many Filipino immigrants are highly skilled and educated in their fields, but their English-speaking skills often need to be better due to grammar mistakes or mispronunciation. As a result, their potential is often limited, and they cannot fully express themselves in job interviews, academic settings, and other social situations. The program's success is evident from the participant's improved confidence in speaking English and the positive feedback received from program evaluators. The program has become instrumental in promoting the communicative competence of Filipino immigrants and has provided the skills and tools necessary for them to thrive in a foreign country.

Moreover, I designed a website to highlight the significance of this project and provide comprehensive resources for individuals looking to improve their speaking and language skills.

The website offers a variety of features, including detailed background information on the project, tips for improving communication skills, and a range of tools that can help individuals hone their abilities. Additionally, the site provides access to valuable resources such as videos, links to helpful articles, recommended books, news articles, and the latest information about speaking skills and language learning. The videos on the website cover many topics, such as public speaking, intercultural communication, and effective presentation skills. These videos
provide viewers with practical guidance and advice on how to master the art of communication. Similarly, the recommended books section offers a curated list of books relevant to communication skills and language learning. It can be an excellent resource for individuals looking to explore these topics more deeply.

By providing a one-stop destination for individuals seeking to improve their communication skills, this website serves as an invaluable resource for people worldwide. It offers a wealth of information and practical advice to help individuals build their confidence and express themselves more effectively, whether personally or professionally. This website is a testament to the importance of functional communication skills, and its resources can catalyze individuals wishing to improve their abilities in this area.

Summarily, the development of this project holds tremendous significance to both my professional and personal aspirations. This project serves as a platform for me to exhibit the tremendous value of Filipino immigrants, educators, and parents while providing them with a newfound sense of hope and purpose. I am deeply driven to assist all individuals, regardless of their background or circumstance, in achieving their highest potential by instilling confidence in them to communicate effectively in the English language. As an avid advocate for cultural diversity and inclusivity, my deepest desire is to bridge the communication gap between cultures, promoting mutual respect and understanding. This project is a true reflection of my heartfelt and academic goals, and I am committed to working tirelessly towards its success.
The Project

The project can be found in its entirety in the Appendix.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Filipino Americans are the second largest and fastest-growing Asian American group in America, with a population of over two million (Monte & Shin, 2022). However, despite their increasing numbers, Filipino Americans still need help with various issues, including language barriers, significantly affecting their ability to succeed personally and professionally. Filipino immigrants in America deal with various challenges in their everyday lives, including their language and social skills. This project aimed to enhance the communicative competency of Filipino immigrants in America by providing them with practical knowledge and tools to become confident English language communicators. The project's paramount goal is to identify the triggers and causes of social anxieties, enhance their language skills, and reduce language barriers. Hoh (2006) stated that the Filipino community, along with other ethnic immigrant groups, has suffered from various forms of discrimination that stem from differences in ethnicity, economic hardships, and language barriers. This mistreatment has unfortunately persisted for many years, causing significant challenges for these communities in terms of their integration and success in their new homes.

The field project, Enhancing the communicative competence of Filipino Immigrants in America, has provided valuable insights into the challenges and opportunities faced by this population in America. Through a multi-faceted approach that combines language instruction, cultural awareness training, and community engagement, we have equipped Filipino immigrants with the practical knowledge and tools they need to become confident English language
communicators and culturally competent.

This project has shown that language barriers continue to be a significant hurdle for many Filipino immigrants in America, limiting their access to education, employment, and healthcare. However, by focusing on developing communicative competence, we have demonstrated the positive impact of empowering individuals to navigate and engage with American society effectively. Importantly, this project has also underscored the significance of recognizing and celebrating cultural differences rather than erasing them. By embracing and sharing Filipino culture with their American counterparts, Filipino immigrants can contribute to a more diverse and inclusive community.

After presenting the field project on enhancing the communicative competence of Filipino immigrants in America to the University of San Francisco community, I believe that it was a resounding success, and the constructive feedback I received anchored me to conclude that through the development and implementation of this workshop program, I would be able to equip participants with the language skills and cultural knowledge required for effective communication in their everyday interactions and crucially, in the workplace.

The Filipino immigrant community is a vital part of American society, and this project has demonstrated the importance of providing targeted support to the unique needs of this group. As a researcher, educator, and program developer, I hope this project serves as a model for other immigrant communities, as we recognize that all immigrants face significant communication barriers when adjusting to a new culture.

Looking to the future, I plan to expand this workshop program to other immigrant groups. I recognize the significant benefits these initiatives can bring to individuals and the wider
community. Through ongoing efforts to support immigrant communities, we can ensure equal access to opportunities and contribute to American society's continuing success and growth.

Overall, the field project has been a valuable and rewarding experience that highlights the importance of collaboration, cultural awareness, and linguistic competence. We take pride in knowing that this project has helped to empower Filipino immigrants in America and look forward to further opportunities to support and engage with diverse immigrant communities.

Moving forward, the findings of this project can serve as a model for future initiatives aimed at enhancing the communicative competence and cultural awareness of immigrant communities in America. We can build a stronger, more connected, and more vibrant society by engaging with and empowering these populations.

While developing this project, I came to a profound realization about the true purpose of my God-given talents and skills. For quite some time, I have felt a strong desire to contribute to my country, society, and individuals striving to achieve specific life goals. Serving as a beacon of hope and inspiration to others pursuing their passions with purpose and impacting the lives of those around them-- mainly English language learners-- would bring me immense joy.

Reflecting on my journey thus far, my initial foray into TESOL certification in 2016 was not coincidental. Though I was initially invited to attend the course by a good friend, I now understand there was a divine reason for my redirection to this line of work. It was a calling to use my talents for the betterment of those around me and to make a tangible difference in the world.

In conclusion, I am grateful for the opportunity to have experienced such a powerful revelation about my life's work. I look forward to continuing to pour my heart and soul into
serving my country, society, and learners worldwide, using my talents and willingness to be there for others.

**Recommendations**

Based on the background context, I recommend implementing the proposed field project to enhance Filipino immigrants' communicative competence in America. The program is designed for individuals with an intermediate to advanced level of English proficiency who may wish to master the art of effective communication and build their confidence in speaking. The Filipino community is one of the largest and fastest-growing immigrant groups in the United States. However, due to cultural and linguistic barriers, many Filipino immigrants need help communicating and integrating into American society. The workshop program is a timely and relevant initiative that can address these challenges and empower Filipino immigrants to become effective communicators.

The efficacy of this workshop program is grounded in its practicality and relevance to the everyday experiences of Filipino immigrants. The program is grounded in the affairs of Filipino immigrants, including the author's own experiences, and incorporates conversations and situations relevant to their lives. This ensures that the participants can readily apply the lessons learned in the program in their real-life encounters. The program is versatile and can be adapted to various settings, such as community colleges, universities, company training, and other ESL learning opportunities. Filipino immigrants can gain essential communication skills through this program and become more competitive in the job market.
To make the program more authentic, future facilitators and curriculum developers may add real-life photos showing various scenarios such as job interviews, community gatherings, and other social settings. This will give participants a visual representation of the program's content and help them connect with the lesson materials. Moreover, the workshop program for enhancing the communication competence of Filipino immigrants in America is a much-needed initiative that can significantly benefit the Filipino community. I recommend implementing this program in various settings to empower Filipino immigrants to become confident and effective communicators.

In addition, I highly recommend expanding the workshop program developed for the Filipino demographic immigrants in America towards all immigrant groups. Given the diversity of cultures and languages represented among immigrant groups in America, the workshop program can serve as an inclusive platform for enhancing communicative competence across different backgrounds and experiences.

To achieve this goal, future researchers, developers, and educators can work together to create a more comprehensive modular curriculum that addresses communication barriers and challenges specific to various immigrant groups. The curriculum should consider the cultural and linguistic differences of each group to ensure that the training provided is culturally responsive, engaging, and meaningful.

The modular units of the workshop program can be expanded to six to ten, including public speaking training, structured language practice for writing and speaking, critical thinking and creative communication training, developing reading comprehension skills, history, culture, and society of the United States, social norms, and migrant experiences in the United States.
The public speaking training component can allow participants to express themselves confidently and persuasively in social and professional settings. Meanwhile, structured language practice can offer systematic and targeted instruction on grammar, vocabulary, and syntax that align with specific immigrant groups' linguistic and communicative needs.

Critical thinking and creative communication training can serve as a platform to develop cognitive and socio-emotional skills such as argumentation, persuasion, negotiation, and empathy. These skills can enhance participants' communicative competence in various contexts, such as healthcare, education, and business.

The developing reading comprehension skills component can offer practice materials and strategies to enhance participants' ability to decode and comprehend complex written texts. This module can also incorporate socio-cultural aspects, such as idiomatic expressions and cultural references, that may pose challenges to non-native English readers.

Furthermore, the history, culture, and society of the United States component can provide participants with an understanding of American history, culture, and politics that shape the cultural and linguistic landscape of the United States. This module can also educate participants on how to navigate social norms and nuances in the American cultural context.

Lastly, the social norms and migrant experiences in the United States component can foster empathy, understanding, and communication across different immigrant groups. Participants can improve their cultural competence and forge meaningful relationships in their communities by sharing experiences and developing a more nuanced understanding of each other's backgrounds and challenges.
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APPENDIX

Enhancing the Communicative Competence of

Filipino Immigrants in America
ENHANCING THE COMMUNICATIVE COMPETENCE OF Filipino Immigrants

by Zsa Zsa Aranas
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1. ABOUT THE PROGRAM
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About this program

The workshop program aims to provide Filipino immigrants with valuable skills for successful communication in their new environment. It will empower them to overcome language barriers, engage in meaningful conversations, become confident in speaking, develop public speaking skills, and enhance the capacity of Filipino immigrants to create new opportunities and foster meaningful connections, both personally and professionally.
Zsa Zsa Aranas is a highly driven individual with a passion for teaching and helping others. She is a graduate student pursuing a Master of Arts in Teaching English to Speakers of Other Languages (TESOL) at the University of San Francisco. Additionally, she holds a degree in Psychology and has completed a Master of Arts in Learning and Teaching.

Beyond her academic and professional pursuits, Zsa Zsa is a devoted mother of two and a certified professional life coach and content creator. Her range of experiences and natural abilities have led her to discover her true purpose: helping others succeed.

Zsa Zsa found her calling through her desire to empower other mothers and immigrants to overcome their challenges and achieve their goals. She shares her knowledge and expertise through her workshops, providing practical guidance and support to those who need it most. With her unique blend of academic knowledge, life experience, and compassionate nature, Zsa Zsa strives to effect positive change, inspiring and guiding countless individuals to reach their full potential.
To our Workshop Facilitators,

Thank you for choosing the "Enhancing the Communicative Competence of Filipino Immigrants" program in your upcoming workshop.

I am honored that you are considering utilizing this program. As someone who deeply appreciates the importance of effective communication, I know firsthand just how vital this program can be for the immigrants in your community.

By enhancing communicative competence, you will give immigrants the tools they need to navigate their daily lives better, whether in the workplace, at school, or at home. I applaud you for recognizing this critical need and taking proactive steps to help bridge this communication gap.

Perhaps most importantly, this program is about more than just teaching technical skills. It also empowers individuals to feel confident in their ability to connect with others. This is particularly important for immigrants feeling isolated or disconnected from the broader community. Building up their communicative competence gives them a sense of empowerment and control over their lives, which can have far-reaching effects.

There are many reasons why people choose to immigrate, but regardless of their circumstances, everyone deserves the opportunity to thrive in their new home. By offering this program, you are making an essential investment in the future success and well-being of the immigrants in your community. I cannot stress enough how powerful this program can be for those who participate.

Please move forward with incorporating this program into your workshop. It is a small step that can make a tremendous impact, not just for the immigrants themselves but for the community.

Thank you for being so committed to this vital issue, and I wish you all the best as you work to empower and uplift our immigrant neighbors.

Sincerely,

Zsa Zsa Aranas
I. Orientation
   • In-take form for participants
   • Introduction to Communicative Competence

II. Basic English Language Skills
   • Grammar
   • Vocabulary
   • Pronunciation

III. Advanced English Language Skills
   • Writing
   • Speaking
   • Conversational English

IV. Cultural Competency
   • Cultural values and beliefs
This program is a perfect fit for Filipino immigrants in America with an intermediate to advanced level of English proficiency and looking to hone their communication skills. Through engaging activities, this initiative allows participants to gain confidence in the language and foster connection amongst members of the same cultural background by forming a sense of community. Join us as we embark on our journey toward fluency!
PARTICIPANT QUESTIONNAIRE
SURVEY FORM

ENHANCING THE COMMUNICATIVE COMPETENCE OF FILIPINO IMMIGRANTS
Pre-workshop Questionnaire

I signed up for this program because

My communication skill level is

My goals for this workshop

What I want to know

I want to improve my

Challenges I face as immigrant

Communicative challenges I encountered as an immigrant

Something I could improve is

Rate your confidence in speaking

☆ ☆ ☆ ☆ ☆
Unit objectives

By the end of this course:

• Students will have a comprehensive understanding of communicative competence and the tools necessary to communicate effectively in diverse settings.

• They will be better equipped to build strong relationships, make informed decisions, and achieve their goals both personally and professionally.
Communicative Competence is a crucial aspect of language learning. This term was first introduced by the sociolinguist Dell Hymes in the 1960s to describe the ability to use language effectively in different social contexts. Communicative Competence refers to the ability to speak the language grammatically correctly and understand the cultural and social aspects of greeting, exchanging information, and entertaining others in a particular language.

Dell Hymes’ theory of communicative Competence was a response to the limitations of Chomsky’s theory of generative grammar. According to Chomsky, language is a set of rules for generating sentences, and the goal of language acquisition is to learn these rules. On the other hand, Hymes believed that a speaker needed to understand the rules of language and be able to apply them in different communicative situations effectively.

Communicative Competence involves four different components: grammatical Competence, sociolinguistic Competence, discourse competence, and strategic Competence. Grammatical Competence refers to the knowledge of rules for forming sentences and the use of vocabulary. Sociolinguistic Competence refers to the ability to understand the social context in which the language is used, including the cultural background of the speakers, the setting, and the relationships between speakers. Discourse competence refers to understanding the sequence and organization of sentences and turn-taking in a conversation. And strategic Competence refers to the ability to use communication strategies such as paraphrasing, asking for clarification, and adjusting one’s language use to achieve mutual understanding with speakers of different linguistic and cultural backgrounds.
In language teaching, communicative language teaching, a method developed by Chomsky, emphasizes the importance of learning a language through communication. Teachers using the communicative language teaching approach encourage students to communicate in real-life situations, such as through interactive tasks, discussions, and role-plays. This method emphasizes the importance of developing communicative Competence along with grammatical Competence.

In conclusion, communicative Competence is an essential aspect of language learning, and it goes beyond just understanding grammatical rules. By learning to communicate effectively in different social and cultural contexts, language learners can successfully engage with native speakers of the target language. Teaching communicative Competence in any language classroom is essential, and the communicative language teaching approach is an effective method to achieve this goal.
ACTIVITY

Directions: Divide the group into pairs or small groups of three or four individuals. Instruct each group to discuss their answers and come up with a summary that best captures their group's consensus.

ALLOTED TIME: 10-15 MINUTES

What kind of superpowers would you like to possess if you had super powers? Why do you like these powers?
BASIC ENGLISH LANGUAGE SKILLS

This unit of the workshop aim at establishing a comprehensive understanding of the English language basics that form the foundation for proficiency in both spoken and written communication. Basic English language skills include grammar, vocabulary, syntax, and pronunciation.

Proficiency in these areas enables effective communication with native English speakers and enhances the overall understanding of the language.
Grammar is an essential aspect of language that allows us to convey meaning accurately and effectively. It is a set of rules and principles that determine the structure and form of sentences in a speech. Correct grammar ensures that our communication is clear, concise, and precise.

Moreover, grammar is crucial in enhancing our ability to express our thoughts and ideas eloquently. Whether in writing, speaking, or even casual conversations, proper grammar can make all the difference in how well we share our message.
Directions: Underline the errors in the following sentences. Then write the correct sentence on the next column.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>What should the speaker say instead?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Me and you went to the store yesterday.</td>
<td></td>
</tr>
<tr>
<td>2. Store? It weren’t a store. Nothing are there.</td>
<td></td>
</tr>
<tr>
<td>3. The book its hanging off the edge of the shelf.</td>
<td></td>
</tr>
<tr>
<td>4. I seen that movie last night and it was amazing!</td>
<td></td>
</tr>
<tr>
<td>5. Did you ate salad for lunch?</td>
<td></td>
</tr>
<tr>
<td>6. Their going to meet us at the park at 5:00.</td>
<td></td>
</tr>
<tr>
<td>7. What time does you go to school?.</td>
<td></td>
</tr>
<tr>
<td>8. I love having a day off because I wouldn’t get up early.</td>
<td></td>
</tr>
<tr>
<td>9. The news says there’s going to be alot of rain tonight.</td>
<td></td>
</tr>
<tr>
<td>10. How long have you wears glasses?</td>
<td></td>
</tr>
</tbody>
</table>

Quick Tips:
To improve your grammar skills, you must understand the rules, practice regularly, and seek feedback from your teachers or peers. Consistency, perseverance, and attention to detail are vital to achieving accuracy and fluency in writing and speaking.
Vocabulary refers to the set of words and phrases that a person knows and uses in their communication. It includes the oral and written language a person is familiar with and uses to express their thoughts and ideas. Vocabulary is essential to language proficiency and plays a critical role in one’s ability to communicate effectively.

A comprehensive and varied vocabulary is essential for successful communication. It enables us to express our thoughts, plans, and feelings with precision and accuracy - enormously strengthening language skills like reading comprehension, critical thinking abilities, and writing proficiency.
WARM-UP QUESTIONS
1. What is your favorite food?
2. How often do you eat at a restaurant?

Directions: Fill in the blanks with the best vocabulary word from the word bank to complete the paragraph.

Splurge  breaking the bank  sit-down restaurant  early-bird special  party
check-in  host station  upscale  how you would like it  dietary restrictions

1. Before going out to eat, it's a good idea to call ahead or use an app to ______________ and make a reservation. This way, you can avoid waiting or being turned away if the place is busy.

2. If you're celebrating a birthday, anniversary, or other milestone, you might want to have a ______________. This means you'll have a special table or area reserved for you, and possibly some decorations or menu items to mark the occasion.

3. When you arrive at the restaurant, you will usually see a ______________ where the staff can greet you and ask how many people are in your party. This helps them find the right table for you and the right server for your needs.

4. Some restaurants offer an ______________, which is a discounted price for early diners who come in before the peak hours. This can be a good option if you want to save money or beat the crowds.

5. When you sit down at a ______________, you can expect to be served by waitstaff who take your order at the table, bring you food and drinks, and handle your requests for condiments, refills, or special instructions.

6. If you want to treat yourself or someone else to a fancy meal, you might decide to ______________. This means you're willing to pay more than usual for higher quality or more elaborate dishes, drinks, or service.

7. It's important to remember that not all restaurants are the same, and some cater to a more ______________ crowd. This means they might have dress codes, higher prices, or more formal atmosphere than other places you're used to.

8. When you order your meal, the server might ask you ______________ it. This means they want to know if you prefer your steak rare, medium, or well-done; your sandwich toasted or not; your drink with ice or not; and so on. You can also ask questions or make requests if you have 9. ______________ or allergies.

9. Lastly, before you leave the restaurant, you will usually get a ______________. This is a piece of paper or electronic device that shows you the total cost of your meal, including any taxes or tips. It's customary to leave a tip of 15-20% for good service, and to pay the full amount or use a gift card, credit card, or cash to cover the bill. 11. Leaving a ______________ for the staff is an acknowledgement of their great work, and a good gesture towards the people who have worked to provide a pleasurable experience at the restaurant.
Pronunciation refers to how words are spoken or articulated, particularly the sounds made by the mouth, lips, tongue, and throat. It is essential to effective communication to ensure that the speaker’s message is conveyed clearly and accurately to the listener.

Moreover, the proper pronunciation is critical in avoiding misunderstandings, especially when communicating with people who speak different languages or dialects. One important aspect of pronunciation is phonetics, which studies sound systems used in language.
A Simple Plan
By Irwin Mercer

Simple Sam was a simple man.
He lived each day by a simple plan.
Enjoy your life and live while you can.
Make each day count and take a stand.

Stand on the left or stand on the right,
Whichever one you think is right.
Live each day as if your last.
Life's too short and gone too fast.

Instructions:
Take some time to choose a poem that interests you. It should have two stanzas, typically four to six lines each. Read the poem silently to yourself a few times to understand the meaning and rhythm. Next, practice reading the poem out loud, focusing on enunciating each word. Remember to pay attention to syllable stress and intonation.

Sample poem:
Unit objectives

By the end of this course:

- Students will learn how to communicate effectively in different contexts, such as debates, presentations, and group discussions

- To improve critical thinking skills: This unit aims to develop students' necessary thinking skills by teaching them how to analyze and evaluate advanced materials, such as research papers, news articles, and literary works.

- To build confidence and fluency: The workshop will provide students ample opportunities to practice speaking and writing in English. With regular feedback and guidance from the facilitator, they will gradually build confidence and fluency in using advanced English language skills in real-life situations.
The ability to write effectively is a crucial aspect of communication. You can convey your message with great precision, accuracy, and confidence when you have excellent writing skills. This is especially important when communicating with a large audience through email, memos, reports, and announcements. In most workplaces, written communication is a constant part of daily life, and employees regularly draft documents such as accounts, observations, records, reminders, and letters.

Therefore, strong writing skills are essential if people want to express their opinions, ideas, and thoughts effectively. As highlighted by Willson in 2018, mastering writing skills enable individuals to reach a much wider audience beyond face-to-face or phone communication. Hence, it is vital to develop and hone writing skills to stay in tune with the communication needs of modern workplaces.
For this writing activity, you will be expressing your opinions about the effects of social media on society. Make sure your essay contains an introduction, body and conclusion.

To start, reflect on your experiences with social media. Think about how you use social media in your daily life, how it has influenced your relationships, the values and beliefs you hold, and your overall perception of the world around you. Then, consider the ways social media has impacted society as a whole.
Instructions:
Write an email inviting your family, friends, or colleague.

See facilitator's manual

New Message

- To
- Subject

Quick Tips:
- Clear subject line
- Include date, time and location
- Specific purpose of the event
- Be polite and friendly
- Provide clear instructions for RSVP

Send
According to Dewi (2011), engaging in communicative opportunities, such as dialogues, successfully enhances one’s speaking skills. However, English language learners often face obstacles in developing their speaking abilities due to anxiety, self-confidence, and motivation (Tuan & Mai, 2015, p. 8). Research has revealed that individuals learning the English language experience speaking anxiety, which can hinder their ability to participate in conversational activities.

However, it has been discovered that offering planning time before engaging in a conversation can significantly alleviate this issue, according to Bashir’s study (2014, p.220). By providing learners with planning time, they can prepare their thoughts and language structures, leading to improved fluency and increased confidence in their communication skills.
Let's practice!

In this example, Participant A visited a mall looking for specific establishments. Read the dialogue aloud with a partner and watch the video to give you about giving and asking for directions. Work in pairs to create your dialogue. Please make sure to use polite language. Have fun!

**Participant A:** Excuse me, do you know where I can find the Cuisine Paradise Restaurant?

**Participant B:** Yes, it's on the third floor, at the end of the hall. Go up the escalator to the second floor, and then turn left. There's another escalator that will take you directly to that restaurant.

**Participant A:** Oh, thank you so much! And is there a restroom near the restaurant as well?

**Participant B:** Yes, there is. When you get to the food court, turn right, and you'll see a corridor with a sign that says "Restrooms." Go down that hallway and find the bathrooms on your left.

**Participant A:** Great, thanks again. And one more question - I'm looking for a gadget store. Where is that located in this mall?

**Participant B:** The Gadget store is on the first floor, near the entrance closest to the parking lot. When you enter through those doors, turn right; it'll be the third store down.

**Participant A:** Perfect. Thank you so much for your help. This mall is so big. I found these places with your directions.

**Participant B:** No problem at all. Glad I could assist you. Enjoy your time at the mall!
CONVERSATIONAL ENGLISH

By learning conversational English, immigrants can develop the skills to engage in everyday conversations, understand colloquialisms and expressions, and build connections with people from different backgrounds.

This conversational English part of the program aims to facilitate immigrants to improve their language skills in a supportive environment. These courses not only improve proficiency in English but also help to develop social skills and self-esteem. Through language practice and role-playing, learners can learn to express themselves effectively in different situations, negotiate, and make requests.
Conversation Questions:

1. What is your favorite food?
2. What is a popular meal in your home country?
3. What is your favorite dessert?
4. What's the most interesting thing about your city?
5. What did you eat for lunch yesterday?
6. What is your favorite action movie?
7. Do you enjoy learning English?
8. Where are you from originally?
9. What’s your favorite cultural tradition?
10. What's your favorite holiday?
Analyzing TED Talks

Directions: Choose an inspirational TEDTalk topic to discuss with your group then answer the following questions.

See the facilitator’s manual for procedure

TEDTalk Title: ____________________
Speaker: ________________________

<table>
<thead>
<tr>
<th>The speaker’s main message</th>
<th>Evidence used by the speaker to support their message</th>
<th>The speaker’s tone and style</th>
<th>The impact of the talk on the audience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

QRCODE
This program intends to promote cultural sensitivity and empower Filipino immigrants to work collaboratively with members of different ethnic backgrounds. It includes topics such as communication styles, etiquette, customs, values, and beliefs, as well as the historical context and societal issues that impact the Filipino community.
Warm-up questions:
1. What do you like most about your culture?
2. What do like to learn about other cultures?

Directions: Answer the following prompts then discuss it with your group.

- Personal Cultural Values
- Your cultural beliefs and biases
- Ways culture shapes views, beliefs, and practices
- Identify similarities and differences among cultures
APPENDIX

Answer keys, procedures and recommended books for facilitators and participants.
**Grammar**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>What should the speaker say instead?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Me and you went to the store yesterday.</td>
<td>You and I went to the yesterday.</td>
</tr>
<tr>
<td>2. Store? It weren’t a store. Nothing are there.</td>
<td>Store? It wasn’t a store. Nothing was there.</td>
</tr>
<tr>
<td>3. The book its hanging off the edge of the shelf.</td>
<td>The book is hanging off the edge of the shelf.</td>
</tr>
<tr>
<td>4. I seen that movie last night and it was amazing!</td>
<td>I saw that movie last night and it was amazing!</td>
</tr>
<tr>
<td>5. Did you ate salad for lunch?</td>
<td>Did you eat salat for lunch?</td>
</tr>
<tr>
<td>6. Their going to meet us at the park at 5:00.</td>
<td>They’re going to meet us at the park at 5:00.</td>
</tr>
<tr>
<td>7. What time does you go to school?</td>
<td>What time do you go to school?</td>
</tr>
<tr>
<td>8. I love having a day off because I wouldn’t get up early.</td>
<td>I love having a day off because I don’t have to get up early.</td>
</tr>
<tr>
<td>9. The news says there’s going to be alot of rain tonight.</td>
<td>The news says there’s going to be a lot of rain tonight.</td>
</tr>
<tr>
<td>10. How long have you wears glasses?</td>
<td>How long have you worn glasses?</td>
</tr>
</tbody>
</table>

**Vocabulary**

1. check-in
2. party
3. host station
4. early-bird special
5. sit-down restaurant
6. splurge
7. upscale
8. how you would like it
9. dietary strictions
10. check
11. gratuity
Procedure:

1. Start by introducing TED Talks to the class and briefly explain what they are about. Also, mention that TED Talks are famous for their informative, inspiring, and thought-provoking content.

2. Divide the class into groups of three or four students and ask them to choose a TED Talk that interests them. Encourage them to select a topic they are passionate about and tell them they will have to share their findings with the class later.

3. Give the students 15 to 20 minutes to watch the TED Talk they chose in their respective groups. Make sure each group has access to a laptop or tablet and a projector connected to it.

4. After watching the TED Talk, ask each group to discuss and take notes on the following aspects of the talk:

   - The speaker's main message
   - Evidence used by the speaker to support their message
   - The speaker's tone and style
   - The impact of the talk on the audience
   - Whether or not the speaker presented any counterarguments, and if so, how effectively

5. Once the students have had ample time to discuss and take notes, ask them to nominate one group member to present their findings to the class.

6. Give each student 5-7 minutes to present their group's findings on the selected TED Talk and remind them to use proper speaking techniques like eye contact, gestures, and tone variation.

7. Ask the audience to offer feedback and ask questions after each presentation. This will help the students develop their listening skills and engage in critical thinking.

8. After all the presentations are over, take the time to summarize the common themes and key takeaways from each talk. Also, encourage the students to consider applying the concepts and ideas discussed.


JOIN OUR WORKSHOP

Our workshop is designed to help you improve your ability to effectively express your thoughts and ideas, as well as your ability to listen and respond to others. Through a series of engaging activities and practical exercises, you’ll learn how to communicate confidently in any environment, whether it’s at work, at home, or in social situations.

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