

Communication Setbacks of Technical-Vocational Education Students

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ABSTRACT

This research dealt with the communication setbacks of the Technical-Vocational Education Students particularly on their communication apprehensions and preferred error correction. It specifically sought to determine the level of communication setbacks among the industrial education students using Personal Report of Communication Apprehension (PRCA-24) and how the respondents wanted their errors to be corrected. Based on the analysis and interpretation of the results of the study, it was found that the respondents have Average Communication Apprehension. It was also revealed that they want their teachers to point out the error and provide the correct form. On the contrary, they least preferred that their teachers delay the correction of their errors. It is recommended that the teachers devise concrete classroom and/or school activities geared toward activating students' linguistic and communicative competence be it in a group, meeting, dyad, or public speaking. Further, error correction should be seen as opportunity for students to develop their communication skills and not a threat to their educational growth.

Keywords: communication setbacks; communication apprehension; error correction; technical-vocational education; quality education; sustainable development goals