

ACCEPTANCE

TEACHER'S COMMUNICATION SKILLS AND STUDENT'S EXPOSURE TO
ENGLISH LANGUAGE

A Thesis

Presented to

The Faculty of UM Panabo College

Panabo City

In Partial Fulfilment of the Requirements

For the Course

Educational Research

(EDRES 1)



UM Panabo College LIC



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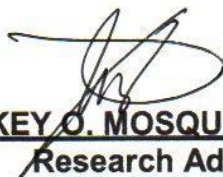
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APPROVAL AND ENDORSMENT SHEET

This thesis entitled “**Teacher’s Communication Skills and Student’s Exposure to English Language**” prepared and submitted by **Alona P. Ignacio, Kimberly E. Humbria and Jhonil C. Luna** in partial fulfilment of the requirements for the course Educational Research 1, has been examined and accepted, and hereby endorsed.



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It is accepted and approved, after examination during the final defense as per requirements of Education Research (EdRes 1b).

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ABSTRACT

The researchers aimed to establish the relationship between Teacher's Communication Skills and Student's Exposure to English Language of first year GE2 students in UM Panabo College. The independent variable of this study was Student's Communication Skills. The indicators of student's communication skills were home, friends, school and media. On the other hand, the dependent variable was teacher's communication skills. The researchers use quantitative, non-experimental, and correlation research design and statistical tools were Mean and Pearson-r. The result of the computation using r-value is 0.186 which associated with the significant value of 0.006 of P-value which is less than the alpha Of 0.05. Moreover, there is significant relationship between teacher's communication skills and student's exposure to English language. The result of the study shows that teacher's communication skills play the role to make students expose to English language.

Keywords: *Teacher's Communication Skills and Student's Exposure to English Language*

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The Researchers

DEDICATION

First and for most I offer this study to the one who made all the things possible God for the unconditional love and the chance for a purposive living , my life would end significant without the chance you've given me even if I'm truly not deserving into it, for the strength, knowledge, and wisdom to accomplish this study. To Him who is the way the truth and the life. To my family and someone who fully given their moral financial and finding every way possible they can just to make me finished my studies. To my research adviser who gave me ideas and advices, to all my professors who've inspired me with their ideologies and gave me practical knowledge in my future profession.

-Kim

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the study

Communication between teachers and students is capable of improving the learning experience and creating a positive environment in the classroom. Relationships, however, take place on both sides. Communication barriers in the classroom certainly make it hard for students to get the most out of their education. Teachers frequently fail to develop meaningful lessons and strive to communicate with their learners on a one-to - one level. Learners often fail to address spoken English or language problems, which leads to poor communication.

In Saudi Arabia, Saudi graduates have an interior degree of competence in English. They have a shortage of knowledge to English, which makes it impossible for students to comprehend a particular text. "Teachers have found out that students quit high school without the opportunity to participate in a brief conversation. "This concept suggests that even after studying the subject for many years, learners are not fluent in English. (Al Shumaimeri, 2003). Also, there is a lack of initiatives to bring about total exposure to the English language with the ethos of literature. English teachers are not adequately trained in the teaching methodology.

In the Philippines, English is an official language and a means of instruction. Teachers who are facilitators of information will focus not only on the mental, active and psychomotor aspects of the teaching-learning process, but also on the experience of the English language. (Abao, 2013). Effective

communication is the foundation for globalization. The world is the real market where there is intense competition. (European Scientific Journal December, 2013).

Language is a medium of expression which is used to communicate ideas, knowledge and emotions from one person to another. However, it has been estimated that half of the world's population is multilingual, and the learning of more than one language has related to intellectual gains over a lifetime. Nowadays, English is considered an essential vocabulary that is attended and used throughout the world as a means of communication. Good command of English is a step towards better education, better job opportunities and higher social status. (Charise, 2007).

Some of the BSED-English students in a particular school in Panabo City experienced difficulties in being exposed to English. This leads them to poor performance on the English subject due to many factors, such as the communication skills of the teacher. Therefore, the researchers would like to examine if there is a correlation between Teachers Communication Skills and students Exposure to English language among 1st-year GE2 students of UM Panabo College.

Statement of the Problem

This study aimed to determine the relationship between teachers' communication skills and students' exposure to English language among 1st-year GE2 students of UM Panabo College. Specifically, it sought answers to the subsequent questions:

1. What is the level of the teacher's communication skills among 1st-year GE2 students of UM Panabo College in terms of:

- 1.1 Respect Dimension;
- 1.2 Dimension of Expression;
- 1.3 Value Dimension;
- 1.4 Impediment Dimension;
- 1.5 Motivation Dimension; and
- 1.6 Democratic Attitude?

2. What is the level of the Student's exposure to the English Language among 1st-year GE2 students of UM Panabo College in terms of:

- 2.1 Home;
- 2.2 Friends;
- 2.3 School; and
- 2.4 Media?

3. Is there a significant relationship between teacher's communication skills and student's exposure to English language among 1st-year GE2 students of UM Panabo College?

Hypothesis

The hypothesis was tested at 0.05 level of significance. There is no significant relationship between teachers communication skills and students exposure to English language of one of the academic institutions in Panabo City.

Theoretical and Conceptual Frameworks

The theoretical and conceptual frameworks contain different theories that supported the relationship between emotional intelligence and learning style are present here.

This study was anchored by the theory of Magno and Karagoz that there is significant relationship between teacher's communication skills and students exposure to English language. The English-speaking learner is more presented in an English-speaking setting, enabling the learner to immerse and internalize English through communication (Magno, 2009). In this way, it can say that college students have positive opinions about the communication skills they gain from the teaching. (Karagoz, 2008).

In Figure 1, the concept of communication skills is a need of certain attitudes to grasp these concepts these are the *respect dimension* which a teacher showed towards that considered necessary or held consideration for their needs or feelings. Second, the *dimension of expression* in which a teacher uses expressions and postures of the face and body is contributed to the formation of words. Third one, *value dimension* which is the degree of importance of action, in which the teacher could be determined what actions of his/her students are best to do. Fourth, *impediment dimension* which interferes with progress and a condition if the teacher is difficult to express or speak normally. In contrast, the motivation dimension impulses that is gained through the power of tradition, environment, lifestyle, etc. or merely inherent, and which leads an educator to want to imitate actions, a force which works behind the motivations (Karagoz, Kostereglioglu 2008). Lastly, *democratic attitude's* determined based on particular skills that include, among others, and awareness.

However, the context in which an exposure to English language can clarify the variations in exposure, these are; *home*, best help their children development by interacting them with English language. In *friends*, can also

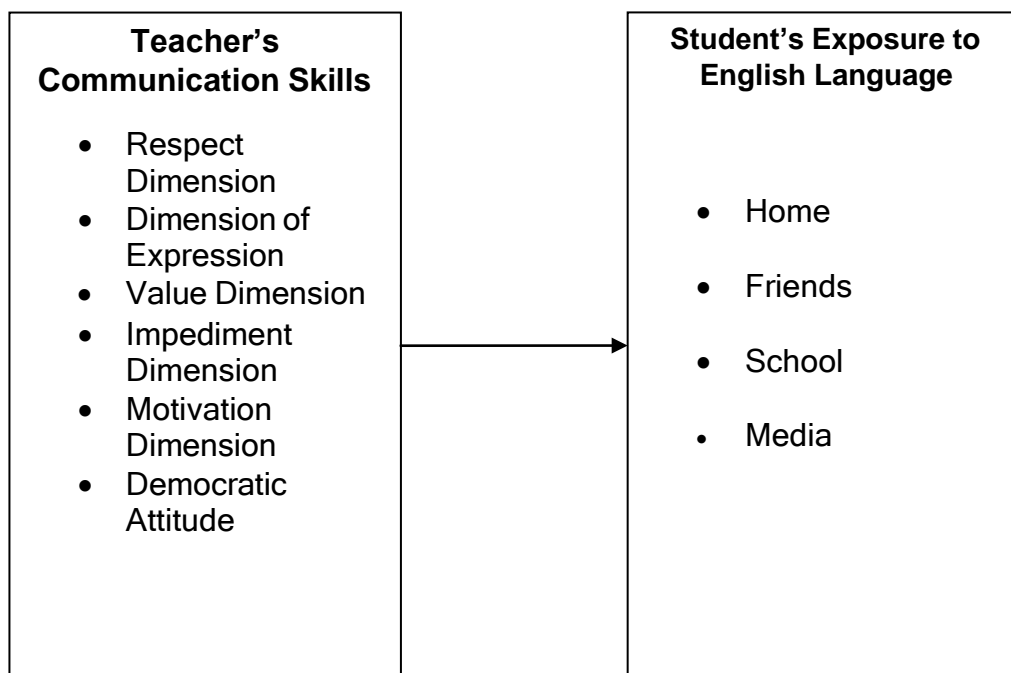
INDEPENDENT VARIABLE**DEPENDENT VARIABLE**

Figure 1. Conceptual Framework showing the variables of the study.

develop communicating when conversing in the English language with friends. However, at *school* it further justified that language learner should be encouraged to participate in the classroom activities, and the teacher's job should be to provide communicative activities which would promote learner to use the English language. Also, *media* is where the technology is used to teach the English language in authentic cultural content poses double challenges for language learners and teachers.

In an English-speaking setting, the learner is more exposed to allow the learner to imbibe and internalize the English language through communication (Magno, 2009). It can say in this way that college students have definite opinions on the communication skills they acquire from teaching (Karagoz, 2008).

Hymes (1987) It believes that prospective teachers should be good at communicating and functional users of English because it is felt that learning is enhanced if they are able to express their ideas to students with clarity, ease and competence. Excellent and effective communication can help well trained teacher to develop good relationship with students. Thus, there is more positive relationship between teachers and students.

Significance of the Study

The findings of this study will support the following:

Teachers. It will help the English faculty in providing an effective and efficient strategy in the development of exposure to the English language; identify student's exposure and learning strategies, encourage them to develop their skills in speaking and the utilization of dialect.

Students. These will give the student to develop and learn independently, and enable learners to enhance on their own, and strengthen their learning and choose the way that is most beneficial and easy for them to improve their ability in speaking in English.

Researchers. These will provide them with advance knowledge of different strategies in expressing the English language and eventually becomes more proficient.

Definition of Terms

The following terms are operationally and generally described for the simple comprehension of the reader:

Communication Skills- Refers to the interaction of the learner with the language they are trying to learn, either in general or with specific language levels. It often applies to communication outside or inside the school but relates to language development in general. Chiswick & Miller (1998) define exposure as the characteristics of structured education and "learning by doing" that effect the acquisition of fluency in the target language. This analysis is about home, friends, media, and school.

Exposure to the English language- refers to the learner's contact with the language they are attempting to learn, either in general or with specific language points. Relates to a connection outside or inside the classroom, referring to language development in general. Chiswick & Miller (1998) defined exposure as the feature of formal learning and "learning while doing" that influence the desired language's development of proficiency. Home, family, media, and school respond to this report.

Chapter 2

REVIEW RELATED LITERATURE

This portion of the analysis offers a summary of relevant literature in different authors' concepts and ideas that give readers a clear understanding of the variables.

Teacher's Communication Skills

Different variables influence communication and language use; communicating can interpret as a medium of transmitting ideas and thoughts towards others. Sikiti (1998), "Communication is a spontaneous activity where two or more individuals use basic signs to communicate, interpret and comprehend messages that include information, emotions, thoughts and wants". However, this is technical for educators, and some attitudes are needed to learn these concepts. (Tortor, 2006).

A communication skill is a scientific article used among groups to transmit and receive information about signal and symbol creation, transmission and results. (Hargie, 1992). Communication is a way for a person to communicate with other people to make interaction. A systematic and continuous process of telling, listening and understanding implicated in the complete communication process. Coover and Murphy's (2000) The idea is that interaction is the center of identity creation and language. Being totally on its own and establishing oneself, not a free event produced by an autonomous actor, but it is the self that emerges through social interaction. It helps to understand that a sense of personal identity is accomplished through

collaboration with others. (Postmes et al., 2006). Primarily, it tends to bring us the quality of communicating effectively with others.

In general, communication is a necessary ingredient for development. Communication plays a vital role in the learning process and information learning process. Communication is a basic necessity of our existence, and that is why we can interact. The worst and most cruel treatment is depriving one of conversation with another person in society. The worst and most unreasonable treatment is to eliminate one of any communication with the other person in the community.

Based on the literature review (Norliza et al., 2010). The teaching and learning process will not be brought out without communication. Kenneth (2007) Teachers with communication skills will, therefore, build a more effective learning and teaching environment for the learners. On the other side, people with excellent communication skills can influence others, so effective communication practices lead to success. (Guerrero & Floyd, 2006).

Respect dimension. The level of appreciation is to provide individuals and groups the skills and resources they need to take control of their lives. Morning meeting is a great equalizer and training ground for building trust and capabilities that are vital for empowerment. Respecting is nourishing the sense of completeness in others. For proactive schools, and communities, compromise between needs of the individual and the needs of the society, the academic and social program, and the awareness of others and the understanding of the skills and capabilities that individuals embody. Dealing in discussion involves meaningful communication. Listening to others is an act of

consideration and an ability that is taught, modeled and applied in meaningful and appropriate ways. Interactive communication frameworks during the morning meeting, reflecting discussions at the end of the student decision lesson and collaborative problem-solving are just three of the many proactive classroom activities that promote meaningful interaction and discussion.

Lawrence-Lightfoot, (2009) Therefore, self-respect, or helping students learn to live by their internal compasses, that makes the students take their self-esteem that grows when a child masters a new skill. We nurture a child's self-confidence and self-respect when we notice and name their reasonable efforts. Rewards, stickers and empty praise don't build internal motivation and self-esteem

Lawrence-Lightfoot, "offering our full, undiluted attention," communicate the most profound respect. Sometimes offering that full, undiluted attention means creating the space for children to think, feel, notice, learn, and listen. One way we do this is by providing "wait times," allowing children to heard-and giving them space to do their best thinking and learning.

Dimension of expression. Compared with the past, the ability of expression of individuals has become more significant. The ability to express one's feelings, opinions and experiences adequately and properly is not only the vital need of educated people but also the need for individuals in every phase of their lives. In rapidly developing world, learning new information and keeping it in mind, reviewing this information to use it when needed and expressing it via verbal or written expression is related to language communication. (Yalcin, 2002).

However, voicing understanding of teachers to students, is always a learning exercise because they show another student the perception of some part of the world, evaluating the knowledge towards the viewpoint of the other. Each writing, speaking, exposure to the concerns of the individual through the use of details is essential for consistency in the delivery of meaning. Students view things differently if they perceive such a need to communicate their comprehension to someone else, perhaps even more potential. To learners, preparing for a written or verbal test is probably the most common example of this type of anticipation. (Coppola, 1995).

Value dimension. Values described as unique preferences for optimal courses of action or results. By some as values show an individual's sense of fairness or what they are "mannered to still be". "Equal opportunities for all," "Enthusiasm for achievement," and Be treated with respect and empathy, "reflect values. Values tend to influence attitudes and behavior and these types include ethical, moral-values, doctrinal/ ideological values, social values, and aesthetic values. Moreover, it examined whether certain values, such as selflessness, which are not physiologic defined, are inherent and whether specific costs, such as acquisitiveness, should be categorized as vices or virtues. For what is ethical, valuable, significant, productive, exquisite, admirable and positive, beliefs and values provide an internal guide.

Values are among the variables generating behavior and impacting a person's preferences. Benefits may help common human problems for survival by comparative rankings of value, the results of which provide answers to questions of why people do what they do and in what order they choose to do them. Moral, religious, and personal values, when held rigidly,

may also give rise to conflicts that result from a clash between differing views. (Rokeach and Milton, 1973).

Teachers have been dealing with values in education in quite different ways in the course of the second half of the twentieth century. During the 1950s, the main emphasis about benefits, also in the educational system, was placed on conformity, at adaptation to society. The 1960s offered an impulse for self-fulfillment, social commitment and democracy in the community as a whole and education. Throughout the 1980s, theoretical and conceptual philosophy, with little attention to values, influenced culture. The pedagogical mission had vanished entirely from thinking of knowledge as well as teachers' discourse on their educational practice. This change concerned more about the dialogue itself than the actual practices of teachers. In the 1990s, the Dutch Minister of Education (Ritzen, 1992)

Motivation dimension. Jurik et al. (2014) highlight the importance of communication between teachers and students, “verbal teacher-student interactions and student characteristics are meaningful for student learning and motivation”. In this study, the authors investigated how teacher questions and feedback about individual student characteristics and gender predict cognitive learning activity and intrinsic learning motivation.

Also, at the beginning of the school year, individual student attributes are assessed to classify student profiles; cognitive abilities, pre-knowledge, self-concept, and interest. In the same classrooms, an instructional device recorded on video. The assessment on conceptual learning practice and intrinsic learning motivation was administered after the recording of the instructional tool. The findings suggest that communication skills should

be nurtured to strengthen teachers' ability to answer questions and to provide input (Jurik et al., 2014).

(Domenech & Gomez, 2014) Also, it examines the relationship among students' and teachers' thinking styles, student psychological needs (autonomy, competence and relatedness), and their reports of intrinsic motivation in the psychology degree context. They stated that satisfaction with the psychological needs has a significant and tangible impact on the performance of the student. Factors of motivating are complex to evaluate the internal and external factors that could affect the capacity to learn, as well as the motivation concepts to incorporate.

The authors Alberto et al. (2013) consider that significant efforts are made in the European Higher Education Area to facilitate the integration of communication and information technology in higher education, as well as to recognize the intellectual and emotional characteristics of studying. Their work focused on examining the connection between learning styles and motivation through the use of ICT. The studies identified by the researchers' study show significant associations with standards of higher performance and performance from the multiple uses of ICT.

Moreover, Lai (2011) this appears that encouragement can be influenced through an individual learning practice while studies have both profound effects. The use of incentives could either promote or reduce assistance, regardless of the type of motivation and the context in which it offered. Teachers can give students greater independence or influence over their education by allowing them to make decisions and use collaborative or cooperative learning strategies.

In regards, teachers must establish a favorable learning environment for goal constructions, assignments and external evaluation. There are many complexities in evaluating motivation, especially in children.

Democratic attitude. This study examined the connection between the collective mindset of aspiring teachers and their communication skills. It has reviewed if there is a significant difference between the cooperative mindset of aspiring teachers and communication skills, based on gender and subject variables. (MentişTaş, 2018).

Attitudes identifying the level of democracy in our lives, the society we function in, the community and the university have an essential place in cultivating a democratic mindset institutional aspect is a system in which the form of outcome-making relevant to the education process reconciled. Besides, the method is formally established in the form of "majority will". However, the relationship between the majority and the minority includes the existence of some basic principles about the nature of decisions taken. (MentişTaş, 2018).

Toptaş,V. (2015) In addition, the democratic class environment has a positive impact on the student and leads to the development of democratic attitudes and actions. Students, who are actively engaged in the educational process, take ownership and express their views freely, develop more substantively. At same point, the democratic social system is a form for egalitarian interaction. Speaking about learning and teaching process in the classroom often involves talking about a communications method. Therefore, it can be said that there is a positive correlation between the reliability of communication between the teacher and the student and progress in

education and that communication skills are one of the most effective learning factors.

However in terms of both the process of personalization, production of an autonomous habit of thinking, the social system created by the teacher and his students is very significant. The effective communication system, by making a serious commitment to the knowledge of the student's ego as well as to the learning of students' critical thinking habits is an involved process for cultivating generations that can discuss and compromise, which is a fundamental requirement for a healthy democracy. A democratic teacher must not see his interaction with students as a method of teaching and learning. Communication in the classroom setting is more important than teaching and learning. It has essential functions, in making a positive contribution to the development of the student's self-awareness, to the student's awareness of his or her value as a person and, as a logical extension of this system, to the production of the critical thinking of Elkatm.

He also had drawn attention to the connection between the behavior of teachers in cooperative classroom management and the problem solving of learners. She said that cooperative classes help students to be interested, to analyze their thoughts, to set goals, to access research, to seek alternatives, to support their thoughts logically, and to be open to new ideas, which in turn mean critical thinking. This research, it aimed to examine the connection between cooperative teaching and the learning of teachers and the critical thinking attitude of students concerning to these views. Kocoska (2009)

Impediment dimension. It is not an independent method to acquire skills in the four languages; each communication system enhances the

capacity of learners to using them. Listening to specific individuals using language improves the ability of learners to communicate. Reading, on the other hand, help students cultivate communication skills through written work. They have slight contact with the grammatical rules through reading. The text also allows learners to establish a sense of dialect and grammatical structure and to boost their language skills. Writing helps to develop phonological literacy and improves learning fluency since young children often associate written language with the oral language they have learned. (Nkome, 2015).

Together with one research, it has confirmed that some international students may not be accustomed to getting involved in the classroom and may be used to other teachers in their country of residence. (Karuppan&Barari 2011). Educators were concerned about the effect on their education of the lower levels of class participation of these students (Kim (2012).

Several studies have tried to determine the factors in frequent contact among international students intercultural classes, considering the cultural changes, social exclusion, and learning problems often experienced, including communication with teachers, peers, and staff as well as facing socially different ways of thinking and doing in the United States. (Wu, Garza, & Guzman, 2015).

Negative feelings, such as fear of communication failures, can diminish the capacity of people to make opinions. Davenport (2013).Confirmed that when some person has committed a mild verbal error, individuals often react uncomfortably or improperly.(Weisfield, 2014).

Teaching a student with a lack of speech articulation, but, the task of the teacher is not to solve specific problems, but rather to give the students skills and confidence which communicates inside or outside the school. Ken Shore,(2001).

Focus on what the learner said than on how he / she said it while listening to what the learners said. If the learner says a word wrong, don't fix it, give it the phrase, or mimic the pronunciation. Commenting on the language of the learner would typically inhibit talking in school. Rather than, react to what the learner said to the material. "Provide longer waiting time for them." A person with speech problems will need more time to express his or her thoughts. They might struggle to find the right words, and the speech may also be weak and time consuming. As a result, this may take longer than usual to answer a question. (Ken Shore, 2001).

In that situation, enable them to react more time by extending their processing time after asking a question and avoid nervousness. A student with speech issues can feel different from their peers and have little social trust. Discover ways to improve self-esteem by providing her the chance to step up in the classroom, and shedding light on her skills and accomplishments.

Hence, examine how to respond to the student with the group. Try to find a few minutes to talk with other learners when the student is not in the school. Help them understand that their difficulty with communication is the result of making certain sounds challenging and not connected to how smart he / she is motivate their ability to respond. Let them understand that they should not say anything about their language to the learner, or try to teach

them how to speak words. Bullying is not appropriate and will not be accepted. Promptly, interfere if a participant mocked. Ken Shore (2001).

Exposure to English Language

Exposure to English is intended to help learners use the language efficiently for real-life purposes. Learners must use English to become usable in educational, learning, and social contexts.

In the Philippines, With the rise of global competition, however, the Filipinos are also submerged in English's competitiveness and skill impact. English is primary, intermediate, secondary and even university learning. Almost all the subjects addressed in English, except for the Filipino dialect (Andrews 2012). There are different ways that we can try to develop our student's English language skills. One approach is to encourage students to talk or interact English regularly, particularly within the class. Schools also supported the English speaking program where students are required to speak English whenever they are in the classroom. Progress often starts on their own. Students are encouraged to do self-study and practice in order to improve their English speaking abilities.

The majority of students of English speakers are neither fluent nor optimistic. Some may relate this weakness to the limited time spent in classrooms for vocal training and the absence of outside conversational opportunities, especially in English as a setting for foreign languages. In reality, it may originate from the misconceptions students carry concerning communicating in a foreign language, such as the requisite possession of outstanding speech, a strong accent, a broad vocabulary length, and an in-

depth grammar skill. In fact, when communicating with native speakers in daily life, individual students who do well in English classes often consider themselves at a loss. (Yang & Gai, 2010)

Harper & de Jong (2004), Nevertheless, claim that access to communication is not necessary to learn language skills. A place where older students need a good understanding of abstract ideas and complicated lexical constructs that can only be taught by textbooks and traditional classroom discussions.

The Philippine education system is a perfect place to start our investigation because English has been used as a teaching tool for over a hundred years now in most topics, although not all Filipinos understand English as their first language Bernardin (2004). In fact, through the educational system in the Philippines, Filipinos learned the literature extensively. Constitutionally, English was required to be part of the curriculum of the Philippines and formally decreed as the means of learning (Grumo, 2012).

Lucas (2008), a specific approach to language education seems to be required. In addition to teaching in the classroom, tools and techniques can be a possibility. Educators may have an opportunity to leverage viable resources that as language access to successful linguistic models at home, news, and other ways of the value of communication in social atmosphere language acquisition and development. Suelto (2012), noted that the valuable approaches discussed above are of great help in the improvement of the student's English language skills.

School. While English learning is improving, it is essential to point out that language skills are not inherently the only or even the most significant obstacle to student academic success. Based on individual children's history, problems such as education will jeopardize their academic success. Individuals will potentially face many different challenges. (Suárez-Orozco et al., 2010)

One element that can be listed as pressured in English subjects to compensate for the medium or even poor quality of learners in the study of Tobias (2000), include the absence of English culture and school curriculum shortcomings, the teaching-learning method, instructional supplies and preparation of educators, other aggravating issues and the shortage of textbooks and facilities. Participants, however, suggest that they are likely to be exposed within the school environment to the English language by their participation with similar English practices. Eguico (2002) has supported the finding to the research reported that a strong standardized learning trend would help students improve their language skills. Similarly, Wapille-Maghamil (2010), Students who consider difficult challenges in English should be encouraged with their understanding and use of the word in a competently and efficiently.

Lozarita (2000), Emphasizes that the school is a venue to use English and not merely a place to learn the correct answers, repeat book learning, or identify any possible pages to be addressed in potential exams. It further explained that language learners should be encouraged to participating in educational events, and the role of the teacher must clear to provide communicative exercises that would enable learners to use the English

language with guidance based on content rather than structure as teaching focuses on grammar would be of little use.

Reddy (2016), also, at school, the student learns how to cope with peer problems and how to interact with others in mind. Participant learns to improve communication skills because, in the long run, it will benefit them. It is a cornerstone, and therefore how we connect in student life can determine how we interact professionally. You need to communicate by reading, talking, listening, publishing, and oral contact.

Also, In terms of technological growth, the Philippine educational system is going rapidly, as studied by Erpelo (2002). The country's literacy rate is still high. A technological breakthrough, which has measured the national education system's international competence, has a slight effect on scholars' literacy rates. Most students are hardly able to read simple words and even make simple phrases. The educator should be sufficiently resourceful to look for solutions to solve the problem.

Multimedia. Andersen quoted by Tagadiad (2006), the use of digital software in authentic cultural material to teach English raises two problems for language learners and teachers. On the other hand, The software gives students access to real video footage and other historical resources that can help them gain an understanding of the social and cultural context in which the language used. In the same vein, multimedia portrays the meaning in ways that need opinion and radicalization. Therefore, learners presented with the dual challenge of studying and choosing culturally relevant situational features and adding linguistic features to gain a specific understanding of the language in use.

As a matter of fact, television has become a big part of modern life, and some researchers have projected that people don't need or want to learn as much as before. Nonetheless, in bookshops, newsagents and stores as well as schools, novels, magazines and newspapers are still lining shelves. Many experts believe that media and similar innovations have opened people to new thoughts and desires and provided additional reasons for learning. (Ordanza, 2003).

On the other hand, multimedia translate our mission into English as a formal language training framework as what Hanks (2000), calls communicative exercise, which is a social activity which represents and reproduces the inventory of values and beliefs of a speech culture. English language teachers were, therefore, used to teach the language structure as defined by linguists.

Media offer a lot of language learning for learners through practices and assignments that develop the ability to learn, compose, communicate and listen. Media inspire learners and promote learning English in general, both inside and outside the school, encouraging intensive literacy through giving students trust, inspiration and ability to continue reading outside the classroom and to develop English language skills (Tafari, 2009).

Also, Yaratani (2011) as a result, educators needed additional support in language teaching to provide learners with the right experiences and promote validity awareness. Therefore, it offers any language teacher a comprehensive and in-depth knowledge using media, they provide ample data and build continuous communication skills among learners that a media would grow and improve English language training in classrooms where they spend

a great deal of their time.

Home. Students have various ways to express their understanding of grammar, vocabulary and pronunciation in reading. They also have specific learning and listening techniques Condolita et al. (2008), and they have different communicative environments expectations. Learning ultimately happens in a different context. Many students have more exposure to the target language while others can navigate only in the classroom. Many learners spend more time reading, while others might not.

While research suggested that parent's multilingual help their children learn better communicating with them, which they can do at a higher level of comprehension than in English, also, conversational English alone at home is unlikely to provide a significant boost to the academic achievement of a child because academic English is separate. Conversational English and multiple subject areas (for example, algebra or geography) require different types of English or English for specific purposes. Access to English is especially important for learners. Studies of English-speaking learner's stress the critical role of parents' access to language (Pan, Rowe, Singer, & Snow, 2005), teachers (Dickinson, 2001), and peers (Mashburn, Justice, Downer, & Pianta, 2009) plays in fostering early vocabulary.

Most research in this field concentrate on monolingual English-speaking learners. Less understood about how English rates of learning from family members at home and educators and peers in the classroom correlated with English vocabulary for peers. Though parental expression may play an essential role in the development of children's English language, the linguistic guidance received by these families differs. English usage and vocabulary



capabilities depend on the degree to which English is used in comparison to the home language, rendering the sum of English use a significant factor (De Houwer, 2009).

To sum up, earlier studies have shown the positive effects of access to English on language acquisition. Nonetheless, English language may be helpful and inclusive in the educational process through exposure to target vocabulary.

Such studies have confirmed that the language development of learners in a variety of media outlets can be positive. Nevertheless, the findings of many studies showed that access to English could be increased through specific instruction as is typically done in class.

Besides, the instructor continues to ask questions that attract the students' attention to new aspects of the problem and provides a classroom environment in which students are at liberty to openly express their ideas. Still, the basic knowledge already represented by the class is reinforced through the questioning of the instruction.

Chapter 3

METHOD

This chapter presents the method and procedures used in the study, the research design, research subject, research instrument, the data gathering procedure, and the statistical treatment of data.

Research Design

The researchers employed a quantitative, non-experimental-correlation research design. In which quantitative design is a means for testing objective theories by examining the relationship among variables. These variables, in a term, can be measured typically on instruments, so that number data can be analyzed using statistical procedures. A non-experimental research design enables the researchers to generate data through the standardized collection (Peter Osharive, 2015). Correlational research design may collect data on two or more variables; it can measure the reliability and how lager size is needed. The final written report has a set structure consisting of introduction, literature, and theory, methods, results, and discussion (Creswell, 2008).

Research Subjects

The respondents of this study were the 1st year students who were officially enrolled in GE 2 subject of UM Panabo College during the 1st semester of the school year 2019-2020. The researchers used the total enumeration technique wherein the status and responses of the participants are carefully considered; there are data for enumeration of the establishments who used strategies among the students in UM Panabo College.

Research Instrument

The primary tool in the data gathering process was the survey questionnaire from Karagoz and Kosterelioglu (2008). Teacher's communication skills, considerations of power, effect size, and sample size in planning and analyses of studies. Philippine Journal of Psychology modified by researchers, which were to elicit information regarding the variables. The survey questionnaire had one set. Study teacher's communication skills and student's exposure to English language survey questionnaire is composing of a statement based on the six indicators of teacher's communication skills, which are; respect dimension; dimension of expression; value dimension; impediment dimension; motivation dimension; and democratic attitude. The researchers modified some items of the questionnaires. During the survey, the respondents were asked to evaluate the statements by checking the box in appropriate to their responses.

The instruments were submitted first to the adviser for comments and suggestions, after which experts were requested to validate the said questionnaire. The following parameters employed the manifestations of teacher's communication skills and student's exposure to English language among the students enrolled in GE2 of the UM Panabo College.

To determine the student's communication skills among the selected English 201 students, the following scale was used:

Scale	Equivalent Descriptive	Interpretation
4.21-5.00	Very High	This means that the students had an outstanding to their teacher's communication skills.
3.41-4.20	High	This means that students had a very satisfactory to their teacher's communication skill.
2.61-3.40	Moderate	This means that students had a satisfactory to their teacher's communication skills.
1.81-2.60	Low	This means that students had an unsatisfactory to their teacher's communication skills.
1.00-1.80	Very Low	This means that students had a poor respond their teacher's communication skills.

To determine the students' English language exposure, the following scale was used:

Scale	Equivalent Descriptive	Interpretation
4.21-5.00	Very High	This indicates that the English language exposure is always manifested.
3.41-4.20	High	This indicates that the English language exposure is often manifested.
2.61-3.40	Moderate	This indicates that the English language exposure is sometimes

		manifested.
1.81-2.60	Low	This indicates that the English language exposure is less manifested.
1.00-1.80	Very Low	This indicates that the vocabulary learning strategies are low manifested.

Data Gathering Procedure

The researchers had observed the following steps in conducting the study:

Letter of request for validation. An authorization was forwarded to the assigned validators of UM Panabo College, which validated the presented questionnaire.

Permission to conduct the study. A letter of permission to conduct the study was forwarded to Dr. Celso L. Tagadiad that allowed the researchers to conduct the study.

Administration of questionnaire. The questionnaire was administered by the researchers to the GE 2 students of UM Panabo College.

Collection of responses and scoring data. After the administration conducted, the data sheets were gathered and checked. Results were computed and tabulated.

Statistical Treatment of the Data

For the interpretation of the data, the following statistical tools were use

Weighted Mean. This was used to determine the level of the teachers communication skills and students exposure to English language among 1st-year GE2 students of UM Panabo College.

Pearson-r. This was used to measure the correlation between the teachers communication skills and students exposure to English language among 1st-year GE2 students of UM Panabo College.

Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

This chapter presents analyses and interprets the data gathered from the study and in answer to the sub-problems raised in chapter 1. Data collated are shown in tables and arranged according to the define problems. This is followed by the discussion of its analysis and implications substantiating the analytical discussion on the content of the table and its interpretation. Interpretations are presented and textual and tabular forms.

Level of Teachers Communication Skills among First Year GE2 Students in UM Panabo College

Presented in table 1 are the levels of learning styles in terms of respect dimension, dimension of expression, value dimension, impediment dimension, motivation dimension and democratic attitude, which have the grand mean of 4.41, with the description of very high. This means that the six indicators are outstanding.

The first indicator, which is the **respect dimension**, got the overall mean of 4.52 with the descriptive equivalent of very high and is outstanding. The highest mean is observed in item no. 2 *makes you feel that s/he respects your opinions* has a mean of 4.62. It means that respect dimension is very high and is outstanding while item no. 1 *it specifies that s/he has understood why you think in that way while you express your thoughts* with a mean of 4.40, which is very high and is outstanding.

Table 1**Level of Teachers Communication Skills among First Year GE2 Students in UM Panabo College**

Respect Dimension	Mean	Descriptive Equivalent
1. It specifies that s/he has understood why you think in that way while you express your thoughts.	4.40	Very high
2. Makes you feel that s/he respects your opinions.	4.62	Very high
3. S/he says that s/he appreciates some of our thoughts	4.60	Very high
4. S/he takes cares of making her/his criticism without making you upset.	4.41	Very high
5. Takes into consideration the feedback s/he gets from us.	4.58	Very high
Over-all mean	4.52	Very high
Dimension of Expression	Mean	Descriptive Equivalent
6. Effectively uses gestures and facial expressions when talking.	4.65	Very High
7. Proposes solution when there is a problem.	4.51	Very High
8. Gives personification and concrete examples.	4.61	Very High
9. Adjusts well her/his speaking speed.	4.49	Very High
10. Establishes eye contact during conversations with us.	4.69	Very High
Over-all Mean	4.59	Very High
Value Dimension	Mean	Descriptive Equivalent
11. Keeps under control the variables that may prevent internal communications in the class	4.30	Very High
12. S/he is very patient while listening to our thoughts.	4.55	Very High
13. Leaves us free to choose from the options.	4.40	Very High
14. Makes you feel that s/he gives importance to your Opinions	4.57	Very High
Over-all mean	4.46	Very High
Impediment Dimension	Mean	Descriptive Equivalent
15. Uses phrases accusing us.	3.73	High
16. Takes side by supporting the opinions of some students in the class.	4.10	High
17. S/he addresses us by any other name other than our names.	3.72	High
18. Speaks in an imperative tone.	3.93	High
Over-all Mean	3.87	High
Motivation Dimension	Mean	Descriptive Equivalent
19. Reinforces our feedback by expressions like "it was nice", "I agree, etc.	4.46	Very High
20. Explains the meaning of the concept we didn't understanding.	4.55	Very High
21. Starts the course using the phrases "hello", "good morning" etc.	4.62	Very High
22. Concentrates our attention to the subject by lowering and raising her/his tone of voice during the verbal presentation.	4.46	Very High
Over-all Mean	4.52	Very High
Democratic Dimension	Mean	Descriptive Equivalent
23. Creates an environment in the class where you can easily ask questions.	4.57	Very High
24. Gives enough time to answer the questions.	4.45	Very High
25. Creates an environment in the class where we can freely think.	4.53	Very High
Over-all Mean	4.52	Very High
Grand Mean	4.41	Very High

Legend:

Scale
4.21-5.00
3.41-4.20
2.61-3.40
1.81-2.60
1.00-1.80

Descriptive Equivalent
Very High
High
Average
Low
Very Low

The remaining items are 3, 4 and 5 got the descriptive equivalent of very high. Item no. 3 *s/he says that s/he appreciates some of our thoughts*, item no. 4 *s/he takes cares of making her/his criticism without making you upset* and item no. 5 *takes into consideration the feedback s/he gets from us*. It pertains that all items are outstanding. It means that respect dimension is very important to develop.

Lawrence-Lightfoot, (2009) Therefore, self-respect, or helping students learn to live by their own internal compasses, that makes the students take their self-confidence that grows when a child masters a new skill. We nurture a child's self-confidence and self-respect when we notice and name their good efforts. Rewards, stickers, and empty praise don't build internal motivation and self-respect.

The second indicator is **dimension of expression**, which got the overall mean of 4.59 with very high descriptive equivalent. Among the items, only item no. 10 *establishes eye contact during conversations with us* with the mean of 4.69 and got the descriptive equivalent of very high and is outstanding. While item no. 9 *adjusts well her/his speaking speed* got the lowest mean of 4.49 is very high and is outstanding.

The remaining items are 6, 7 and 8, got the descriptive equivalent of very high. Item no. 6 *effectively uses gestures and facial expressions when talking*, item no. 7 *proposes solution when there is a problem* and item no. 8 *gives personification and concrete examples*. It means that dimension of expression is outstanding.

However, expressing a teacher's understanding to learners is always a teaching activity since they are revealing the interpretation of some aspect of

the world to another individual, testing the interpretation against another's point-of-view. Coppola, (1995) Students view things differently if they perceive such a need to communicate their comprehension to someone else, perhaps even more potential. To learners, preparing for a written or verbal test is perhaps the most common example of this type of anticipation.

The third indicator is **value dimension**, which got the overall mean of 4.46 with very high descriptive equivalent. Item no. 14 *makes you feel that s/he gives importance to your opinions* with the mean of 4.57 and got the descriptive equivalent of very high and is outstanding. While item no. 11 *keeps under control the variables that may prevent internal communications in the class* got the lowest mean of 4.30 is very high and is outstanding.

The remaining items are 12 and 13, got the descriptive equivalent of very high. Item no. 12 *s/he is very patient while listening to our thoughts*, item no. 13 *leaves us free to choose from the options*. It means that the dimension of expression is outstanding.

Values are among the variables generating behavior and impacting a person's preferences. Values may help common human problems for survival by comparative rankings of value, the results of which provide answers to questions of why people do what they do and in what order they choose to do them. Moral, religious, and personal values, when held rigidly, may also give rise to conflicts that result from a clash between differing views. (Rokeach and Milton, 1973).

The fourth indicator is impediment dimension, which got the overall mean of 3.87 with high descriptive equivalent. Among all, only item no. 16 *takes side by supporting the opinions of some students in the class* with the

mean of 4.10 and got the descriptive equivalent of high and is very satisfactory. While item no. 17 *s/he addresses us by any other name other than our names* got the lowest mean of 3.72 is high and is very satisfactory.

The remaining items are 15 and 18, got the descriptive equivalent of high. Item no. 15 *uses phrases accusing us*, item no. 18 *speaks in an imperative tone*. It means that dimension of expression is very satisfactory.

Along with one study reported that some international students may not be accustomed to in-class participation, and may be used to more teacher centered classroom environment in their home countries (Karuppan & Barari 2011). Educators are opening apprehensive about these students' lower levels of class participation in the effect on their learning (Kim (2012).

The fifth indicator is **motivation dimension**, which got the overall mean of 4.52 with very high descriptive equivalent. Among all, only item no. 21 *starts the course using the phrases "hello", "good morning" etc.* with the mean of 4.62 and got the descriptive equivalent of very high and is outstanding. While item no. 19 *reinforces our feedback by expressions like "it was nice", "I agree, etc.* got the lowest mean of 4.46 is very high and is outstanding.

The remaining items are 20 and 22, got the descriptive equivalent of very high. Item no. 20 *explains the meaning of the concept we didn't understand* and item no. 22 *concentrates our attention to the subject by lowering and raising her/his tone of voice during the verbal presentation*. It means that dimension of expression is outstanding.

Also, teachers should create a supportive classroom environment concerning goal structures, attributions, and external Nicoleta Duta et al.

(2015) evaluation. There are several challenges to assessing motivation, especially in children.

The sixth indicator is **democratic dimension**, which got the overall mean of 4.52 with very high descriptive equivalent. Among all, only item no. 23 *creates an environment in the class where you can easily ask questions* got the mean of 4.57 with the descriptive equivalent of very high and is outstanding. While item no. 24 *gives enough time to answer the questions*, got the lowest mean of 4.45 is very high and is outstanding.

The remaining items is 25, got the descriptive equivalent of very high. Item no. 25 *creates an environment in the class where we can freely think* with the mean of 4.53. It means that dimension of expression is outstanding.

A teaching-learning process is an act of communication, and a teacher is one of the two central factors of educational communication. Similarly, Kocoska (2009) also drew attention to the relationship between teachers' democratic classroom management attitudes. She stated that democratic classes help students be curious, analyze thoughts, determine goals, access studies, seek alternatives, defend their thoughts reasonably, and be open to new ideas. On the other, teachers designs, organize, and implements content related to the development of communication skills and assess their influence on their students.

Level of Students' English Language Exposure among First Year GE2 Students in UM Panabo College

The level of students' English language exposure presented in table 2 is obtaining a grand mean of 3.32. In-home, the data showed an overall result

Table 2

Level of Students' English Language Exposure among First Year GE2 Students in UM Panabo College

Home	Mean	Descriptive Equivalent
1. Parents talk in English	2.09	Low
2. English is spoken at home.	2.07	Low
3. Converse in English among family.	2.39	Moderate
4. Engage in activities where English is used	2.99	Moderate
Over-all Mean	2.38	Moderate
Friends	Mean	Descriptive Equivalent
5. Friends speak in English.	2.87	Moderate
6. Attend social gatherings where English is spoken.	2.69	Moderate
7. Talk with friends in English.	2.61	Moderate
Over-all Mean	2.72	Moderate
School	Mean	Descriptive Equivalent
8. Teachers speak in English.	4.32	Very high
9. The activities in school are conducted in English.	4.04	High
10. Classmates speak in English.	3.05	Moderate
11. School encourages students to speak in English.	3.96	High
12. The medium of instruction used in the classroom is English.	3.86	High
Over-all mean	3.85	High
Media	Mean	Descriptive Equivalent
13. Chat online in English.	3.08	Moderate
14. Send text messages in English.	2.98	Moderate
15. Receive text messages in English.	3.08	Moderate
16. Browse web pages that are written in English.	3.95	High
17. Listen to songs in English.	4.23	Very high
18. Watch movies in English.	4.18	High
19. Watch TV shows in English.	3.69	High
20. Magazines written in English.	3.36	Moderate
21. Read newspapers written in English.	3.25	Moderate
22. Read books written in English.	3.83	High
23. The information read around is in English.	3.80	High
Over-al mean	3.58	High
Grand Mean	3.32	High

Legend:**Scale**

4.21-5.00
 3.41-4.20
 2.61-3.40
 1.81-2.60
 1.00-1.80

Descriptive Equivalent

Very High
 High
 Average
 Low
 Very Low

of 2.38, which means that the students are manifesting home, is high, and is sometimes manifested. Item no.4, *I engage in activities where English is used* got the highest mean of 2.99 or the home is moderate and is moderately manifested while item no.2 *English is spoken at home* obtained the lowest mean of 2.07 which means the home is low and is less manifested. This result is asserted by Getmane (2005), when he said that the acquisition of the second language is successful through constant effort and practice and if the learners could apply the language background at home or in a complex conversation using the second language.

In **friends**, the overall mean is 2.72, which mean that the friends are moderate, or it is sometimes manifested. The highest mean in this variable is observed in item no.5 *friends speak in English* with the mean of 2.87 is moderate and is sometimes manifested while item no. 7 *talk with friends in English* got the lowest mean of 2.61, which is moderate and is sometimes manifested. Bachman (1990) emphasizes that context is important to the extent it allows the expression of language and thus develops language abilities. The English learner within an English-speaking context is more exposed, enabling the learner to imbibe and internalize the English language through communication with others.

In **school**, the overall mean is 3.85, which is high, or it is often manifested. The highest mean in this variable is observed in item no. 8 *teachers speak in English* with the mean of 4.32, which is very high and is always manifested while item no. 10 *classmates speak in English* got the lowest mean of 3.05, which is moderate and is sometimes manifested. This result is similar to the study of Diaz and Canal (1999) which had disclosed

that the independent learning style (acquiring and learning the English language) in which learners took responsibilities for their own study could not efficiently contribute to the success in the acquisition of the second language learning even in an online based. It could be that the nature of an online subject was different from that of a conversation course.

In **media**, the overall mean is 3.58, which mean that media is high or often manifested. The highest mean in this variable is observed in item no. 17 *listen to songs in English* with a mean of 4.23 is very high and is always manifested while item no. 14 *send text messages in English* got the lowest mean of 2.98 is moderate and sometimes manifested. The result above is supported by Hanks (2000) when he said that the communicative practice of language must be taken into account in order to acquire the second language not just by merely relying on gadgets the use of multimedia technology to teach English language in its authentic cultural context.

Significant relationship between Teacher's Communication Skills and Student's Exposure to English language among 1st-year GE2 students of UM Panabo College

Show in table 3 is the significant relationship between teacher's communication skills and student's exposure to English language among 1st-year GE2 students of UM Panabo College. The r-value found in the data is 0.186 * *, and the P-value is 0.006, which is less than 0.05. Therefore, it rejects the null hypothesis. This means that among 1st-year GE2 students of UM Panabo College, there is a significant relationship between teacher's communication skills and student exposure to English language.

The English learner within an English-speaking context is more

Table 3

Significant relationship between Teacher's Communication Skills and Student's Exposure to English language among 1st-year GE2 students of UM Panabo College

Correlation Coefficient

Student's Exposure to English language

Teacher's Communication Skills	0.186**
--------------------------------	---------

P-VALUE (0.006) < 0.05 SIGNIFICANT

exposed, enabling the learner to imbibe and internalize the English language through communication (Magno, 2009). It can be said in this sense that college students have positive opinions about the communication skills they learn from the teaching. (Karagoz, 2008)

(Nielson & Lorber, 2009). Students feel inspired and expected to learn and communicate with the teachers actively. Therefore, the task of the teacher is important to the language learning effect.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The summary of findings, conclusions, and recommendations drawn by the researcher from the results are presented in this chapter.

Summary of Findings

Based on the result formulated from the data collected, the researchers found out the following:

1. The level of teachers' communication skills has an overall mean of 4.41, interpreted as outstanding.
2. The level of students' exposure to English language has an overall mean of 3.32 interpreted as often manifested.
3. The correlation value between teacher's communication skills and student's exposure to English language is 0.186** and the P-value is 0.006, which is lesser than 0.5 level of significance. Therefore, the null hypothesis is rejected.

Conclusions

The following conclusions are drawn based on the findings of the study:

1. The level of teachers' communication skills is very high.
2. The level of students' exposure to English language is high.
3. There is significant relationship between teacher's communication skills and student's exposure to English language among 1st-year GE2 students of UM Panabo College.

Recommendations

Based on the results of this study, the following recommendations are given:

1. The teachers are encouraged to know his /her students well to avoid using any other name when calling them.
2. The parents are encouraged to guide their children to use English language at home to practice verbal proficiency.
3. The future researchers may conduct another study using another variable that could influence academic resilience.



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APPENDICES

APPENDIX A

Letter of Permission to Conduct the Study

July 24, 2019

LIEZEL V. CHAN, Ph.D *Mr. Chan*
Dean
UM Panabo College
P.N. Arguilles St., Panabo City

Sir :

The undersigned are fourth year students of UM Panabo College who are currently conducting their research study entitled, "**Teacher's Communication and Student's Exposure to English Language among First Year Students in UM Panabo College**" as final requirement to the Educational Research subject.

To this matter, we would like to ask permission from your office the approval to provide us the number of sections for GE1 and GE2 this will be utilized for the above mentioned study.


We highly appreciate your positive response to this matter.

Thank you and God bless!

Respectfully yours,


HUMBRIA, KIMBERLY E.


IGNACIO, ALONA P.


LUNA, JHONIL C.
Researchers

Noted by:


DICKEY MOSQUEDA, MAED
Research Adviser

APPENDIX B1

Letter for Validation

July 15, 2019

DR. AMELIE L. CHICO
Research Coordinator
UM Panabo College

Ma'am:


Greetings!


We would like to inform that you are one of the chosen expert validators of our research instruments on "Teacher's Communication Skills and Student's Exposure to English Language".

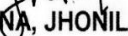
In view of this, it would be appreciated if you could share and give your expertise by rating its contents. It would be great help also if you could write your comments, suggestions and recommendations that will improve our study.


Thank you very much for your precious time and evaluate contribution in accomplishing the study.

Sincerely,


HUMBRIA, KIMBERLY E.


IGNACIO, ALONA P.


LUNA, JHONIL C.

Noted by: 

DICKEY O. MOSQUEDA, MAED
Research Adviser

*See researcher,
arrange your questionnaire*
7/28/19


AMELIE L. CHICO, Ed.M., Ed.M.

APPENDIX B2

Letter for Validation

July 13, 2019

DR. JEANILYN E. TACADENA
Professor
UM Panabo College

Ma'am:

Greetings!

We would like to inform that you are one of the chosen expert validators of our research instruments on "Teacher's Communication Skills and Student's Exposure to English Language".


In view of this, it would be appreciated if you could share and give your expertise by rating its contents. It would be great help also if you could write your comments, suggestions and recommendations that will improve our study.

Thank you very much for your precious time and evaluate contribution in accomplishing the study.


Sincerely,


HUMBRIA, KIMBERLY E.


IGNACIO, ALONA P.




LUNA, JHONIL C.

Noted by:


DICKEY O. MOSQUEDA, MAED
Research Adviser

APPENDIX C1

Validation sheet

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____ QUESTIONNAIRE VALIDATION SHEET
Title of Research: <u>Teachers' Communication Skills and Student's Exposure to English Language</u>	
Proponents : <u>Ignacio, Humbona, Luna</u>	
To the Evaluator: Please check the appropriate box for your ratings.	
Point Equivalent:	5 – Excellent 2 – Fair 4 – Very Good 1 – Poor 3 – Good
	5 4 3 2 1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	/
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	/
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	/
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	/
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	/
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	/
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	/
 AMELIE L. CHICO, DM, FRIM Signature Above Printed Name	

2/4 for full in

APPENDIX C2

Validation sheet



RESEARCH AND PUBLICATION CENTER

[] Main [] Branch _____


QUESTIONNAIRE VALIDATION SHEET

Title of Research: Teacher's Communication skills and Student's Exposure to English Language
 Proponents : Humbria, Ignacio, Luna

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent 2 – Fair
 4 – Very Good 1 – Poor
 3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	/				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		/			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	/				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	/				
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.		/			
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	/				
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	/				


 JEHANILYN E. TACADENA, Ph.D.
 Signature Above Printed Name

APPENDIX D

Questionnaire

**TEACHER'S COMMUNICATION SKILLS AND STUDENT'S EXPOSURE TO
ENGLISH LANGUAGE**
Magno (2009) and Karagoz & Kosterehlioglu (2008)

PART 1. Profile of the Respondents

Name of the student: Alliah Morales Age: 19

Year/Program: 1st / BSBH HR Date: Aug. 5, 2019

Direction: Please read carefully and put a check in the box that corresponds to your answer.
Statements are based on the following scales:

5. Always 4. Often 3. Sometimes 2. Rarely 1. Never

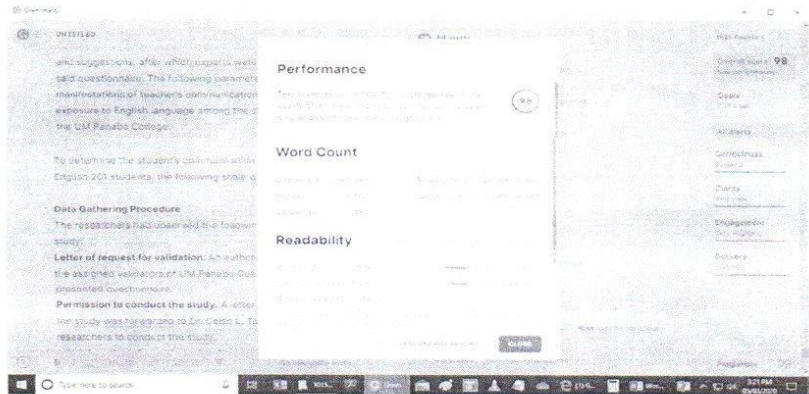
PART 2. Teacher's Communication Skills

A. Respect Dimension	5	4	3	2	1
1. The teacher specifies that s/he has understood why you think in that way while you express your thoughts.		/			
2. The teacher makes you feel that s/he respects your opinions.	/				
3. The teacher says that s/he appreciates some of our thoughts.	/				
4. The teacher takes care of making her/his criticism without making you upset.		/			
5. The teacher takes into consideration the feedback s/he gets from us.		/			
B. Dimension of Expression					
6. The teacher effectively uses gestures and facial expressions when talking.	/				
7. The teacher proposes solution when there is a problem.	/				
8. The teacher gives personification and concrete examples	/				
9. The teacher adjusts well her/his speaking speed.	/				
10. The teacher establishes eye contact during conversations with us.	/				
C. Value Dimension					
11. The teacher keeps under control the variables that may		/			

prevent internal communications in the class.					
12. The teacher is very patient while listening our thoughts.	/				
13. The teacher leaves us free to choose from the options.		/			
14. The teacher makes you feel that s/he gives importance to your opinions.	/				
D. Impediment Dimension					
15. The teacher uses phrases accusing us.		/			
16. The teacher takes side by supporting the opinions of some students in the class.	/				
17. The teacher addresses us by any other name other than our names.		/			
18. The teacher speaks in an imperative tone.		/			
E. Motivation Dimension					
19. The teacher reinforces our feedback by expressions like "it was nice", "I agree, etc.	/				
20. The teacher explains the meaning of the concept we didn't understanding.	/				
21. The teacher starts the course using the phrases "hello", "good morning" etc.	/				
22. The teacher concentrates our attention to the subject by lowering and raising her/his tone of voice during the verbal presentation.	/				
F. Democratic Attitude					
23. The teacher creates an environment in the class where you can easily ask questions.	/				
24. The teacher gives enough time to answer the questions.	/				
25. The teacher creates an environment in the class where we can freely think.	/				

APPENDIX E

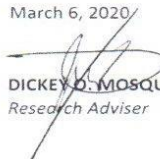
GRAMMARLY



Humbria, Ignacio, and Luna

CONGRATULATIONS..... The grammarly result is 98%.

March 6, 2020/


DICKEY D. MOSQUEDA
Research Adviser

APPENDIX F



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

UMPC and conducted survey
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "teacher communication skills and students' exposure to English language"

during the period 08-05-19
(State inclusive dates)

Alliah Morales
Name and Signature of Authorized Personnel

PLAGIARISM RESULT

feedback studio

25

Match Overview

25%

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the study

Communication between teachers and students is capable of improving the learning experience and creating a positive environment in the classroom. Relationships, however, take place on both sides. Communication barriers in the classroom certainly make it hard for students to get the most out of their education. Teachers frequently fail to develop meaningful lessons and strive to communicate with their learners on a one-to-one level. Learners often fail to address spoken English or language problems which lead to poor


1	5%
2	3%
3	3%
4	2%
5	1%
6	1%
7	1%

HUMBRIA IGNACIO LUNA

(DECEMBER 9, 2019)

PLAGIARISM RESULT FIRST RUN PASSED 25%

CONGRATULATIONS!!!


DR. AMELIE L. CHICO
RESEARCH COORDINATOR

CURRICULUM VITAE



ALONA PAYOT IGNACIO
Purok 3, Brgy. Sto.Niño, New Corella, Davao del Norte
alonapayot2018@gmail.com
09167591052

PERSONAL INFORMATION

Age: 21
Gender: Female
Date of Birth: December 19, 1998
Place of Birth: Tagum City
Civil Status: Single
Citizenship: Filipino
Height: 5'4"
Weight: 49kls.
Religion: Roman-Catholic
Mother's Name: Nancy P. Ignacio
Occupation: Housewife
Father's Name: Oliver R. Ignacio Sr.
Occupation: Laborer

EDUCATIONAL ATTAINMENT

Tertiary: **UM Panabo College**
Course: Bachelor of Secondary Education-English
Address: Arguilles St., San Francisco, Panabo City
Year-Graduated: (2019-2020)

Secondary: **New Corella National High School**
School Address: Poblacion, New Corella
Year-Graduated: (2011-2015)

Elementary: **Sto.Niño Elementary School**
School Address: Brgy. Sto. Niño, New Corella
Year-Graduated: (2005-2011)



KIMBERLY ETIS HUMBRIA
Purok 1, Brgy. Kasilak Panabo City Davao del Norte 8105
kimkimmylee21@gmail.com
09487157126

PERSONAL INFORMATION

Age: 21
Gender: Female
Date of Birth: August 1, 1998
Place of Birth: Davao City
Civil Status: Single
Citizenship: Filipino
Height: 5'3"
Weight: 52kls.
Religion: Roman-Catholic
Mother's Name: Geraldine E. Humbria
Occupation: Housewife
Father's Name: Kim Owen D. Humbria
Occupation: Laborer

EDUCATIONAL ATTAINMENT

Tertiary: **UM Panabo College**
Course: Bachelor of Secondary Education-English
Address: Arguilles St., San Francisco, Panabo City
Year-Graduated: (2019-2020)

Secondary: **Francisco Adlaon Learning Institute**
School Address: Quezon St., Brgy. Sto. Niño, Panabo City
Year-Graduated: (2011-2015)

Elementary: **Kasilak Elementary School**
School Address: Brgy. Kasilak Panabo City
Year-Graduated: (2006-2011)



JHONIL CAMAYUDO LUNA
Purok 5, Brgy. Tubod Carmen Davao del Norte
Email Address: luna.jhonil011@gmail.com
09975981509

PERSONAL INFORMATION

Age: 21
Gender: Male
Date of Birth: March 1, 1998
Place of Birth: Davao City
Civil Status: Single
Citizenship: Filipino
Height: 5'3"
Weight: 49kls.
Religion: KJC
Mother's Name: Teresita C. Luna
Occupation: Housewife
Father's Name: Joselino E. Luna
Occupation: Laborer

EDUCATIONAL ATTAINMENT

Tertiary: **UM Panabo College**
Course: Bachelor of Secondary Education-English
Address: Arguilles St., San Francisco, Panabo City
Year-Graduated: (2019-2020)

Secondary: **A.O Floreindo National High School**
School Address: Brgy. A.O Floreindo
Year-Graduated: (2010-2014)

Elementary: **A.O Floreindo Elementary School**
School Address: Brgy. A.O Floreindo
Year-Graduated: (2004-2010)