



REDUCING THE ENGLISH-SPEAKING ANXIETY OF SENIOR HIGH SCHOOL STUDENTS THROUGH IDEA GENERATION TECHNIQUES

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II. ABSTRACT

English-speaking anxiety is a common phenomenon that can lead to students' nervousness, inability to respond appropriately or correctly whenever speaking in front of their classmates, and fear that their peers would laugh at them if their speaking performance was poor. Considering the students' English-speaking anxiety and reducing this fear are deemed highly important to assist the students achieve the intended performance goals in English. This study aimed to reduce the English-speaking anxiety of 46 Grade 11 Senior High School students through Idea Generation Techniques. The researcher used purposive sampling and employed the one-shot design to bring forth the result of the study. Additionally, the researcher utilized two paper-and-pencil instruments: a questionnaire on English-speaking anxiety and a rubric to assess the performance of the students in their oral presentation before and after the intervention. Frequency count, percentage, paired sample t-test, and Pearson Correlation were used in the statistical treatment of data. Findings reveal that the high level of the respondents' anxiety in their English class lowered after the intervention. Exposed to idea generation techniques, students have significantly improved level of performance; thus, the use of such techniques is recommended for use in teaching English.

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ANALYN DIMLA-TULAGAN

IV. CONTEXT AND RATIONALE

Fear of English-speaking is the most common of all phobias. Anxiety experienced in communication in English can be debilitating and can influence students' adaptation to the target environment and ultimately the achievement of their educational goals (Woodrow, 2006). Further, it is one of the affective factors which influence language learning negatively (Sadighi & Dastpak, 2017). Over 41% of people have some fear or anxiety dealing with speaking. People who have this fear can experience all kinds of symptoms: sweaty palms, accelerated heart rate, memory loss and even difficulty in breathing.

English-speaking anxiety is a form of performance anxiety in which a person becomes very concerned that he or she will look visibly anxious, maybe even have a panic attack while speaking. Factors like gender, self-perception or self-esteem, social environment, cultural differences, social status, formal classroom environment, presentation in the classroom and fear of making mistakes become the primary causes of this anxiety. People also try to protect themselves by either avoiding public speaking or by struggling against speech anxiety (Carbonell, 2019).

Notwithstanding the fact that English-speaking anxiety is a prevalent phenomenon in the teaching of English, teachers do not always recognize anxious students, and often accredit their reluctance to engage in oral presentations to factors such as low performance or lack of motivation.

Meanwhile, it is a common scenario in the classroom that students get nervous whenever speaking in front of their classmates. They are afraid that they could not respond

appropriately or correctly. Ordinarily, their peers would laugh at them if their speaking performance was poor (Chan, 2004). It was quite alarming that just recently, Filipinos have failed to keep the status as prominent in speaking the English language compared to other Asian countries. Dramatic decrease of competence in the English language skills was reported. There was a big drop in the number of Filipinos who could not speak and think in English (Orbeta, 2013). Recent studies have also shown a decline in the country's English proficiency. (Balderama, 2018).

Concurrently, the researcher observed this scenario among the General Academic Strand (GAS) senior high school students. Conversing with these students, the researcher discovered that most of them fear English-speaking. Further, when the students learn that they would do a lot of oral presentations as their output in Oral Communication class, they cowered and trembled, knowing that teachers would call them to speak in front of the class. The researcher saw the panic and hesitance on their faces which implied that they were really self-conscious about speaking in English in class. Moreover, as the researcher interviewed the students, they told her that they did not have exposures and trainings to English-speaking activities.

Consequently, as a teacher, the researcher felt that it was very timely that the study would be conducted to address and to reduce, if not to eliminate the English-speaking anxiety of the students.

Many studies on English-speaking anxiety have suggested a variety of strategies to successfully cope with this multifaceted dilemma. Interestingly, all the subjects that have been involved in the process of English language learning and teaching for many years seemed to have given adequate thought to the ways of reducing English-speaking anxiety.

The most frequent suggestion made was to make the language classroom environment less formal and friendlier, one where students can make mistakes without looking or sounding inept. According to Baum (2011), another way to create less stressful classroom environment is through the use of Idea Generation Techniques.

Idea Generation Techniques concentrate on combining or adapting existing ideas which can unquestionably bring about results. These are creative processes or procedures that students may use in order to figure out solutions to difficult challenges, particularly in overcoming speaking anxiety. It involves coming up with many ideas in a group discussion, selecting the best idea or ideas, working to create a plan to implement the idea, and then actually taking that idea and putting it into practice. But here, the researcher's focus is on equipping students with tools that help them leap onto a totally different arena. These approaches push their minds to consider new perspectives, think differently, and forge new connections.

IGTs are creative processes or procedures to figure out solutions to any number of difficult challenges. It involves coming up with many ideas in a group discussion, selecting the best idea or ideas, working to create a plan to implement the idea, and then actually taking that idea and putting it into practice (Abourizk, 2018).

All can tend to get stuck in certain thinking patterns, especially the students. Accordingly, breaking these thought patterns can help them get their mind unstuck and generate new ideas. There are several techniques that can help the students generate ideas: defining, story boarding, role-playing, visualizing and visual prompts, daydreaming, and brainstorming.

Conversely, the ability to generate new ideas is an extremely necessary work skill today (Generating New Ideas - Creativity tools from MindTools.com, 2018). Students can acquire this skill by consciously practicing these techniques that can create a positive atmosphere that boosts creativity.

To assist the students to achieve the intended performance goals in English, it is highly important to consider the students' English-speaking anxiety and to reduce this fear.

The above premises provided the teacher a strong purpose to conduct an action research which attempted to reduce the English-speaking anxiety of GAS Senior High School students through Idea Generation Techniques to enhance their learning.

V. INNOVATION, INTERVENTION AND STRATEGY

Idea Generation Techniques

The generation of ideas can be stimulated by using and exploring a range of techniques to stimulate innovation and develop new approaches to problems.

Breaking thought patterns can help students get their mind unstuck and generate new ideas. There are several techniques that can help the students generate ideas: defining, storyboarding, roleplaying, visualizing and visual prompts, daydreaming, and brainstorming.

The following are the techniques used by the researcher in helping students to generate ideas during oral presentations.

Defining. Definition is a statement of the meaning of a term. Definitions can be classified into two large categories, intentional definitions (which try to give the essence of a term) and extensional definitions (which proceed by listing the objects that a term describes). Another important category of definitions is the class of ostensive definitions, which convey the meaning of a term by pointing out examples. A term may have many different senses and multiple meanings, and thus require multiple definitions. The students will be asked to define a word, phrase, or other set of symbols.

Storyboarding. Storyboarding has to do with developing a visual story to explain or explore. Storyboards can help students represent information they gained during research. Pictures, quotes from the user, and other pertinent information are put on the board to stand for a scenario and to assist with comprehending the relationships between various ideas.

Roleplaying. In role playing technique, each student can take on a personality or role different from his own. As the technique is fun, it can help students reduce their inhibitions and come out with unexpected ideas.

Visualization and visual prompts. Visualization is about thinking of challenges visually so as to better comprehend the issue. It is a process of incubation and illumination where the student takes a break from the problem at hand and concentrates on something wholly different while his mind subconsciously continues to work on the idea. Picture prompts help a lot when it comes to enabling one's brain to establish connections. These prompts can help to surface emotions, feelings and intuitions. This makes them particularly useful for brainstorming solutions to innovative challenges involving people, and issues with a deep psychological or emotional root cause. To get started with using

picture prompts, the teacher distributes a set of pre-selected images – each student gets one. She also asks them to tell whatever ideas come to their mind when they look at the image in their possession. After this, students pair off and use additional time, sharing and talking about the ideas they have come up with and brainstorming more solutions to the existing problem/challenge. Lastly, the various pairs present their ideas to the rest of the group.

Daydreaming. Daydreaming is truly one of the most fundamental ways to trigger great ideas. The word “daydream” itself involuntarily triggers an uninhibited and playful thought process, incorporating the student’s creativity and resourcefulness to play around with the present problem. It enables him to establish an emotional connection with the problem, which is beneficial in terms of coming up with a wonderful idea.

Brainstorming. Brainstorming is an activity with which most students are familiar. The students brainstorm as the teacher introduces a concept. Naturally, one idea will spark another, so it is helpful to have students to come up with as many examples as they possibly can for whatever topic given to them. They will compile a list of potential examples for a given topic. This is a great activity to do in small groups or with the entire class.

VI. ACTION RESEARCH QUESTIONS

The main problem was to reduce the English-speaking anxiety of GAS Senior High School students through idea generation techniques.

Specifically, it sought answers to the following problems:

1. What is the level of the respondents' anxiety in their English class before and after the intervention?
2. What is the level of performance of students in oral presentation before and after the intervention?
3. Is there a significant difference on the anxiety level of students before and after the intervention?
4. Is there a significant difference on the performance level of students before and after the intervention?
5. Is there a significant relationship between the anxiety level and the performance level of students before and after the intervention?

VII. ACTION RESEARCH METHODS

A. Participants and/or other Sources of Data and Information

The respondents of the study were the 46 Grade 11 – Archimedes GAS senior high school students who were enrolled for the First Semester, School Year 2018-2019 in Turac National High School, San Carlos City, Pangasinan. Among the classes handled by the researcher, this regular class manifested self-consciousness about speaking in English in class and lacked exposure and training to English-speaking activities. This describes purposive sampling which is a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within and is selected based on characteristics of a population and the objective of the study (Crossman, 2018). The researcher informed the respondents about the study,

secured their parents' consent, and assured that the respondents were not harmed nor forced in the conduct of the study.

B. Data Gathering Methods

To bring forth the result of this study, the researcher used one-shot design which evaluates the effectiveness of a treatment and gathers information about present conditions. With this method, subjects are presented with some type of treatment and then the outcome measure is applied. Like all experimental designs, the goal is to determine if the treatment had any effect on the outcome. (Psyche Central's Virtual Psychology Classroom, 2018). Moreover, to examine the extent of performance of students once before the treatment is implemented and once after it is implemented, the researcher employed one-group pretest-posttest experimental research.

The researcher used two paper-and-pencil instruments: a modified questionnaire on English-speaking anxiety and a rubric to assess the performance of the students in their oral presentation at the start and at the end of the intervention. Having submitted these instruments for content validation by five English teachers who have been teaching English for at least five years and are at least Master of Arts Degree holder, major in English, the researcher integrated their suggestions, feedback and concerns for further improvement prior to the administration of the questionnaire and the use of the rubric.

The results of the validation showed that the modified questionnaire on English-speaking anxiety and the rubric were highly valid as indicated by the overall weighted means of 4.90 and 4.86, respectively. The necessary revisions as suggested by the pool of validators were incorporated to come up with the final form of the instruments.

The researcher then administered the modified questionnaire on English Language Classroom Anxiety Scale developed by Horwitz et al. (1986) to determine the extent of the respondents' anxiety in their English class. The questionnaire consisted of 33 items and used a five-point Likert scale (strongly disagree to strongly agree with a neutral category in the middle). Possible scores on the questionnaire range from 33 to 165. Scores were then converted into descriptive form. The higher the score, the higher the level of English-speaking anxiety experienced. Prior to its administration, the researcher briefed the respondents on how to fill out the questionnaire.

The researcher also asked the students to deliver impromptu and extemporaneous oral presentations in front of the class to determine the performance level of the students before the intervention. During the extemporaneous speaking, each respondent picked a question from the bowl, and was given two minutes to organize his or thoughts. The same procedure was followed during the impromptu presentation. However, the respondents are asked to answer the questions at once, without preparation. Three English teachers in the department assessed the presentations based on the teacher's rubric. The sum of their scores in the two presentations constituted each student's final score. The final scores were then transmuted into percentage scores using as basis DepEd Order No. 8, s 2015, which is the Policy Guidelines on Classroom Assessment. Percentage scores were then converted into descriptive levels as stipulated in DO 8, s 2015.

To determine if the idea generation techniques reduce the English-speaking anxiety of the students, they were asked again to deliver impromptu and extemporaneous oral presentations in front of the class. The students' performances were again assessed

based on the teacher's rubric. Then, they were asked again to fill out the questionnaire on English-speaking anxiety.

Statistical analyses were done using Statistical Packages for the Social Sciences (SPSS) Version 20 for Windows to maximize speed and to ensure reliability of all necessary computations.

Using the weighted score, the researcher determined the level of the respondents' anxiety in their English class before and after the intervention, then, converted these weighted scores into descriptive form. The index of interpretation for the level of the respondents' anxiety in their English class was shown below.

Scale	Range of Scores	Interpretation
4.22 – 5.00	140 – 165	Very High Anxiety Level
3.42 – 4.21	113 – 139	High Anxiety Level
2.62 – 3.41	87 – 112	Moderate Anxiety Level
1.81 – 2.61	60 – 86	Low Anxiety Level
1.00 – 1.80	33 – 59	Very Low Anxiety Level

Moreover, the researcher transmuted the raw scores in percentage equivalent based on DO 8, s. 2015 to determine the performance level of students before and after the intervention, and converted the percentage scores into descriptive equivalents using the same DepEd Order. The transmutation was done, so that the researcher could have an overall glimpse of the respondents' oral presentation. To interpret the performance level of students in English oral presentation based on DepEd Order No. 8, s. 2015, the following scale on the next page was used.

Percentage Score	Descriptive Level
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
65 – 74	Did Not Meet Expectations

Meanwhile, to determine if there is a significant difference on English-speaking anxiety level and on performance level of GAS Senior High School students before and after the intervention, the researcher used paired sample t-test.

Further, the researcher employed Pearson Correlation and its corresponding test of significance set at 0.05 alpha in determining if there is a significant relationship on the anxiety level and performance level of students before and after the intervention.

VIII. DISCUSSION OF RESULTS AND REFLECTION

The following are the data gathered coupled with interpretation. The results are laid down and presented in accordance to the problems enumerated in Section VI.

Respondents' English-Speaking Anxiety Levels before and after the Intervention

The identification of English-speaking anxiety levels has been widely used through various elicitation methods and tools. One of the most widely used tools has been the English Language Classroom Anxiety Scale (ELCAS). It is a structured questionnaire, aiming to assess how learners perceive their English language anxiety through various

statements aimed at eliciting responses. It equips teachers with the anxiety profile of their students and uncovers to learners the anxiety level they developed to when learning English as a second or foreign language.

Table 1 sums up the frequency of students in each level of English-speaking anxiety before and after the intervention. The table reveals that before the intervention, 22 (47.83%) students rated themselves as having high English-speaking anxiety, followed by 18 (39.13%) students who assessed themselves with moderate level of anxiety. Only four (8.70%) students assessed themselves with very high anxiety level, while two students posited, they have low anxiety level. None from among the respondents assumed they have very low anxiety level.

Table 1. Respondents' English-Speaking Anxiety Levels before and after the Intervention
N = 46

Level of Anxiety	Before the Intervention		After the Intervention	
	Frequency	Percentage	Frequency	Percentage
Very High	4	8.70	0	0.00
High	22	47.83	5	10.87
Moderate	18	39.13	24	52.17
Low	2	4.36	16	34.79
Very Low	0	0.00	1	2.17

Meanwhile, after the intervention, none from among the students have very high anxiety level as opposed to four (4) students who manifested very high anxiety level prior to the intervention. 24 (52.17%) students exhibited moderate level of anxiety, while 16 (34.79%) students regarded themselves with low level of anxiety. Moreover, only one (2.17%) students have high level of anxiety.

Majority of the students exhibited a high level of English-speaking anxiety prior to the intervention. This means that students perceived that they have high level of English-

speaking anxieties in class; hence, many students become visibly anxious and even have a panic attack while speaking in public.

This finding is in support of the study of Darmi (2014) which establishes that English-speaking anxiety is a consistent phenomenon among students and presents an obstacle restricting learners from learning. This is also parallel to the study of Chou (2018) which states that students display high speech anxiety and negative feelings toward English learning.

Meanwhile, the anxieties experienced by the students began to wane after the intervention. Accordingly, students exposed to Idea Generation Techniques had significant improvement as manifested in the decrease in number of students with very high and high anxiety levels. Most of the students improved to moderate level and low level.

This finding can be attributed to the fact that the use of Idea Generation Techniques helps students get their mind unstuck and generate new ideas and encourages students' creative actions for divergent thinking and ways of reframing problems; thus, reducing their English-speaking anxiety.

Students' Performance Level in Oral Presentations before and after the Intervention

Before and after the intervention, the students were asked to deliver oral presentations to assess their oral communication performance level. The summary of the results is presented in the table on the next page.

Table 2. Students' Performance Level in Oral Presentations before and after the Intervention
N = 46

Performance Level	Before the Intervention		After the Intervention	
	Frequency	Percentage	Frequency	Percentage
Outstanding	1	2.18	15	32.61
Very Satisfactory	3	6.52	16	34.78
Satisfactory	5	10.87	13	28.26
Fairly Satisfactory	11	23.91	2	4.35
Did Not Meet Expectations	26	56.52	0	0.00

Before and after the intervention, the researcher asked the students to deliver oral presentations to evaluate their oral communication performance level. It can be gleaned from table 2 that majority of the students (n = 26, percentage = 56.52%) failed the pretest getting Did Not meet Expectation performance level in English oral presentation. Twenty (44.48%) students passed the pretest with either outstanding, very satisfactory, satisfactory or fairly satisfactory performance level.

Conversely, most of the students passed the oral presentation tests as evident in the table.

As shown on the above table, the students performed poorly in English oral presentation before the intervention. Nevertheless, the students had significantly improved level of performance after the intervention. The results show that the use of Idea Generation Techniques in the teaching of English oral communication maybe effective. One undeniable reason for this is that Idea Generation Techniques provides opportunities for students to explore ideas and increases their productivity of the concepts explored. It also reduces their inhibitions, helping them come out with unexpected ideas during oral presentations. Consequently, the guided practice increased the students' performance level.

The results support the findings of Rosenshine (2012) that guided practice through the use of Idea Generation Techniques is an important component of instruction in helping students gain more confidence by exploring concepts and practicing their speaking skills.

Difference of Students' Scores before and after the Intervention in the English Language Classroom Anxiety Scale

Table 3 reveals the mean difference of scores of students in the English Language Classroom Anxiety Scale instrument prior and after the implementation of the Idea Generation Techniques. Reflected on the table, the mean scores of the students before and after the intervention were 117.21 and 85.21, respectively, with an average difference of 31.50. Result of T-test shows that the difference is significant at 0.05 level of significance ($t = 17.728$, $\text{sig.} = 0.000$).

Table 3. Difference of Students' Scores before and after the Intervention in the English Language Classroom Anxiety Scale

<i>Category</i>	<i>Compared Variables</i>	<i>Mean</i>	<i>Mean Difference</i>	<i>T-value</i>	<i>Significance</i>
Level of Students' English Language Classroom Anxiety	Pre-intervention	117.21			
	Post-intervention	85.21	31.50*	17.728	0.000

* *Highly significant at 0.05*

As reflected on the above table, the anxiety level of students before and after the intervention vary significantly. Before the intervention, students struggled against English-speaking anxiety, but had significant improvement in reducing their English-speaking anxiety level after the researcher taught them using the Idea Generation Techniques. The

result further indicates that students exhibit low English-speaking anxiety, strong self-confidence and positive feelings toward English learning. Correspondingly, self-confidence gained through Idea Generation Techniques helps students as one of accomplish the work, determining their success in language learning (Brown, 2007).

Difference of Pretest and Post test Performance of students in English

Table 4. Difference of Pretest and Post test Performance of students in English

Table 4 shows the mean difference of pretest and post test scores of students in the English oral presentation. As revealed from the table, the mean scores of the students before and after the intervention were 75.70 and 87.11, respectively, with an average difference of 11.41. Result of T-test shows that the difference is significant at 0.05 level of significance ($t = 15.550$, $\text{sig.} = 0.000$).

<i>Category</i>	<i>Compared Variables</i>	<i>Mean</i>	<i>Mean Difference</i>	<i>T-value</i>	<i>Significance</i>
Students' English Performance	Pretest	75.70	11.41*	15.550	0.000
	Posttest	87.11			

* *Highly significant at 0.05*

As revealed on the table, the pretest and post test scores of students in the English oral presentation vary significantly. Prior to the intervention, many students became very anxious students, and they lacked self-confidence resulting to low performance. Therefore, English-speaking as influenced by students' anxiety can lead to their inability to perform better in oral presentations. Nonetheless, the respondents had significant improvement in their English oral presentation performance after the researcher taught them using Idea Generation Techniques.

This finding confirms that through the use of Idea Generation Techniques, students become free of inhibitions and anxiety which allows them to generate much more ideas during oral presentations. Further, Idea Generation Techniques allow students to connect with the issue emotionally, which is valuable to generate good ideas. This study gets a strong grounding on the study of Tridinanti (2018) which states that the absence of anxiety in learning or using the language will promote success in language learning. This finding confirms that the through the use of Idea Generation Techniques, students become free of inhibitions and anxiety which allows them to generate much more ideas during oral presentations. Further, IGTs allow students to connect with the issue emotionally, which is valuable to generate good ideas.

Correlation between English Anxiety and Performance in Oral Presentation

Table 6. Correlation between English Anxiety and Performance in Oral Presentation

Variables	Mean	Pearson Correlation Coefficient	Correlation	Significance
English-speaking anxiety scores before Intervention	117.22	**-.785	Negative	0.000
Pretest	75.70			
English-speaking anxiety scores after Intervention	85.72	**-.719	Negative	0.000
Posttest Performance	87.11			

**** Correlation is significant at the 0.01 level (2-tailed).**

An inspection of table 5 manifests that English-speaking anxiety and performance in oral presentations are correlated negatively. Specifically, English-speaking anxiety scores before intervention and pretest oral presentation performance are negatively correlated ($r = -0.785$, $p < 0.01$) and English-speaking anxiety scores after intervention and post test oral presentation performance are also negatively correlated ($r = -0.719$, $p < 0.01$). It is worthy to note that both correlations are highly significant at 0.01.

On the strength of the results presented in Table 5, English-speaking anxiety is significantly and negatively correlated with performance in oral presentation of students. That is, the higher the English-speaking anxiety of students, the lower their performance in oral presentation and vice versa. The results indicate that students with high level of English-speaking anxiety tend to have poor performances in oral presentations. Notwithstanding, highly self-confident students are more inclined to have better performances in conversations and other speaking activities in the classroom.

This is in consonance with the study of Sadiq (2017) stating that the high level of language anxiety is correlated with poor performance in language learning. In like manner, the result is similar to Heng (2012) which concludes that language anxiety could highly affect the performance of learners.

IX. ACTION PLAN

The table summarizes the activities undertaken during the course of this action research.

Time Frame	Activities	Persons Involved	Outcomes
July 16-20, 2018	1. The teacher/proponent sought the approval of proper DepEd authorities in the conduct of the action research	Researcher Principal EPS – English SDS GAS SHS	1. Approval from proper DepEd authorities had been sought.
July 30-31, 2018	2. The teacher organized the GAS Senior High School students involved in the intervention.		2. GAS Senior High School students involved in the intervention had been organized.
August 1, 2018	1. Upon approval, the teacher incorporated suggestions and comments of the DepEd officials for the betterment of the conduct of the research.	Researcher Principal EPS – English SDS GAS SHS	1. Suggestions and comments of the DepEd officials for the betterment of the conduct of the research had been included in the draft of the research.
August 3, 2018	2. The teacher asked the students to fill out the questionnaire on English anxiety		2. Students had filled out the questionnaire on English anxiety
August 6-7, 2018	3. The teacher asked the students to perform an oral presentation		3. Students had performed an oral presentation.
August 8 – September 28, 2018	4. The teacher employed idea generation techniques as intervention in teaching Oral Communication to		4. Idea generation techniques to GAS Senior High School students had been employed

	GAS Senior High School students		
	5. Instructional processes might be observed by DepEd officials for suggestions and comments.		5. Instructional processes might had been observed by DepEd officials for suggestions and comments.
October 1-5, 2018	1. The teacher asked the GAS Senior High School students to perform public speaking. They will be assessed based on a rubric.	Researcher Principal EPS – English SDS GAS - SHS	1. Public speaking had been performed by the GAS Senior High School students.
	2. The teacher asked again the students to fill out the questionnaire on English anxiety		2. Students had been asked again to fill out the questionnaire on English anxiety
October 15-19, 2018	3. Analysis and interpretation of data were done on the light of the objectives of the action research.		3. Analysis and interpretation of data had been done on the light of the objectives of the action research.
October 22-26, 2018	4. Research results were documented		4. Research results had been documented.
November 5 – 9, 2018	Presentation of action research results to school and division officials	SDS, ASDS, EPS – English, Division Research Committee, Principal, Department Head	Results of action research should have been presented to school and division officials

November 2018 onwards	Integration of action research results to actual classroom teaching across all classes taking Oral Communication	Principal, Teacher-Researcher	Action research results should have been integrated to actual classroom teaching across all classes taking Oral Communication
November 2018 onwards	Presentation of action research results in the proper forums and to the SHS teachers teaching Oral Communication so that they, too, will benefit from the strategies employed in the action research	SDS, ASDS, EPS – English, SHS teachers/educators	Results of the action research should have been presented in the proper forums and to the SHS teachers teaching Oral Communication so that they, too, will benefit from the strategies employed in the action research

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XI. FINANCIAL REPORT

Grant Received	30,000.00
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Expenses

a) Travel Expenses/Gasoline	6,500.00
b) Reproduction/Printing/binding cost	5,000.00
c) Communication & Internet expenses	6,000.00
d) Supplies and Materials	2,500.00
d) Meals & snacks for participants	<u>10,000.00</u>

Total	30,000.00
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Balance	---
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