"TO SPEAK OR NOT TO SPEAK": EXPLORING ENGLISH ORAL COMMUNICATION APPREHENSIONS AMONG STUDENTS

Enriquez, Reynante M.; Evora, Dessa Bella D.; Garga, Hilario M.

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ABSTRACT

Title:	**"TO SPEAK OR NOT TO SPEAK": EXPLORING ENGLISH ORAL COMMUNICATION APPREHENSIONS AMONG STUDENTS**
Research Theme:	**Teaching and Learning**
Sampling:	**Purposive Sampling**
Data Collection:	**Interview**
Data Analysis:	**Phenomenological Analysis and Representation**

EXECUTIVE SUMMARY:

The students' oral communication deficiency in the local setting is rampantly observable at present. Despite the legitimacy of the use of English as one of the official languages in schools clearly articulated in Section 7 of Article XIV of the 1987 Constitution fueled by Republic Act 10533, there is still a very noticeable problem regarding speaking the language in public schools. Hence, this study was conducted to investigate on the students' anxieties in speaking the English language in school. It tried to narrate and analyze the different categories of students' experiences on speaking the English Language in school, the effects of these apprehensions in their life as students, and the suggested interventions to overcome students' apprehension on speaking English language.

This action research is qualitative phenomenological by design narrating the product of exploring students' real experiences in oral communication. The respondents of this research were eighteen combined Junior and Senior High School students at San Roque National High School purposively chosen from various grade levels. The data obtained through interviews with the respondents were carefully treated by phenomenological analysis and representation.

Based on the findings of the study, all respondents experienced oral communication apprehensions related to grammar, fluency, and criticism. The results revealed that these apprehensions affected the learners' academic performance, their quality of interaction with others, and their aspiration to succeed in life. To overcome these apprehensions, learners suggested various programs, advocacies, and activities that are helpful in the speaking skills development.

Based on the findings and conclusions, Project E-SPEAKS was proposed for implementation naming English Speaking Day, English Speaking Zones, English Reading Corners, English Visuals, and English Audio-Techno support as important projects features. These interventions may be used to help learners and stakeholders to consistently speak the said medium of communication without being anxious.

REYNANTE M. ENRIQUEZ
JHS Master Teacher I

DESSA BELLA D. EVORA
JHS Teacher I

HILARIO M. GARGA
JHS Teacher III

Acknowledgment

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Context and Rationale

Students' communication apprehension in terms of speaking English as a second language in school is conceptually defined as the learner's anxiety, discomfort, or doubt in the use of English language as medium of communication in school resulting to absence of enthusiasm in participation in learning processes specially with subjects using English as vehicle of discourse. Addressing this issue is very timely since English language has become a global language which use has largely influenced the greater populace of the global community. Even before we encountered this reality, our country has already seen the significance of learning English as a second language, thus incorporated such discipline in the curriculum from elementary until the tertiary level. But even then, it is highly observable that speaking the English language among students in regular public elementary and secondary schools brings discomfort among the common learners. Given this premise, it is worthwhile to conduct this action research, '"To Speak or Not to Speak": Exploring English Oral Communication Apprehensions Among Students", to be able to trace and uncover learners' experiences to give light in solving this usual problem in English communication in school.

There is explicit constitutionality of English as one of the official languages of the Philippines. Section 7 of Article XIV of the 1987 Constitution known as the language policy of the Philippines underlined also the use of English as one of the official languages of the country. The provision points the fact that more than the Filipino Language, English also functions as our official language. There is no amendment in our existing law that phases out the value and use of English language. It means therefore that English must thrive as an accepted medium of communication in the land. Even in the time earlier than the drafting of the 1987 constitution, our

education system had already made a provision that English Language should be the medium of instruction for Mathematics and Science & Technology (DECS, 1974). The same thing is reinforced in the efficacy of our present constitution and now highlighted with the signing into law of the Republic Act 10533, otherwise known as the "Enhanced Basic Education Act of 2013," that still includes English in the curriculum as a one of the tool subjects and as well an official language of instruction for some specific disciplines and courses in public elementary and secondary schools. (D.O. 43, 2013)

The global acceptance of English and its exponentially increasing reputation as internationally used language has indeed made it a necessity to learn and utilize English as medium of communication (Hakim, 2019). Given that English language has become a global and universal, learners' discomfort in speaking the language, therefore, cannot be an excuse in valuing and learning English because this language is the official language of science, aviation, computers, diplomacy, and tourism. It is now an undeniable reality that learning and knowing to use English increases one's opportunity of getting a good job in the multinational company within local and international settings. Moreover, English has become the language of international communication, the media and the internet making English learning almost everyone's necessity for social, occupational, and recreational activities.

The student' oral communication deficiency in local setting however is rampantly observable at present. Despite the legitimacy of the use of English as one of the official languages in schools, there is a very noticeable problem regarding speaking the language among pupils and students in public schools—specifically of those schools in rural areas and communities. To be particular in San Roque National High School, many students in Junior and Senior High School departments can hardly

participate in class discussions and activities that require speaking in subjects that utilize English as language of discourse (personal communication, January 24, 2019). Students usually appeal to their teachers to allow them to speak using their local language and mostly opt to be silent and passive during class hours. This phenomenon results to lesser active classes and quite slower flow of the learning processes. In addition, COVID-19 pandemic phenomenon and its impact to the academic journey even worsened the situation for most of the learners who were deprived of opportunities to speak the language and to be exposed with English speaking models. Thus, there is a necessity to make a sort of scrutiny of the reasons why students find speaking the English language difficult and awkward. Therefore, this thing must be prioritized among the commitments of our educators and educational institutions in order to promote good avenues for the students either in the long or short term which will benefit the student's in their development of oral communication skills (Morales, Doña López & Valdez, 2017).

The anxiety on speaking English is a reality however, found not in Philippine public school settings only but also in other parts of the globe. This kind of anxiety is a persisting phenomenon among language students (Hakim, 2019) as pointed by earlier studies emphasizing a need to help learners to cope up with their fears in speaking English. Educational institutions and educators commonly agree that speaking is one of the significant skills that an English language learner should be able to develop in school. There were claims that speaking deserves more attention due to its importance in students' current lives. However, we are bombarded by the fact that most of the students at present do not see this as a necessity and consequently making them passive when it comes to speaking. This probably is one of the possible

causes why students in present times are not passionate in terms of oral English communication.

To understand the significance on how we shall venture at present when it comes to the utilization of the English language depends also on how we anticipate what lies ahead in the future. In the articulation of the program description of the commission on Higher Education Institution for Bachelors of Arts Degrees on English Language and English Language Studies, it is clearly articulated that there is a demand for graduates to be able not only to know but to use English Language competently and effectively for various contexts and purposes (CHED M.O. 43, 2017). It is therefore supportive and important that inculcation of the necessity to learn and use English in communication be done as early as learners are still in the elementary and secondary levels. But unfortunately, many of the high school learners nowadays enrolled in an ordinary public school can hardly express themselves with the use of the said language.

With all these articulations, there is then a clear need to explore the reasons why despite the beauty and legitimacy of, and necessity to use the English language students usually are confined at the anxieties about utilizing this medium of discourse resulting to an observable lack of enthusiasm in speaking English. This inquiry then will try to explore the students' experiences and will attempt to narrate their apprehensions in expressing themselves using the second language. To capture the "drama" that takes place within each learner struggling to speak the English Language and to emphasize this "internal dilemma" known as apprehensions in oral communication as a call to sincerely address the problem it entails, this research was given the title, "'To Speak or Not to Speak': Exploring English Oral Communication Apprehensions Among Students".

Review of Related Literature

English language apprehension

English language oral communication apprehensions develop respective to the learners' desire to acquire the ideal skills and competence in speaking the language and using it as significant tool for global communication. Hakim (2019) pointed out that more often students encounter and name this as a thing connected with their psycho-emotional aspect calling it as a fright, tension, uneasiness, and worry in the pursuit of competence and functional communication skills in the target language. It is said that to some extreme cases, this kind of apprehension leads learners to total inability to try to speak the English language which is oftentimes called in common term as "mental block".

This kind of language anxiety can hinder the smooth flow of the learning processes and can consequently result to a major second language learning barrier. While oral communication apprehensions are deemed as negative and can create drawback in the process of learning the second language, exploring and scrutinizing students' experiences in the presence of anxiety is of supreme significance, on the other hand. It is because this will enable both the teachers and the students to attain the targeted outcome in language learning, particularly in speaking and in using the English language. This is what serves as a supplementary trial to language students and mentors. Taking it in the positive light in support of the learners' desire to build their competence and skills in speaking English effectively, it is vital then to consider learners' anxiety in teaching language in formal educational setting and in the establishment of English-speaking culture in learning spaces.

Causes of language apprehensions

Hakim (2019) candidly discussed Schwartz (1972; cited in Scovel, 1991) that language fright is closely related with students' self-awareness and the basic inner motivations and perceptions regarding others. Accordingly, it could be noted in different situations requiring individuals to communicate using the target language and in articulating one's opinions employing the second language. Other specific enumerated reasons related with this were incompetence to use the target language and the lack of knowledge of the target language emphasizing linguistic difficulties.

In addition, considering a context of a society, speaking apprehension also may be due to outside factors being elaborated by Hakim (2019) including varied societal and cultural settings where primary opportunities for learning the second and foreign languages comes about. With the target language as an alternative communication medium during interactions, there is a potential for some persons to suffer from communication apprehensions as emphasized by Hakim (2019) while citing Gardner (1990; cited in Horwitz & Young, 1991). Based on the discussion being highlighted, the presumed public image of the target language speakers, the embodied authority, and the hierarchical positioning between and among communicators, and other matters and aspects like gender considerations play a significant role in arousing speaking and communication apprehensions.

Petry (2016) articulated this claim upon discussing McCroskey's (1983) thought describing that familiarity with the individual or group of persons is directly correlated to the level of apprehension generated. This could be illustrated by the example set like in presenting before the family members and friends wherein the presenter has lesser fright than the instance when standing in front of a teacher in a

classroom full of other learners. Superior-subordinate relationship is also another factor that could be considered in the creation of stress in speaking. It is found out that when person is accountable to the person he or she is communicating with, communication tensions get higher, thus, apprehensions accompany the said transaction. Moreover, when individuals are threatened with criticism or judgement by others, anxiety and apprehension becomes more observable and present in the process.

Therefore, exploring and scrutinizing the reasons of learners oral communication anxiety would help English language teachers to lessen the learner' fright and uneasiness in the learning spaces setting and creating an environment very much contributive and supportive to the students' pursuit in the acquisition of skills and building the competence in target language.

Effects of apprehension

Relative to the aspects of language learning anxieties, earlier conducted studies concluded that there are three things that bring about huge impacts in the life of language learners so far as speaking the second language is concerned. Specifically, Rumiyati & Seftika (2018) argued that communication apprehension, test anxiety, and fear of negative evaluation were the major aspects of learners' apprehensions in learning the language. According to them, this anxiety affects the teaching and learning processes. Based on the results of the interviews, it was concluded that learners got mostly their apprehensions in speaking the foreign language due to lack of vocabulary, mispronunciation, poor grammar, absence of fluency, inadequate knowledge, inferiority, less exposures, lack of mastery, shame, confusion, and lack of application.

Respective of these factors were the impacts impact and effects among the learners of the second language. The study noted that learners experiencing the kind of apprehension experienced trembling of the body constantly anxious and with sweating. The anxious learners are also silent who are always afraid with heart always pounding and are usually frequently being shy, baffled, worried, and usually smiling to cover the feeling of anxiety. It is clear then that with this kind of anxiety, the learners are hindered from developing their communication skills. There were however few indications that this sort of apprehension can lead to positive motivations to push through and improve in acquiring skills and building the targeted language competencies.

To maximize the use of these undeniable presence of "negatives effects of apprehension", there is a need to sublimate its negativities to the positive side utilizing these realities to create a significant impact in language learning. Acknowledging the negative effects then can be the first step and the vital instrument of addressing these named apprehensions emphasizing and suggesting the necessity for innovations and interventions applicable in educational setting helpful for the overcoming of learners' oral communication apprehension.

Addressing oral communication apprehension

Open Assembly (2021) presented in its "*Stand Up, Speak Out: The Practice and Ethics of Public Speaking*" ways to covert anxieties into enthusiasm and excitement. Some specific options given were speech-related, psychological response-related, preparation and conditioning-related, audience orientation-related, technical and practical aspects-related.

This indicates therefore that in order to address the learner's anxiety in speaking the English language, both the teachers and the educational institutions need to consider various aspects. There is then a necessity to devise programs and projects that could boost the learners' development of speaking skills focusing on various competencies of the English language (grammar, vocabulary, pronunciation, etc.). Teachers and other community member should also take into significant consideration the psycho-emotional aspects of the learners in the carrying out the teaching and learning objectives for language learning. In addition, there is also a need to prepare and condition learners in every endeavor that take place for the acquisition of the target language therefore it is essential that learners as oriented of every process. All of these things pointed that overcoming learners' anxiety in speaking the English language can be either technical and practical which should be clear especially among those who teach the target language and those who create relevant English-speaking advocacies.

Theoretical Framework

This action research which is aiming to explore English oral communication apprehensions of the students in high school was founded at John Dewey's theory "learning by doing" for it goes with his claim that people have a responsibility to make the world a better place to live in through education and social reform (Gutek, 2014) as quoted by (Williams, 2017). As well, this research was fueled by Theory of Connectionism (Thorndike, 1921) specifically on the law of effect, law of recency, and law of exercise that put emphasis on the value of rewards and punishments, the significance of recency, and the role of repetition that support the processes of learnings.

Using these theories in deciphering the reasons why students are stuck in the situations would help the researcher understand best various circumstances that would arise along the process of inquiry. Both above-mentioned theories played significant parts in the understanding of the underlying principles of the subjects' experiences to be considered in this research.

Conceptual Framework

The following shows the conceptual flow of this qualitative inquiry:
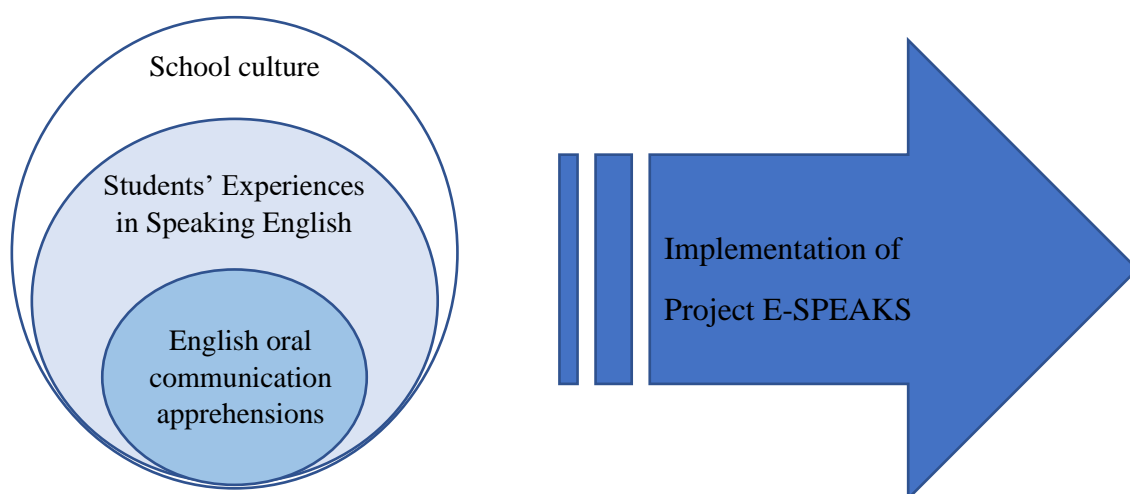
This study utilized the funneling method which processes are conceptually presented above. Funneling method is a way of ordering questions in a manner that general questions are asked before specific questions. This ordering helps the researcher maintain objectivity of the process of inquiry and effectively elicit the needed information from the target respondents. (Matsumoto, Hwang, & Sandoval, 2015).

The three-layered sphere represents what the funneling method captures. The outer space stands for the need to take into consideration the learners' *School Culture* before penetrating the next aspect to be scrutinized. Contained in the middle sphere

(second layer) is the variable proper for *Students' Experiences in Speaking English* while the innermost part of the sphere is devoted for question instrumental to ascertaining *English oral communication apprehensions* suggesting ways to overcome the problem.

II. Proposed Innovation, Intervention, and Strategy

This action research aimed to investigate about the students' experiences of apprehensions in English oral communication which product of investigation would be the basis for the conceptualization of school's Project E-SPEAKS *(English-Speaking Program Enhancing and Activating Knowledge and Skills).* This special program would be inclusive of various features that are helpful in the speaking skills development of the learners, specifically implementation of English-Speaking Day, implementation of Home Reading Program, Conduct of English Debate, celebration of English Festival, devotion of English-Speaking Zones, putting up of English Corners, and installation of English Visuals and adaptation of English Audio-Techno Support. These interventions will help learners and stakeholders to appreciate English language and create occasions to foster necessities in speaking the language that will reinforce students' desire to consistently speak the said medium of communication and consequently remove their apprehensions on the use of the target language.

III. Action Research Questions

This study aimed to investigate about the students' anxieties in speaking the English language in school. Basically, it tried to answer the following questions:

1. What are the different categories of students' experiences on speaking English Language in school?

2. What are the effects of these apprehensions in their lives as students?

3. What intervention can be recommended to overcome students' apprehension on speaking English?

IV. Action Research Methods

This qualitative study is utilizing phenomenological descriptive research design. It tried to describe the product of exploring students' real experiences in oral communication in the context of school community. Understanding these experiences became very instrumental in the devising of the proposed intervention to the problem. Penetrating actual experiences by careful treatment of the data obtained through qualitative way like interview helped in establishing deeper understanding of the learners' anxieties in speaking English language.

A. Participants or Sources of Data and Information

The respondents of this research were eighteen combined Junior and Senior High School students at San Roque National High School. They were purposively chosen from various grade levels from grade 7 to 12. To maintain proportionate distribution of the number of subjects, three respondents from each grade level were considered. These respondents were determined to specific categories using a set of three criteria to maintain the reliability of the data and of the results of the study. The first group was composed of least performing students The composition of the second group was that of identified representative of averaged learners from all grade levels while members of the third group were the top performing ones also from all grade levels. This selection ensured that all groups of learners from all grade levels are given equal chance to be represented. These groups of learners have their unique levels of apprehensions in speaking English as assessed and recommended by their

English or communication related subject teachers. This consideration also became the reason why the ideal range of number of respondents for a qualitative inquiry was surpassed for a purpose being sustained safeguarding the integrity of the research outcomes.

B. Data Gathering Methods

The researchers sought first the approval of this proposed study from the Schools Division Office. After obtaining the approval, the proponent secured permission from the school head as well from other concerned individuals for the conduct of this research. This process ensured the ethical side of this inquiry and helped establish its credibility. Since this research utilized the qualitative approach to gathering information, the researchers used interview as mode to gather the data needed. However, prior to doing the interview, the researchers worked collaboratively with the right authorities to identify the best respondents as stated above. In doing the interview, the researchers used the funneling method in asking questions to make it sure that the processes would elicit the most reliable information necessary for the establishment of a reliable research report.

1. Data Analysis Plan

This study utilized the phenomenological analysis and representation. The data obtained through interviews with the respondents were carefully treated by coding. Code according to Saldania (2016) as quoted by Rogers (2018) is "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data," while "coding connects the qualitative data collection phase with the data analysis phase of a study.

It therefore gave the researcher a special role as the main instrument in executing the qualitative research steps. Coding led the researcher to primarily interpret, experience, and explore respondents' experiences while executing the process that required a problem-solving and synthesizing of the data. The researchers employed qualitative data analysis processes that consisted various techniques in data display, data reduction, and data synthesis for drawing dependable and correct conclusions.

Going into details on how this data analysis processes were specifically done, the researchers used an approach that adopted a simplified version of the Stevick–Colaizzi–Keen's approach discussed by Moustakas (1994) found in the *Qualitative Inquiry Research Design: Choosing Among Five Approaches Fourth Edition* by Creswell and Poth (n.d.) which includes description of individual's experiences with the phenomenon under study. The process began with a complete characterization of experience on the phenomenon followed by the development of a list of significant statements. Afterwards, the researchers continued by finding statements about how the respondents were experiencing the issue by listing the significant statements also known as horizonalization of the data and then treated each expressed response as having equal value. The researchers then worked to devise a list of nonrepetitive and nonoverlapping statements. Next, the process entailed grouping of the significant statements into broader units of data set or information. These bigger units which are also called meaning units or themes, provided the basis for interpretation due to its quality able to create clusters and remove repetitions. Then, a description of "what" the participants in the study experienced with the phenomenon was created which is also called a textural description of the experience describing what happened and including verbatim examples in the discussions.

V. Discussion of the Results and Reflection

The following presents the result of research investigation about the students' apprehensions in speaking the English language in school.

1. What are the different categories of students' experiences on speaking English Language in school?

Table 1 presents the coded interview responses describing learners' experiences in speaking English language. As shown, all the respondents displayed evident presence of apprehension in speaking the language. The most dominant apprehension is grammar-related recording 7 out of 18 responses. This is followed by criticism-related apprehension recording 5 items while fluency-related apprehension obtained 4 recorded votes. There are 2 respondents, however, who inhibited to give their opinions. Dealing with the root causes of apprehension, lack of confidence found to be the most prominent root cause obtaining 7 affirmations followed by lack of vocabulary and lack of knowledge recording 3 related answers respectively while lack of practice emerged to be the last root cause named by 2 respondents. There were though 3 respondents who did not give their opinion over the matter.

Table 1
Learners' Experiences in Speaking English Language

Categories	Themes	Response Frequency
1. Presence of apprehension	Evident	18
	Not Evident	0
2. Prominently experienced apprehensions	Grammar-related	7
	Criticism-related	5
	Fluency-related	4
	(No answer given)	2
3. Root cause of apprehensions	Lack of confidence	7
	Lack of vocabulary	3
	Lack of knowledge	3
	Lack of practice	2
	(No answer given)	3

The unanimous evidence of experience on English-speaking apprehension among high school learners was derived by asking students whether they have this kind of anxiety or not. This is done utilizing the yes or no question. All the 18 respondents answered yes confirming that the presence of apprehension is evident to all of them. In elaborating disclosures on their related experiences on the kinds of apprehensions they experienced, the following significant responses were noted. Responses focusing on grammar were dominant as reflected in these short answers.

S1: My grammar might be wrong.
S2: Having wrong grammar.
S3: Wrong grammar.
S4: Fear of wrong grammar.
S8: Fear of failure, being misunderstood, and grammar
mistakes are my number one fear in terms of speaking
the language.
S9: Wrong grammar.
S15: I'm not fluent ang my grammar is not very good.

Other opinions mentioned were stating things that also have impacted their attitude towards speaking which are fluency and psychological factors related dispositions.

S5: Stuttering in speaking
S10: Judgement
S11: To make mistakes
S12: Criticism
S13: Mistakes

These results indicate that the learners are undeniably experiencing apprehensions when it comes to speaking the language. As confirmed by the students, their poor grammar plays a significant factor for having the kind of anxiety. This finding conforms with earlier studies noting the sources of students' apprehension in speaking in English associated with verbal and grammar mistakes resulting to learners' lack of confidence and their reluctance to learn and use the English language. This reaffirmed what Hakim (2019) candidly discussed underlining that

language fright is closely related with students' self-awareness and the basic inner motivations and perceptions specifically on incompetence to use the target language and the lack of knowledge of the same emphasizing linguistic difficulties. This aspect came in specific details in terms of grammar and fluency related factors being mentioned by the respondents.

The second group of responses highlighted the consideration of social context, being elaborated also by Hakim (2019) pointing to varied societal and cultural implications directly presuming the public image of the target language speakers, the embodied authority, and the hierarchical positioning between and among communicators including other matters and aspects like gender considerations. These things were accordingly arousing speaking and communication apprehensions on psychological aspect centered in fears of mistakes, criticism, and judgement.

Scrutinizing the reasons of the learners' experienced anxiety in speaking the following significant responses were given by the respondents.

S4: Lack of vocabulary
S5: Having a hard time in speaking foreign language
S8: I think it is because of low confidence and avoiding to be
    embarrassed
S9: Shy; hindi marunong mag-English
S10: I am not perfect; I have mistakes
S11: Afraid to be judged
S12: Overthinking
S14: Lack of confidence and knowledge
S15: Maybe because I often speak in Filipino so I do not
    master English speaking

These articulations reaffirmed what Petry (2016) articulated upon discussing McCroskey's (1983) claim pointing that familiarity with the individual or group of persons is directly correlated to the level of apprehension generated illustrating that presenting before the family members and friends wherein the presenter has lesser

fright than the instance when standing in front of a teacher in a classroom full of other learners. In addition, superior-subordinate relationship is also another factor that could be considered in the creation of stress in speaking. It is found out that when person is accountable to the person he or she is communicating with, communication tensions get higher, thus, apprehensions accompany the said transaction. As well, the earlier research noted that when individuals are threatened with criticism or judgement by others, anxiety and apprehension becomes more observable and present in the process.

This implies that learners are commonly experiencing the speaking related anxieties because they have issue on self-confidence directly associated with their impression on their grammatical ability in English. Given this, students fail to communicate using the language when they are compelled to speak. Their tendency to compare their own skills with those students who speak well in English and others who are fluent in the use of the language heightens their anxiety which is developed out of their fear of embarrassment for not being able to speak exactly like the fluent speaking models.

2. *What are the effects of these apprehensions in their life as students?*

Table 2 reports the coded interview responses on the effects of apprehensions in the life of high school learners. It can be gleaned from the table that majority of the learners claimed that their apprehension in speaking the English language resulted to drawback in academic performance leading them to obtain low grades. This is marked by 10 out of 18 responses pointing to their unsatisfactory academic performance. There were also two respondents who said that their apprehensions led to inhibition while the other 2 disclosed that their English-speaking related anxiety caused their

withdrawal from academic activities. There were 3 respondents however who did not answer the question regarding the issue. Regarding the effects of apprehensions on interaction with others, 6 students claimed that their apprehension made them less sociable. There were 3 responses for the claim that their fright made them less friendly, another 3 for less expressive and 3 more for less aggressive.

On the effects of apprehensions on aspiration to succeed, most students were found to be doubting as emphasized by 7 related responses. There were 3 who said they were challenged to succeed more, 2 believed that their apprehensions hinder them towards success while 1 claimed not being affected. There were though, 5 respondents who inhibited to disclose their point of view over the concern.

Table 2

Effects of Apprehensions in the Life of High School Learners

Categories	Themes	Response Frequency
1. Effects of apprehensions on learning	Low grade	10
	Inhibition	2
	Withdrawal	2
	(No answer given)	3
2. Effects of apprehensions on interaction with others	Less expressive	3
	Less sociable	6
	Less aggressive	2
	Less friendly	3
	(No answer given)	4
3. Effects of apprehensions on aspiration to succeed	Doubting	7
	Challenging	3
	Hindering	2
	Not affecting	1
	(No answer given)	5

These findings revealed that most learners are taking apprehensions related to English communication generally as factor influencing their academic, social, and psychological dispositions in life. The students' point of view on apprehension as

obstacle to obtaining satisfactory academic performance is reflected in the noticeable great difference between the most popular given response and the rest of the opinions offered by the minority side of the respondents. The same observation is true with the results on the learners' interaction with others and their aspiration to succeed in life.

The following set of significant responses   were from the first set of information fed by the learners dealing about the effects of apprehension in their academic life.

> *S1: Low grades especially in English subject*
> *S3: Struggling in reporting*
> *S7: Cannot participate well*
> *S8: It may trigger me to avoid participating in class*
> *S9: Hindi makasabay sa klase*
> *S10: Gets lesser knowledge and skills*
> *S11: It lowers my ability to think*
> *S12: Unable to high grades because of low confidence*
> *S13: Low rating*
> *S15: Hesitant to participate in class even I know the answer;*
> *   I do not want to get embarrassed in front of my*
> *   Classmates*

The drawback in the student-respondents academic life brought about by apprehension was directly articulated by some students. However, it was deduced from the answers of the rest of the participants which were later confirmed by their affirmation after the follow-up clarifications in the process of inquiry when all the concerned respondents concluded that their answers were pointing to unsatisfactory academic performance reflected in the low grades they obtained in English and other subjects utilizing the language as medium of instruction. Respondents noted further that the same kind of apprehension could lead to stressful engagement in class undertakings, inhibited participation, and to some worse extent withdrawal from class involvement.

Dealing on the effects on the ability to interact with others, the following significant disclosures were recorded.

> *S1: Seldom talk with others*
> *S5: Being silent*
> *S7: Inactive*
> *S8: Less sociable resulting to less friends*
> *S9: Hindi nakikisama*
> *S10: Low confidence*
> *S11: Always preferring to be alone*
> *S12: Few friends*
> *S17: Less sociable*
> *S18: Cannot express completely myself with others*

These respondents' articulations clearly pointed to the tendencies leaning toward being less expressive, less sociable, less aggressive, and less friendly attitude that could consequently affect one's interpersonal relationship. Based on these findings, it could be deduced that more than poor academic performance, the students' simple oral communication apprehensions could result into more serious problems with direct impacts to one's ability to live with others suggesting the possibility of learners' poor social life if not properly addressed.

On the effects of apprehension on the learners' drive to succeed, the following key opinions were obtained from the respondents underlining several counts of negative tendencies but also portraying traces of positive consequence among participants.

> *S1: Might not have a better future*
> *S5: Struggling*
> *S7: Less successful*
> *S8: Less opportunity to be successful*
> *S9: Hadlang sa pagtatagumpay sa buhay*
> *S10: Fear of mistakes*
> *S11: Less successful in the future*
> *S12: Slow progress in things I dream of*
> *S13: Will study harder*
> *S15: It doesn't affect my aspiration*
> *S16: I am challenged to strive for better ways*
> *S18: Doubtful with my ambition*

The details of these responses clearly pointed to the development and deduction of four significant themes that describe the impacts of this English communication fright among learners. These themes are vital in classifying the respondents' point of view regarding the effects of apprehension in the students' endeavors for their future. Some learners claimed that the same issue makes them to be doubting. To some, it makes their journey to a successful future a challenging one. There were also some who claimed that this kind of apprehension is hindering them to reach their dream. However, there is also a disclosure claiming that it is not affecting any aspect of aspiration to succeed in life.

These findings reaffirmed earlier study conducted by Rumiyati & Seftika (2018) which concluded that there are things bringing about huge impacts in the life of language learners, however, focusing on the effects in teaching and learning processes only. The earlier research argued that learners got mostly their apprehensions in speaking the foreign language due to lack of vocabulary, mispronunciation, poor grammar, absence of fluency, inadequate knowledge, inferiority, less exposures, lack of mastery, shame, confusion, and lack of application noting that learners experiencing the kind of apprehension experienced trembling of the body constantly anxious and with sweating. It anticipated then the current research's findings that anxious learners are inclined to be silent who are always afraid with heart always pounding and are usually frequently being shy, baffled, worried, and usually smiling to cover the feeling of anxiety. Consequently, learners suffering from this problem are hindered from developing their communication and other related skills. On the other hand, there were however few indications that this sort of apprehension can lead to positive motivations to push through and improve in

acquiring skills and building the targeted language competencies which is congruent to the current findings.

Hence, more than the learners' plain fright obtained from disconcerted confidence in speaking the English language popularly influenced by their own set standards usually centered on knowledge and skills in grammar and fluency, learners speaking apprehensions are also generated by other existing factors such as relationships, accountability, and presence of threats coming from judgments and criticisms from other communication process participants resulting to embarrassment. The current findings were consistent with the existing reports emphasized by other studies. This implies that students confirmed the crucial effects of speaking apprehensions in their life directly affecting their academic performance, their willingness to interact with others, and their aspiration to succeed in life. As results denoted, it is important that these apprehensions are addressed properly to mitigate the risks and disadvantageous effects in the learners' learning outcomes and in life, in general.

It is important therefore to maximize the use of these evidently present "negatives effects of apprehension" in sublimating to significant positive impacts in language learning and in fulfilling one's dream in life. This kind of awareness could serve as the first step and the vital instrument of addressing the named apprehensions. However, to do this necessitates helpful process emphasizing and suggesting the role of relevant innovations and interventions instrumental to the overcoming of learners' oral communication apprehension.

3. *What intervention can be recommended to overcome students' apprehension on speaking English?*

Table 3 conveys the coded interview responses on ways to overcome apprehensions in speaking the English language from the point of view of high school learners. As shown in the table, there were five entities mentioned by the respondents found to be influential in overcoming English speaking apprehensions among students. The most popular is a collaboration between family members and school personnel which recorded 14 common responses. This is followed by 1 response insisting the role of a friend and another 1 response pointing to the role of oneself in the process. The result also revealed that 14 respondents claimed that school-initiated programs and projects can help a lot in the process of overcoming English speaking apprehensions. There were 2 responses emphasizing the value of family-initiated programs and projects while community and self-initiated programs and projects also obtained 1 favorable response each.

Table

Ways to Overcome Apprehensions in Speaking the English language

Categories	Themes	Response Frequency
1. Who can help learners overcome apprehensions	Family and school	14
	Family and friends	1
	Friends	1
	Self	1
	(No answer given)	1
2. Programs/projects that can help overcome apprehensions	Family initiated	2
	School initiated	14
	Community initiated	1
	Self-initiated	1
3. Specific interventions suggested to help learners overcome apprehensions	Home reading program	2
	English speaking day	4
	English speaking zones	1
	English corner	2
	English festival	2
	English visuals	1
	English debate	3
	English audio-tech	1
	English reading day	2

Delving on specific interventions suggested by the students to help them overcome apprehensions, several items emerged upon conduct of this research. The most popular suggestion was the implementation of English-Speaking Day in school obtaining 4 common responses among respondents while there were 5 other suggestions recording two counts of the same responses namely: conducting Home Reading Program, putting up of Reading Corners, conducting of English Debate and English Festival, and observing English Reading Day. Devoting of English-Speaking Zones, displaying of English Visuals, and using English Audio-Technology were also suggested with 1 unique response each respectively.

As this finding indicates, learners are aware that something should be done to overcome their speaking apprehensions. It is found out that learners were also capable of identifying helpful interventions as they named several programs and projects that could be initiated in various context to troubleshoot communication apprehensions they experienced. These suggestions are in line with what Open Assembly (2021) presented in its "*Stand Up, Speak Out: The Practice and Ethics of Public Speaking*" suggesting ways to covert anxieties into enthusiasm and excitement. Some specific options given were speech-related, psychological response-related, preparation and conditioning-related, audience orientation-related, technical and practical aspects-related. As could be noted, all those specific interventions recommended by the respondents are falling under any of these considerations.

This implies that the learners' suggested interventions in the form of various programs, projects, or activities that could be initiated in school, at home or in the

community could be adopted to help them overcome their fright in speaking English language.

Based on the results of this study, the following interventions are proposed to be advocated in school:

English-Speaking Day in School. This advocacy emphasizes the significance of devoting specific day/s in a week for plain English-speaking only for every member of the community. Within the designated day/s everyone is encouraged to use English as medium of communication when doing popular transactions in school like office transaction, laboratory and library transactions, canteen transactions, and others. Implementing this will help everyone embrace English as normal and habitual part of their life in school which will consequently lower learners' apprehension in speaking with the use of the target language. Since there will be uniformity in the observances for all members of the school community, it will remove all the existing prototype excuses hindering the spontaneous utilization of the language.

Home Reading Program. This program aims at deepening students' knowledge, skills and mastery of the English language by offering them rich opportunities for reading at home. Since reading could be the best source of relevant learning, doing such will fuel the students with enough confidence they need to overcome their fears toward using the language. Obtaining a good quantity and quality of stock knowledge through active engagement in reading activity, will give the learners natural enthusiasm to share what they have learned. In this way, they will naturally conquer their fright on speaking resulting to observable willingness to share what they have for it is indeed proven that learners who know much are more willing to stand out and share while students who know a little or nothing remains to be timid and passive when engaged in meaningful processes.

Institutionalization of Reading Corners. This program will give way to devotion of a corner for English Advocacies in each classroom particularly for the promotion of love for reading. Each reading corner put up in classrooms will contain materials supportive in the creation of the kind of atmosphere favorable for honing of English communication skills. Grade level themes may be helpful in the selection of the materials and the focus of the advocacy.

Conduct of English Debate. This activity aims at producing a culture of honing functional communication skills among learners gearing towards the development of the learners' critical thinking skills.   Once this activity is institutionalized in school, learners will be exposed to functional use of English language in discourse which will consequently set the normalcy in the use of the target language in communication. Eventually, this will help in lessening students' fright in the use of English.

English Festival Celebration. English festival celebration aims to offer a good avenue for the rich opportunities to learn and strengthen skills in English Speaking. This activity is set to be conducted once every year where events related with English language are being showcased using various platforms that are agreed upon and allowed by the existing protocols.

English Reading Day.   This advocacy sets aside a day in a week when students are encouraged to do reading activities of texts written in English. Text types to be utilized for this activity are varied according to the learners' interests and preferences. The school will offer different reading materials which will be sent home for students reading activity. They may include literary, academic, journalistic, scientific, and types.

Devoting of English-Speaking Zones. This advocacy aims to identify areas in the school premises where English should be highly encouraged for utilization. In this manner, learners will be regularly used to speaking the language making them familiar of the practice which will consequently help them overcome their fear on speaking the English language.

English Visuals. This advocacy aims at displaying English visuals supportive of learning and strengthening knowledge and skills with the use of English language. These visuals are to be placed in prominent areas within the school premise. Maximizing access to these kinds of English visual supports will help community members familiarize English language and consequently will help them improve their speaking and utilization of the said language.

English Audio-Technology. This advocacy intends to maximize influence on English language speaking among the community members particularly to the students by installing technology which will demonstrate correct usage specifically on conversational English. This technology will be put up in the most prominent area of the school to maximize the influence and benefits.

To implement these projects effectively, a set of mechanics and guidelines of implementation will be used together with the action plan.

Conclusions

Based on the findings of this study, the following conclusions are hereby drawn:

1. All students experience apprehension in speaking the English language related with grammar, criticism, and fluency rooted from learners' lack of confidence, lack of vocabulary, lack of knowledge, and lack of practice;

2. Students' apprehension in speaking the English language resulted to low academic performance, inhibition from various academic discourses, and withdrawal from academic activities affecting the learners' interaction with others making them less sociable, less friendly, less expressive, and less aggressive and consequently affecting their aspiration to succeed; and

3. To overcome apprehensions in speaking the English language, there is a need to implement various programs and projects helpful in overcoming English speaking apprehensions namely observance of English-Speaking Day in school, conducting Home Reading Program, putting up of Reading Corners, conducting of English Debate, holding English Festival, observing English Reading Day, devoting of English-Speaking Zones, displaying of English Visuals, and using English Audio-Technology.

Recommendations

Based on the conclusions, the following recommendations are given:

1. Teachers of English language need to be aware of learners' various English-speaking apprehensions to be able to address them and help students overcome their fright and strengthen their desire to speak the language as well as to progress in mastery and fluency;

2. The school has to sincerely address students' apprehensions in speaking the English language to avoid the drawbacks in the learners' academic performance, their social interaction, and their aspiration to succeed; and

3. School, family, and other stakeholders may work hand-in-hand to implement E-SPEAKS with its various programs and advocacies helpful in overcoming English speaking apprehensions of the students like English-

Speaking Day in school, Home Reading Program, Reading Corners, English Debate, English Festival, English Reading Day, English-Speaking Zones, English Visuals, English Audio-Technology.

4. Further related studies maybe conducted to strengthen more the findings of this study.

VI. Action Plan

This section presents implementation plan of the outputs of this study—the Project E-SPEAKS *(English-Speaking Program Enhancing and Activating Knowledge and Skills)*. This project aims to create an environment supportive to functional use of English language in the community helping the students to overcome their oral communication apprehensions with the aid of helpful programs and advocacies. Specifically, this project endeavors to implement English-Speaking Day in school, initiate Home Reading Program, put up and maintain Reading Corners in classrooms, organize English Debating activities, hold English Festival, observe English-Speaking Zones, display English Visuals supportive of love for English language learning, and integrate English Audio-Technology in the school system. The implementation will commence in the school year 2022-2023 and will perpetually continue in the succeeding years upon recommendation every after School-Year-End evaluation. Positive impacts relevant with the output of this research is expected to be progressively obtained in the span of three years.

Objectives	Activities	Time Frame	Persons Involved	Human Resource	Financial Resource	Expected Outcomes
Disseminate the result of the action	LAC Sessions with	Second week after opening of classes for SY 2022-	School Head, Coordinators, Teachers, Parents &	Researchers	MOOE	Community awareness on the results of

research	teachers; PTA meeting	2023	Stakeholders			the research
Implement English-Speaking Day in school	Advocacy launching	Second week after opening of classes for SY 2022-2023	School Head, Coordinators, Teachers, Parents, Students & Stakeholders	Researchers	MOOE	Promotion of English-Speaking Community; complete participation and cooperation among stakeholders
Initiate Home Reading Program	Program Kick-off & Regular implementation	Third week after opening of classes for Every Wednesday of a week SY 2022-2023 onwards	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders	Researchers	MOOE	Students' love for reading; knowledge and skills relevant with English language speaking
To put up and maintain Reading Corners in classrooms	Healthy thematic competitions	Quarterly SY 2022-2023 onwards	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders	Researchers & language teachers	MOOE	Accessible reading materials supportive to learning English language and speaking
Organize English Debating activities	Healthy thematic competitions	Quarterly SY 2022-2023 onwards	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders	Researchers & language teachers	MOOE	Accessible reading materials supportive to learning English language and speaking

Hold English Festival	English Fest	Once a year preferably on Nat'l Reading Day celebration	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders	Researchers & language teachers	MOOE	Meaningful experiences among students; rich opportunities for participation to strengthen practice of language skills
Observe English-Speaking Zones	Collaboration	SY 2022-2023	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders	Researchers & language teachers	MOOE	Synchronized observances and practices in the community supportive of English speaking advocacy
To display English Visuals supportive of love for English language learning	Collaboration	SY 2022-2023	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders	Researchers & language teachers	MOOE	Accessible visual materials supportive to fostering love for English language learning
Integrate English Audio-Technology in the school system	Integration and collaboration	SY 2022-2023 onwards	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders	Researchers & language teachers	MOOE	Available functional audio technology supportive of English language learning

VII. References

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VIII. Financial Report

SUMMARY OF EXPENDITURE
Basic Education Research Fund

Title: "To Speak or Not To Speak": Exploring English Oral Communication
Apprehensions among Students
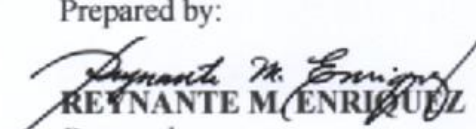
Researchers: Reynante M. Enriquez, et al.
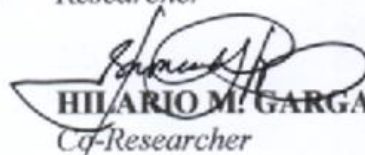
School: San Roque National High School
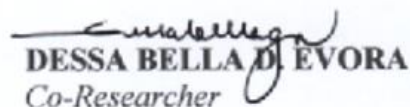
Division: Oriental Mindoro

Quantity	Unit	Particulars	Unit Price	Amount
5	Ream	Bond Paper	P230.00	P1,150.00
1	Unit	Sound recording and audio device system	P5,799.00	P5,799.00
1	Fee	Notary for MOA	P150.00	P150.00
4	Set	Bookbinding	P200.00	P800.00
TOTAL				P7, 899.00

Prepared by:

REYNANTE M. ENRIQUEZ
Researcher

HILARIO M. GARGA
Co-Researcher

DESSA BELLA D. EVORA
Co-Researcher

APPENDICES

Interview Guide

Guide Questions
1.) Generally, how will you describe your experiences in Speaking English Language?
a) *Do you have any fear/apprehension in speaking English?*
b) *What is your number 1 apprehension (fear) when it comes to speaking English Language?*
c) *What do you think is/are the reason/s why you have such kind of fear or apprehension?*
2. What are the effects of these apprehensions in your schooling as high school learner? How does this apprehension affect your:
a) *willingness to participate in class,* b) *interaction with others, and* c) *aspiration to be successful in life?*
3. How can your fear/apprehension in speaking English be overcome?
a.) *Who/what can help you in the process?*
b.) *What kinds of programs/projects can help you overcome your apprehension?* *(Examples are: initiated by the school, family, community, or even self-initiated)*
c.) *What specific intervention can you suggest to overcome your apprehension? Examples of these are the following but you can suggest even those which are not included in the list:* • English Speaking Day in school • English Speaking Zones, • English Corners, • English Visuals, and • English Audio-Techno Support • English Speaking Day in school

Republic of the Philippines

Department of Education

MIMAROPA REGION

SCHOOLS DIVISION OF ORIENTAL MINDORO

KAPAHINTULUTAN NG MAGULANG

Ika-15 ng Abril, 2021

Minamahal na mga magulang,
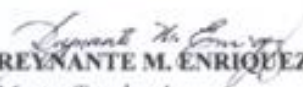
Pagbati po ng kapayapaan!

Sa liham pong ito ay buong-galang kong hinihingi ang iyong kapahintulutan para sa partisipasyon ng inyong anak bilang respondent sa pananaliksik na aming isinasagawa sa ating paaralan na may pamagat na, *"TO SPEAK OR NOT TO SPEAK": EXPLORING ENGLISH ORAL COMMUNICATION APPREHENSIONS AMONG STUDENTS.* Ang pananaliksik na ito ay magbibigay-daan upang patuloy nating matuklasan ang higit na magiging epektibong kapamaraanan ng pagtuturo ng wikang Ingles sa mga mag-aaral sa mataas na paaralan na nakabatay sa pag-unawa ng sikolohikal na kalagayan ng mga estudyante: ang kanilang agam-agam at takot sa pagsasalita ng wikang Ingles.
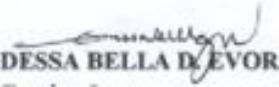
Lubos po kaming umaasa sa inyong ganap na pagsang-ayon sa kahilingang ito.

Maraming salamat po sa inyong pakikiisa sa aming adhikaing itaas pa ang antas ng pagtuturo at pagkatuto sa pamamagitan ng pananaliksik.

Lubos na sumasainyo,

REYNANTE M. ENRIQUEZ
Master Teacher I

HILARIO M. GARGA
Teacher III

DESSA BELLA D. EVORA
Teacher I

KATIBAYAN NG PAGSANG-AYON

Bilang tanda ng aming kusang-loob na pagsang-ayon sa kahilingang nakapaloob sa liham sa itaas, aming inilakip ang aming lagda sa kasulatang ito ngayong ika-_____ ng _____, 2021 dito sa _____, Bulalacao, Oriental Mindoro.

_____
(Lagda sa taas ng pangalan ng Ama)

_____
(Lagda sa taas ng pangalan ng Ina)

SAN ROQUE NATIONAL HIGH SCHOOL
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"Developing Mind, Body & Soul."

Please contact us thru:
09476191496 (Principal)
09128260027 (Master Teacher)
09082285559 (Des. Planning Officer/Facilities)
E-mail Address: 301623@deped.gov.ph

Repertory grid for the first set of responses

Responses	Do you have any apprehension in speaking English Language?	What is your most prominent apprehension in speaking the English language?	What do you think is/are the reason/s why you have the kind of apprehension?
S1	Yes	My grammar might be wrong	(No answer given)
S2	Yes	Having wrong grammar	Lack of vocabulary
S3	Yes	Wrong grammar	Lack of vocabulary
S4	Yes	Fear of wrong grammar	Lack of vocabulary
S5	Yes	Stuttering in speaking	Having a hard time in speaking foreign language
S6	Yes	(No answer given)	(No answer given)
S7	Yes	(No answer given)	(No answer given)
S8	Yes	Fear of failure, being misunderstood, grammar mistakes are my number one fear in terms of speaking the language	I think it is because of low confidence and avoiding to be embarrassed
S9	Yes	Wrong grammar	Shy; hindi marunong mag-English
S10	Yes	Judgment	I am not perfect; I have mistakes
S11	Yes	To make mistakes	Afraid to be judged
S12	Yes	Criticism	Overthinking
S13	Yes	Mistakes	Fear of judgement from other people
S14	Yes	Wrong grammar	Lack of confidence and knowledge
S15	Yes	I'm not fluent and my grammar is not very good	Maybe because I often speak in Filipino so I do not master English speaking
S16	Yes	Poor grammar	Lacking knowledge
S17	Yes	Mapulaan po ng iba	Walang pong tiwala sa sarili
S18	Yes	Not fluent	No self confidence

Repertory grid for the second set of responses

Responses	Effects of apprehensions on willingness to participate in class	Effects of apprehensions on interaction with others	Effects of apprehensions on aspiration to be successful in life
S1	Low grades especially in English subject	Seldom talk with others	Might not have a better future
S2	(No answer given)	(No answer given)	(No answer given)
S3	Struggling in reporting	Being shy or silent	(No answer given)
S4	(No answer given)	(No answer given)	(No answer given)
S5	Not speaking at all	Being silent	Struggling
S6	(No answer given)	(No answer given)	(No answer given)
S7	Cannot participate well	Inactive	Less successful
S8	It may trigger me to avoid participating in class	Less sociable resulting to less friends	Less opportunity to be successful
S9	Hindi makasabay sa klase	Hindi nakikisama	Hadlang sa pagtatagumpay sa buhay
S10	Gets lesser knowledge and skills	Low confidence	Fear of mistakes
S11	It lowers my ability to think	Always preferring to be alone	Lesser successful in the future
S12	Unable to high grades because of low confidence	Few friends	Slow progress in things I dream of

S13	Low ratings	No friends	Will study harder
S14	Lack of interest in speaking	(No answer given)	(No answer given)
S15	Hesitant to participate in class even I know the answer; I do not want to get embarrassed in front of my classmates	Active outside classes	It doesn't affect my aspiration
S16	I will have low grades	Hindi po masyadong nakikihalubilo sa iba	I am challenged to strive for better ways
S17	Poor grade in English	Not interacting with others	Not sure with my future
S18	Low grades	Cannot express completely myself with others	Doubtful with my ambition

Repertory grid for the third set of responses

Responses	Who can help you?	What programs or projects do you think can help you overcome your apprehensions?	What other intervention can you suggest to help you overcome your apprehensions?
S1	Parents and teachers	Anything that my school and family agree to do to help me	Reading at home
S2	Parents and my school	All programs that my school hold to improve my speaking	English-Speaking day maybe
S3	Parents and friends	Siguro kahit anong program sa English speaking na ipatutupad ng school	Dapat siguro may mga lugar na English lang talaga ang pwedeng gamitin to talk to each other, yong English speaking zones po baga
S4	Family and school	All activities in English subject	It will be helpful if there will be reading corners po
S5	Friends	Maybe not only in school but other activities in the community that can foster English speaking will help a lot	English Festival celebration of course must be in the list
S6	No answer given	All school English events	It will be good if there are posters and the like to see around with materials for English speaking
S7	Mother and my school as well	My school's activities in English	English speaking day
S8	Family and teachers	Lahat ng gawain sa school na may kinalaman sa English speaking	Joining debates, English performances and other activities
S9	My parents and siblings and school	Mas makakatulong siguro kung yong programs on speaking ay carried out hanggang sa bahay	Tapos may naririnig sigurong mga paalaala at tips pagpasok sa school, dapat sa gate pa lang siguro or habang naglalakad
S10	Myself, teachers, family, and school	School initiated po tala dapat na mga program, they are helpful	English speaking day maybe
S11	Myself	School initiated activities in English	English speaking day
S12	Family and school	Assorted activities in speaking and others conducted by the school	Reading Day
S13	School and my family	Kahit ano siguro na ipatutupad ng school makakatulong	I think, English corner
S14	School and home or members of the family	Practicing speaking English language by myself	Dapat talaga reading at home para matuto pa ng mawala ang takot magsalita
S15	Family and my teachers	All school activities for English language learning	Reading at home
S16	School and family members can help me	Whatever the school implements help a lot	I look forward to having school debate in English
S17	Maybe that is school and my family	Things conducted by the school to level up speaking in English may help	Of course, English Festival is a good avenue for learning and overcoming fears to speak
S18	Family and school I think	School affairs for English learning	Debating in English is what I love most

SAN ROQUE NATIONAL HIGH SCHOOL
301622

Project E-SPEAKS

English-Speaking Program Enhancing and Activating Knowledge and Skills

REYNANTE M. ENRIQUEZ
DESSA BELLA D. EVORA
HILARIO M. GARGA

PROJECT PROPOSAL

Name of Proponents : **Reynante M. Enriquez,** *Master Teacher I;*
                                        Dessa Bella D. Evora, *Teacher I, English Coordinator*
                                        Hilario M. Garga, Teacher III, *Des. Sch. Planning Officer*

Title: : **Project E-SPEAKS** *(English-Speaking Program*
                                        Enhancing and Activating Knowledge and Skills)

Project Time-frame   : **School Year 2022-2023 onwards**

I. Project Management Team

    a.   Chief Executive: **Sionida B. Alvarez**, Principal I
    Mobile Number: 09476191496
    Email: sionida.alvarez@deped.gov.ph

    b.   Project Chairperson: **Reynante M. Enriquez,** *Master Teacher I*
    Mobile Number: 09128260027
    Email: reynante.enriquez001@deped.gov.ph

    c.   Assistant Chairpersons: **Dessa Bella D. Evora,** *English Coordinator*
    Mobile Number: 09173292040
    Email: dessabella.evora@deped.gov.ph

    Hilario M. Garga, *Des. Sch. Planning Officer*
    Mobile Number: 09082285559
    Email: hilario.garga@deped.gov.ph

    d.   Members   : JHS English Subject Teachers
    SHS Oral Communication Subject Teachers
    School English Club
    Heads of schools' offices/sections
    SSG Officers
    PTA Officers

II. Project Summary

Based on the viewpoints of learners, to overcome their apprehensions in speaking the English language, there is a need to implement various programs and projects namely observance of English-Speaking Day in school, conducting Home Reading Program, putting up of Reading Corners, conducting of English Debate, holding English Festival, observing English Reading Day, devoting of English-Speaking Zones, displaying of English

Visuals, and using English Audio-Technology. Once implemented, these programs and advocacies will be creating an environment supportive to spontaneous use of English as medium of communication among members of the community more importantly among Junior High School and Senior High School learners of San Roque National High School. The implementation is planned to commence in the school year 2022-2023 and will continue in the succeeding years once proven effective through its Monitoring and Evaluation system to be every after-school year. The project implementation for the first three consecutive years is estimated worth more or less P92,741.00.

III. Project Background

The explicit basis of constitutionality of English as one of the official languages of the Philippines is articulated in Section 7 of Article XIV of the 1987 Constitution known as the language policy of the Philippines underlining the use of English as one of the official languages of the country. The provision points the fact that more than the Filipino Language, English also functions as our official language. There is no amendment in our existing law that phases out the value and use of English language. It means therefore that English must thrive as an accepted medium of communication in the land. Even in the time earlier than the drafting of the 1987 constitution, our education system had already made a provision that English Language should be the medium of instruction for Mathematics and Science & Technology (DECS, 1974). The same thing is reinforced in the efficacy of our present constitution and now highlighted with the signing into law of the Republic Act 10533, otherwise known as the "Enhanced Basic Education Act of 2013," that still includes English in the curriculum as a one of the tool subjects and as well an official language of instruction for some specific disciplines and courses in public elementary and secondary schools. (D.O. 43, 2013).

However, the current research shows that there is an evident presence of English-Speaking apprehensions among all the learners rooting from their poor grammar, fluency, and criticism. This finding conforms with Rathiga (2014) noting that the sources of students' apprehension in speaking in English are associated with verbal and grammar mistakes resulting to learners' lack of confidence and their reluctance to learn and use the English language. These findings revealed that most learners are taking apprehensions related to English communication generally as factor influencing their academic, social, and psychological dispositions in life. The students' point of view on apprehension as obstacle to obtaining satisfactory academic performance is reflected in the noticeable great difference between the most popular given response and the rest of the opinions offered by the minority side of the respondents. The same observation is true with the results on the learners' interaction with others and their aspiration to succeed in life.

As the finding of the research indicated, learners are aware that something should be done to overcome their speaking apprehensions. It is found out that learners were also capable of identifying helpful

interventions as they named several programs and projects that could be initiated in various context to troubleshoot communication apprehensions they experienced. These suggestions are in line with what Open Assembly (2021) presented in its "Stand Up, Speak Out: The Practice and Ethics of Public Speaking" suggesting ways to covert anxieties into enthusiasm and excitement. Some specific options given were speech-related, psychological response-related, preparation and conditioning-related, audience orientation-related, and technical and practical aspects-related. As noted, all those specific interventions recommended by the respondents which are embedded in this proposal are falling under any of above-mentioned considerations.

Project E-SPEAK then is a tangible response to the learners' suggestion highlighting interventions in the form of various programs, projects, or activities that could be initiated in school, at home or in the community could be adopted to help them overcome their fright in speaking English language.

IV. Objectives

This project aims to create an environment supportive to functional use of English language in the community removing learners' communication apprehension with the aid of helpful programs and advocacies. Specifically, this project endeavors to:

- implement English-Speaking Day in school;
- initiate Home Reading Program;
- put up and maintain Reading Corners in classrooms;
- organize English Debating activities;
- hold English Festival;
- observe English-Speaking Zones;
- display English Visuals supportive of love for English language learning; and
- integrate English Audio-Technology in the school system

V. Expected Outputs

The umbrella output targeted by this project is the establishment of school culture supportive for the love and promotion of the English Language through various programs and advocacies under Project E-SPEAKS creating a school community that speaks the English language functionally. Specific expected outputs are:

- Fully implemented English-Speaking Day in school;
- Institutionalized Home Reading Program;
- Initiate English Reading Day;
- Functional and Updated Reading Corners in classrooms;
- Regularly organized and conducted English Debating activities;
- Annually conducted School-based English Festival;
- Fully institutionalized observance of English-Speaking Zones;

- Presentable and updated displays English Academic/ Informative Visuals supportive of love for English language learning; and
- English Audio-Technology integrated in the school system

VI. Project Methodology

This project will be implemented using various most feasible and fitting modalities proper for each component of the programs or advocacies as articulated in the plan. Specific modalities utilized are:
- English-Speaking Day in school – Either Actual or Virtual
- Home Reading Program—Modular
- English Reading Day— (Either F2F or Modular)
- Reading Corners in classrooms—Thematic Healthy Competition
- English Debating activities—Inter-Grade Level Competition
- English Festival—Inter-Grade Level Competition
- English-Speaking Zones—Collaboration
- English Visuals—Physical visual posting
- English Audio-Technology—Pre-recorded audio material

A. *Work breakdown and Task Time Estimates*

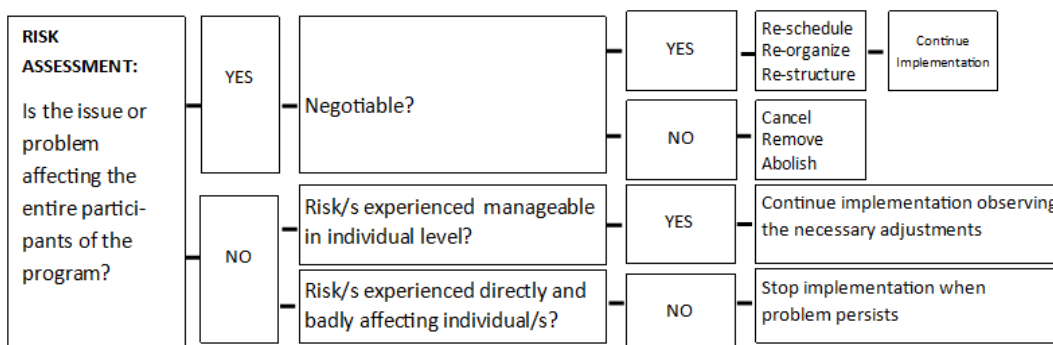| Objectives	Activities/ strategies	Time Frame	Persons Involved
Implement English-Speaking Day in school	Advocacy launching	Second week after opening of classes for SY 2022-2023	School Head, Coordinators, Teachers, Parents, Students & Stakeholders
Initiate Home Reading Program	Program Kick-off & Regular implementation	Third week after opening of classes for SY 2022-2023 Every Wednesday of a week	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders
To put up and maintain Reading Corners in classrooms	Healthy thematic competitions	Quarterly SY 2022-2023	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders

Integrate English Reading Day	Integration of English Reading activities in classes or during home visitation activities	8 months each year/year round (after pre-PHIL-IRI but before post PHIL-IRI)	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders
Organize English Debating activities	Healthy thematic competitions	Quarterly SY 2022-2023	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders
Hold English Festival	English Fest	Once a year preferably on Nat'l Reading Day celebration	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders
Observe English-Speaking Zones	Collaboration	SY 2022-2023	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders
To display English Visuals supportive of love for English language learning	Collaboration	SY 2022-2023	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders
Integrate English Audio-Technology in the school system	Integration and collaboration	SY 2022-2023 onwards	School Head, English Coordinator, English Teachers, Parents, Students & Stakeholders

B. Project Deliverables

- English-Speaking Day in school – Promotion of English-Speaking Community; complete participation and cooperation among stakeholders

- Home Reading Program— Students' love for reading; knowledge and skills relevant with English language speaking

- English Reading Day— Accessible English reading remediation, intervention, and or advance programs for the learners

- Reading Corners in classrooms— accessible reading materials supportive to learning English language and speaking

- English Debating activities— Meaningful experiences among students; rich opportunities for participation to strengthen practice of language skills

- English Festival— Meaningful experiences among students; rich opportunities for participation to strengthen practice of language skills

- English-Speaking Zones— Synchronized observances and practices in the community supportive of English speaking advocacy

- English Visuals— Accessible visual materials supportive to fostering love for English language learning

- English Audio-Technology— Available functional audio technology supportive of English language learning

C. Risk Management Plan

The following diagram suggests the contingency plan for unexpected issues/ problems that may control or disrupt the implementation of this

VII. **Project Cost**
   A. Project Budget

Items	Descriptions	Unit Price	Quantity	Total
Tarpaulins	8ftX4ft English Speaking Day Advocacy Tarpaulin	P576.00	5 pcs.	P2,880.00
Reading materials	Varied and thematic coming in printed materials	P5.00	1396 copies X10 months	P69,800.00 *(This will be assumed from the cost of printing supplies)*
Reading posters	Varied and thematic coming in form of printed tarpaulins in 2ftX1.5ft	P54.00	36 pcs	P1,944.00
Awards for debate	Medals Plaques/Trophies Cert Holder	P22.00 P500.00 P80.00	15 pcs 5pcs 10pcs	P330.00 P2,500.00 P800.00
Awards for English Festival	Medals Plaques/Trophies Cert Holder	P22.00 P500.00 P80.00	21 pcs 5pcs 6pcs	P462.00 P2,500.00 P480.00
Speaking Zones' posters	3ftX2ft	P108.00	12 pcs	P1,296.00
English speaking promotion visuals	Varied, thematic, and practical coming in tarpaulin or other printed materials in 16"X8" with plywood frame 8ftX4ft	P20.00 P650.00	100pcs 3pcs	P2,000.00 P1,950.00
English audio-device/techno support system	Durable and fixed with recording and replay system	P5,799.00	1unit	P5,799.00
Total				**92,741.00**

B. *Source of Funds*

The funds to be utilized in the implementation of this project are the following:

- BERF
- Local funds
- Funds from voluntary sponsors (Donations)

VIII. Monitoring and Evaluation

The programs and advocacies embedded in this project will be constantly monitored and evaluated to promote its progress, development, and relevance. In the direction and supervision of the Program Chief Executive, who is the School Head, the Project Chairman with the Program Implementers and Members will regularly monitor the undertakings relative to the programs and advocacies implementation and evaluate the progress and development using relevant tools like checklists, rubrics, and monitoring and evaluation forms. The results of evaluation will be properly used to execute the necessary moves consequential of the existing conditions or status.

To serve as guide in the conduct of monitoring and evaluation processes, the following reference is presented:

Activities	Objectives/ Activities	Time Frame	Persons involved	MOV
Initiation	Initialize the execution of programs and advocacies	Every beginning of the school year	Working Committee and beneficiaries	Annual kick-off of programs properly and fully documented
Implementation	Implement programs, advocacies, and activities advocated by the project	Annually/ Year-round	Working Committee and beneficiaries	Accomplishment/narrative reports with complete documentation
Monitoring & Evaluation	Monitor and evaluate implementation of the programs, advocacies, and activities embedded in the project	Occasionally, Quarterly, and Annually	Working Committee, Participants	Monitoring and evaluation reports properly documented
Modification	Modify existing	As needs arise	Working Committee,	Modified features

	features to fit the context and needs based on the results of M&E		Participants	properly reported and documented
Intensification	Intensify implementation of programs, advocacies, and activities based on the result of M&E	As need arises	Working Committee, Participants	Intensified programs, advocacies, and activities properly documented
Assessment	Assess overall impact of specific areas of projects based on the targets set	Annually	Working Committee, participants and beneficiaries	Assessment reports and documents; annual reports
Recognition	Recognize outstanding outputs of individuals and groups supportive of the goals of the project	School Year-end	Working Committee, participants, beneficiaries, and stakeholders	Narrative reports; Index of awards bestowed to beneficiaries, partakers, and stakeholders

Prepared by:
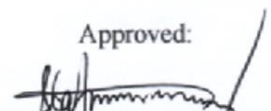
DESSA BELLA B. EVORA
SST-I, English Coordinator

HILARIO M. GARGA
SST-III, Des. Planning Officer

REYNANTE M. ENRIQUEZ
JHS MT-I, Project Coordinator

Approved:

SIONIDA B. ALVAREZ
Principal I, Program Chief Executive

Project E-SPEAKS
Monitoring & Evaluation Form

Directions: Please assess the following components of project E-SPEAKS using the following instruments:

Performance Rating	Percentage achievements of Targets	Characterizations
A1 *(Exceeding expectations)*	Above 100%	The accomplishments surpassed the target in a period
A2 *(Meets expectations)*	90% -100%	The accomplishments are within the set target in a particular period
B1 *(Adequate)*	60%-89%	The accomplishments adequately served what was set in the targets
B2 *(Inadequate but potential demonstrated)*	30%-59%	The accomplishments were inadequately served what was set in the targets but demonstrated a potential to be developed or enhanced
C *(Unacceptable)*	Below 30%	The component/element is unacceptable and should be abolished or remove from the program

--Modified from the Global Fund Fourth Edition--

Program/ Advocacy/ Activity	Implementation Phase	Percentage achieved
English-Speaking Day in school	Pre-Implementation	
	Implementation Proper	
	Post-Implementation	
Home Reading Program	Pre-Implementation	
	Implementation Proper	
	Post-Implementation	
English Reading Day	Pre-Implementation	
	Implementation Proper	
	Post-Implementation	
Reading Corners in classrooms	Pre-Implementation	
	Implementation Proper	
	Post-Implementation	
English Debating activities	Pre-Implementation	
	Implementation Proper	
	Post-Implementation	
English Festival	Pre-Implementation	
	Implementation Proper	
	Post-Implementation	

English-Speaking Zones	Pre-Implementation	
	Implementation Proper	
	Post-Implementation	
English Visuals	Pre-Implementation	
	Implementation Proper	
	Post-Implementation	
English Audio-Technology	Pre-Implementation	
	Implementation Proper	
	Post-Implementation	

Formula for computation of general performance rating per component:

$$\sum \frac{\textit{Pre-Implementation Phase percentage achieved}}{\textit{Implementation Proper Phase percentage achieved}}$$

$$\frac{\textit{Post-Implementation Phase percentage achieved}}{\textit{3 phases of implementation}}$$

Directions: Use the computed average obtained per component to determine the general performance rating and enter the codes in the following summary table.

Program/ Advocacy/ Activity	Averaged Percentage achieved	Performance Rating
English-Speaking Day in school		
Home Reading Program		
English Reading Day		
Reading Corners in classrooms		
English Debating activities		
English Festival		
English-Speaking Zones		
English Visuals		
English Audio-Technology		
AVERAGED PERFORMANCE RATING		

Note: The results of the evaluation coming from the individual members of the evaluating team will be averaged to get the overall performance in the implementation of the project using the same performance rating indicators presented above. To continue implementing each of the components of the project, there must be no C (Unacceptable) Performance Rating obtained indicating that the component/element is unacceptable and should be abolished or remove from the program. For the entire project to continue, it should not have a general averaged of performance rating below B1 (Adequate) in its annual M&E report.