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LEARN TO TALK: AFFECTIVE ORAL COMMUNICATION OF GRADE SIX LEARNERS IN SELECTED PUBLIC SCHOOLS

Kenneth B. Jemilla[1]
[1] *Student,Graduate School, The Rizal Memorial Colleges, Inc.*

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ABSTRACT

This qualitative study aimed to examine the teacher views on the affective oral communication skills among grade six learners in a school time program in order to build a sense of connection between them. By incorporating these methods into speaking instruction, you'll provide an interactive and memorable learning experience for your students. Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. The approach investigates the everyday experiences of human beings while suspending the researchers' preconceived assumptions about the phenomenon. In other words, phenomenological research studies lived experiences to gain deeper insights into how people understand those experiences. Participants of this study are all public-school grade 6 teachers who are teaching with more than two (2) years of teaching experience. There are only ten (10) of them to be considered (Creswell, 2013). These participants are working in public schools and are teaching grade 6 students. The first theme "shy to express ideas" has four sub-themes namely; low self-esteem. Fear of rejection, conduct proper training and unpleasant past experiences. Meanwhile, the second theme immersed based on the interview was "apply flexibility in teaching" with the sub-themes; gain confidence while speaking, cultivate a love for reading, motivate students to read and improve knowledge and understanding. Finally, the third theme immersed was "implement speak English policy" with the sub-themes; teaching basic grammar, conduct speaking activity, avoid language switching and conduct peer tutoring.

KEYWORDS: *Learn, talk, oral communication, affective, grade six learners, public schools*

INTRODUCTION

A speaking community knows that learning and knowledge are never fixed, but products of a world under ever-changing and multidirectional pressure is a community that can attend both to the experiences of its students and to the fact that to speak is to change experience. Speaking is forceful; speaking is painful; speaking is joyful; speaking is necessary; speaking is dangerous. The experience of oral communication is rooted deep in the moment and goes beyond the moment, often beyond any conventional definition.

The English language is considered as the prima lingua of the world and has been tagged as a primary medium of communication in other parts of the globe. Learning and mastering this language offers a person countless opportunity to be employed because English is considered as springboard in achieving a better life. In a global context, it will be easy to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others if one has a high level of oral communication skill (Applebaum, 2018) and for this reason, English oral communication is the most widely taught subject at all levels of the educational system. Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors (Austin, 2019).

In Canada, their elementary curriculum emphasized the significance of Language as a tool of communication to make human interaction. Johnston (2018) defined language is the process or a set process used to ensure there is agreement between the sender and receiver for meanings assigned to the symbol and schema or combining them used for each communication. In the globalization era, Bailey, et. al., (2019) posited that English language as an important especially

international communication to development education, economy, and politic. Many people spend time to study English language to use as an international communication.

In Indonesia, Balaman (2018) pointed out during the interview that English is taught as one of the compulsory subjects from elementary school for fifth and sixth level, junior to senior high school up to the universities. In learning English there are four skills namely: speaking, writing, listening and reading. Promoting students' speaking skill is fundamental to their progress in acquiring the language. In the same way, give them the opportunity to use this language, make mistakes, and learn from them.

Giving an oral presentation is believed to be "an important element in delivering positive learning experiences" (Alshare & Hindi, 2019). In other words, giving an oral presentation is a good practice to equip the students with not only experience in delivering their materials in public with a proper language but also opportunities to improve their confidence. In fact, to be able to do so, the presenter needs to have good presentation skills. Just as Rajoo (2020) argued, "oral presentation skills will empower students to communicate complex ideas and information in a manner that would be easily understood by the audience." Furthermore, having good oral presentation skills was very useful in the future especially for the students' career (El Enein, 2019).

Regarding the importance of giving an oral presentation, Faculty of Teacher Training and Education in China has included group and individual presentation as one of the assessment criteria in most of its courses. Yet, the majority of students still have difficulties in delivering their materials in front of the audiences. This phenomenon was pointed out by Tuan and Mai (2018) that most of the students were very nervous about presenting in public. It was found that understanding the topic become one of the students' problems in doing an oral presentation. Gibson (2019) pointed out that organizing the ideas based on the topic that was given by the teacher became one of the students' considerations.

Based on the study conducted by Aguinaldo (2022) in Manila, Philippines grade six oral communication skills is all about demonstrating complexity in original work. Learners at this grade level are expected to continue developing their English language arts skills to better articulate their thoughts effectively and showcase the speaking skills they've acquired during their time in elementary school. In Grade 6, your child should speak stronger arguments, more engaging stories, and present factual information with ease.

In Makati City, Philippines, according to Gepila (2018) in her study entitled "among the four macro skills" speaking is considered to be the hardest to teach and learn. It is very challenging for it is similar to teaching a child how to swim. A child who wants to learn how to swim must be exposed to various activities in swimming. Thus, several theories, principles, and practices must be taken into account. Likewise, for a child to successfully learn how to write, he must be exposed to different activities relating to writing. It is important to note that writing teachers must identify the context of learning: this includes culture, literature, and identity.

On the other hand, Baines (2019) expressed that English and Filipino are the two official languages of the Philippines declared by its institution to be used as the medium of instruction starting in the elementary level. As a result, most Filipino pupils can speak using these languages. It was in 2019 that the Bilingual Education Policy (BEP) was established through Department Order no. 52. It was recommended by the Soriano to use both English and Filipino languages as mediums of instruction in both elementary and high school, depending on the subjects. For example, subjects like English Communication Arts, Mathematics, and Science would require the use of the English language. While for Filipino Communication Arts, Social Studies, and History subjects, the Filipino language will be used.

Seemingly, in Davao City Philippines, Suelto (2018) explained that understanding the English language writing is very beneficial. This helps students to express themselves effectively. In order for the students to become productive in different settings, they need to know the English language. English proficiency in the Philippines is, unfortunately, declining. A recent study shows that the Philippines is no longer considered to be the top one English-speaking countries. With this in mind, the Department of Education is trying to strengthen its effort in dealing with the said concern. This includes the consideration of many factors that affect the learners' proficiency.

However, the efforts of the Philippine education system are said to be insufficient to deal with the concern of Filipino students. Educators are also expected to become competitive in using the target language, for they are the ones interacting with the learners, which could be a way of honing the students' knowledge especially in communicating with the use of the English language. Exposing learners to different learning activities would help them reach the optimum level of their communicative ability in speaking even in and out of school time.

Research Questions

The literature review posited that affective oral communication among Grade six learners is significant in the early developmental years of the learners. In addition, providing resources and encouragement, cultivate a positive community by honoring student successes and creating a safe space for students to express their ideas are the major concerns of this study.

The following qualitative study used a purposeful sample of ten (10) teacher-participants from selected public schools in Davao City who answered the following questions:

1. What are the challenges encountered by the teachers in teaching oral communication skills to grade six learners?
2. How do they deal with the obstacles encountered in teaching oral communication to grade six learners?
3. What learning insights can be learned to improve the speaking abilities of grade six learners?

METHODOLOGY

Research Design

Phenomenology is a wide-ranging form of study. In this research model, the researcher looks to gather information that explains how individuals experience a phenomenon and how they feel about it. This model recognizes that there is no single objective reality; instead, everyone experiences things differently. The outcome of this study was described from the point of view of the participants. However, the researcher is still able to derive a set of findings that can be used to identify themes surrounding the phenomena under study.

Comprehensively, I discussed the specific details of the research procedures, so future researchers can generalize the results from this study to other situations. Extensive and careful descriptions of the time, place, context, and culture of the study will be thoroughly discussed to develop transferability, which is the qualitative parallel to external validity in postpositivist research (Mertens, 2005).

Participants and Sampling

Oral communication leads to increased productivity in the workplace, higher job satisfaction, improved relationships between peers, and reduced conflict overall. Employers also seek candidates with strong oral communication skills to deliver innovative ideas and advance the objectives of the organization. Since all the participants are public school instructors, they will all be instructing elementary school students in 2023 – 2024. With over eight years of experience in the classroom, these participants are currently teaching English classes. In this study, ten individuals are included, who will participate in focused group discussions and in-depth interviews, respectively. Of them, six participated in the in-depth interview (IDI), while the other participants attended the focus group discussion (FGD). To compile the participant responses in an organized way, the information acquired during the IDI and FGD was transcribed and transformed. The participants' requirements for inclusion are listed below.

Participants of this study are all public-school grade 6 teachers who are teaching with more than two (2) years of teaching experience. There are only ten (10) of them to be considered (Creswell, 2013). These participants are working in public schools and are teaching grade 6 students.

I choose ten participants in order to have more focus in the conduct of data gathering. It is also my pleasure having this numbers as Mertens (2010) mentioned that fewer number of participants will give clarity on the results.

Participant 1 is a teacher assigned at Kapitan Tomas Monterverde Sr. Central Elementary School – Sped Center. She got her license in 2012. Currently, she is teaching English subjects to elementary learners.

Participant 2 is a licensed professional teacher working as English teacher in one of the schools in Davao City. Her area of responsibility includes all subjects and oral communication subjects.

Participant 3 is a licensed professional teacher in one of the public schools in Davao City. She is a teacher in oral communication for almost 9 years.

Participant 4 is a licensed professional teacher. She experienced teaching under Elementary curriculum for almost 10 years. She handled English subjects in the elementary program specializing oral communication in perspective.
Participant 5 is a licensed teacher teaching in a public school and taught English subjects for more than 12 years in Grade 6. She also taught remedial classes and oral communication to alternative learning system learners

Participant 6 is a licensed teacher. She taught grade 6 pupils in a public school with more than 200 Grade 6 learners. She is the language coordinator for almost 9 years.

Participant 7 is also a licensed teacher. He is teaching in a public school for almost 10 years. As an English teacher, he is assigned in teaching oral communication subjects to grade 6 students.

Participant 8 is a licensed teacher in one of the public schools in Davao City. Currently, he is the language teacher under Elementary curriculum for almost 10 years.

Participant 9 is a licensed professional teacher since 2014. He is currently teaching English among grade six students in one of the public elementary schools in Davao City.

Participant 10 obtained her master's degree in teaching English last 2020 in one of the private schools in Davao City. Currently, she taught English subjects to grade six students.

Data Analysis
Qualitative data analysis is a process of gathering, structuring and interpreting qualitative data to understand what it represents. The qualitative method was used to analyze the data. The researcher examined the interviews in order to respond to the first and follow-up study questions. As a result, I found the themes by doing a content analysis of every interview. In order to address the third study question, I developed a checklist and a rubric to track students' development and the rise in their desire to support appropriate speaking and writing in the classroom. Finally, the research questions were used to explore the advantages and disadvantages of these interactive slides in reply to the last research question.

Qualitative data analysis begins with the process of organizing, reducing, and describing the collected data (Schwandt, 2001). Unlike quantitative analysis, there are no prescribed formulas for qualitative analysis. Marshall and Rossman (2006) remind researchers that qualitative analysis does not proceed linearly and is not neat. However, good practice and procedures enhance the credibility of qualitative research. In this last section, the data analysis procedures will be explained and the steps taken to ensure the results from this study are credible, transferable, dependable, and authentic will be thoroughly described.

To guide the data analysis, the researcher used the seven phases of data analysis described by Giorgi (2006). The final step in Colaizzi's method, returning the results to the participants, is a controversial one, criticized by Giorgi (2006) who stated that the researcher and participant inevitably have different perspectives - the researcher from a phenomenological perspective and the participant from the 'natural attitude' (our everyday taken-for-granted perception of the world). This echoes a wider debate in qualitative research as to the value of "respondent validation" or "member checking". We would certainly agree that any notion that participants can simply rubber-stamp an analysis as "correct" is untenable. Nevertheless, given the aims of descriptive phenomenology, it is not unreasonable to expect that they should be able to recognize their own experience in the fundamental structure.

Descriptive phenomenology is especially valuable in areas where there is little existing research, as was the case in the example we have given of the experience of recreational camping. For psychologists, Colaizzi's method offers a clear and systematic approach; its thematic nature may be more familiar and accessible than the "distilling" style offered by Giorgi.

Next, I became familiar with the data through extensive reading of the interviews to gain an understanding of the content. This involved reading through the interviews at least three times. Following Hatch's (2002) recommendations for qualitative analysis, the researcher created a sheet of notes for each participant. The summary sheets were a quick way to refer back to the original data as the data analysis continued (Hatch, 2002).

After the initial readings, Hatch (2002) recommends researchers read data through completely with one typology in mind. Patton (1990) defines typologies as classification systems made up of categories that divide some aspects of the world into parts. According to Hatch (2002), typologies are generated from the theory, common sense, or research objectives. For this study, the researcher used the typologies or themes from the literature review as the constructs through which to view the data.

After reading through the data with each construct or typology in mind, the researcher coded the data into five categories from the literature by taking excerpts of text from the data and identifying them within a particular category.

After everything was coded, the researcher read through the data again while writing analytic memos on her thoughts and insights and began the process of offering interpretations. During this stage, the researcher began to interpret the data to find significance and meaning in the teachers' instructional experiences through pulling salient themes, reoccurring ideas, and patterns of belief that resonated collectively throughout the interviews.
When themes in the data started to emerge, interpretations started to be offered. This aspect of the data analysis, according to Marshall and Rossman (2006) as cited in Soriano (2019) gives the themes and categories context and enables the researcher to create connections between the interviews. The investigator commenced analyzing the information to derive importance and interpretation from the educators' teaching encounters.

RESULTS AND DISCUSSION

Speaking activities are something that can make students feel anxiety. However, the findings from this study show that there are several factors that could reduce the anxiety. By taking students' preferences as well as the teachers' considerations into account, the conclusions that can be drawn from this study are that there are many factors a teacher can and should take into consideration when planning oral communication activities. The first step towards fostering students' oral skills is to create a comfortable classroom environment where students do not fear their peers or teacher, a space where they feel free to make mistakes and thus develop their speaking skills. Furthermore, the teachers emphasized the importance of expanding students' vocabulary, since it allows students to develop their confidence in speaking activities so that they can properly express the thoughts and ideas on their minds.

Implications

This study found that teachers can help students both increase their motivation and build their confidence. This can be done by planning lessons revolving around topics that are of interest to students, as well as giving them the scope to choose their own topics when practicing oral communication activities. Additionally, oral communication is an oral activity that includes many of the factors that the students in this study expressed as important for the development of their oral communication skills: choosing topics and feeling comfortable in natural communicative situations.

The teachers also revealed that oral communication is beneficial for the students to express themselves freely when they talked about topics, they were passionate about since the fear of speaking was not there. Oral communication is one of the most important findings from this study since it is an activity that shows the benefits of taking the students' interests into account and letting them independently carry out speeches where they speak about topics they really care about.

In addition to these findings, the conclusion that can be drawn relating to the theory of language acquisition by Noam Chomsky emblematic that there are many factors that can facilitate the process of helping students to be able, want to, and dare to use English. As stated above, keeping students' interests in mind and creating an open environment in which the students feel motivated and not limited by a fear of making mistakes can lead to a successful outcome.

A teacher can help the students be able to speak English by gradually giving them balanced activities and appropriate tasks that challenge them. Moreover, a teacher can enhance a student's willingness to speak English by having free

discussions about topics familiar to them or having them deliver speeches on topics that they are passionate about. Lastly, a teacher can help a student dare to use English by creating role-plays where the student does not have to fear sharing his or her own ideas and thoughts, or by simply challenging them at appropriate levels through the gradual input of the language, and then moving on to pushed output.

On the other hand, self-determination theory can also lead to independency of the grade six students to speak in public without fear or anxiety. This represents a broad framework for the study of human motivation and personality. It articulates a meta-theory for framing motivational studies, a formal theory that defines intrinsic and varied extrinsic sources of motivation, and a description of the respective roles of intrinsic and types of extrinsic motivation in cognitive and social development and in individual differences as applied in oral communication skills.

The dynamics of psychological need support and need thwarting have been studied within families, classrooms, teams, organizations, clinics, and cultures using specific propositions detailed within SDT. The SDT framework thus has both broad and behavior-specific implications for understanding practices and structures that enhance versus diminish need satisfaction and the full functioning that follows from it. These many implications are best revealed by the varied papers listed on this website, which range from basic research on motivational micro-processes to applied clinical trials aiming at population outcomes.

This study also revealed that the development of oral skills can be only done in an environment where the student is comfortable, in the presence of a congenial atmosphere and among peers. The grade six learners need to be absolutely sure that there will be no ridicule, no retribution and no reprisals for making mistakes and that they are free to make mistakes. Only this confidence can make the student free to communicate and interact. When teaching learners to develop oral communication skills, the role of the teacher is significant only in the background and the entire process of developing oral skills in learners focus on the learner and not the teacher. The teacher should be aware of the various proceedings taking place in the entire activity that is being conducted for the development of oral skills and remain in the background but must have a complete control of the situation in the front without making her presence conspicuous.

Future Directions

This research study shared the experiences of English teachers in teaching oral communication subjects to grade six students. Their primary role is to help learners overcome their communication obstacles and motivate them to actively participate in speaking activities. The ability to communicate effectively for a multitude of purposes makes speaking skills the most important skill for grade six students. As a result, teachers need to show a particular interest in assisting them in developing their speaking skills.

To do this, teachers must refer to the most recent research on the issue and make an effort to employ a range of strategies and techniques to aid students in developing their speaking skills in English classrooms. Additionally, teachers should choose curriculum that is compatible with the skills of their students. Educators should encourage students to speak out during class discussions, which will considerably enhance their communication skills. In the same way, students must develop scenarios that allow them to communicate not just inside the classroom but also outside of it.

In developing assessment tools, professors using oral communication activities should be guided by these general considerations. More detailed criteria should be developed to fit the particular goals of each assignment. Appropriateness is generally thought of as the degree to which a message suits the immediate setting and circumstances as well as the listeners' demographics, beliefs, values and existing knowledge of the topic. It also implies that the speaker bears important ethical responsibilities with respect to the goals, the content and the presentation of the message.

As a result of the findings and limitations of the present study, there may be several suggestions for further research. A follow-up study can be conducted on the teachers who participated in this study to explore possible long-term effects of the implementation on their academic teaching and learning. The main purpose of the study was to understand the impact of oral communication on their speaking skills and the participants' perceptions about whether the use of these out-of-class speaking activities promotes speaking abilities of their students.

On the other hand, the results of this study may be extended to other similar cases. That is to say, a similar study can be conducted at different elementary preparatory schools or with the teachers who taught oral communication classes.

Finally, the study can be conducted as an experimental study with a control and an experimental group. Therefore, the researcher will have the chance to compare the effects of these oral communication activities on two different groups, and discuss the results more quantitatively.

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