

# Understanding the Oral Communication Apprehension of Alternative Learning System (ALS) Students with their Demographic Profile as Differentiating Factors: A Convergent Parallel Design

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### ABSTRACT

**This study aimed to explore the lived experiences of Alternative Learning System (ALS) students in their oral communication apprehension using English language. In this mixed-methods design the study used interviews for the qualitative phase, the researcher interviewed seven ALS students for Focused Group Discussion and 10 ALS students for In-Depth Interview. The study had also employed the adopted survey questionnaire of the PRCA-24 of Mc Croskey (1978). Different statistical tools were used such as Mean, Standard Deviation, Frequency Count, Percentage Distribution, Analysis of Variance (ANOVA) and T-test. The results revealed that the demographic profile of the participants has no significant difference to their oral communication apprehension. In the result of qualitative data, there were four themes that emerged based on the responses of the participants: lack of grammatical and communicative competence, fear of committing mistakes and mastery through language engagement. Also, there were five (5) themes extracted for the insights of ALS with regards to demographic profile and these are: continuing learning despite the age, Lesser emphasis on the English language in curriculum, constant practice using the language, integration and exposure to English resources, and provision of facilities to enhance learning.**

***Keywords:- Education, English, Oral Communication Apprehension, mixed-methods convergent parallel design, Philippines.***

## CHAPTER 1

### INTRODUCTION

#### *A. Background of the Study*

The English language is the most extensively used medium for communication amongst people of different cultural and geographical backgrounds. As a result, professional and academic institutions around the world support English language teaching and learning (Amogne & Yigzaw, 2013). However, every English language student struggle to discover the suitable phrase and grammatical construction while talking, which are linked to a learner's competence and oral communication apprehension, due to the inadequacy of the linguistic repertoire. This struggle for oral communication is even more evident among students in the Alternative Learning System (ALS), a Department of Education special program for out-of-school youth who have not completed elementary school or have dropped out of high school but wish to continue their studies at an advanced age (Teng, 2011).

Alternative Learning System (ALS) is described under the Basic Education Governance Act of 1991 as "a parallel learning system to provide a viable alternative to present formal education instruction." It incorporates both formal and informal knowledge and skill sources." The Bureau of Non-Formal Education (BNFE) was renamed the Bureau of Alternative Learning System (BALS) by Executive Order 356, and its main goal is to provide quality education to all Filipinos who are out of school, both youth and adults, allowing them to access and complete their basic education in a way that suits their unique circumstances and needs (DepEd, 2016).

Postgraduate students at Universiti Utara Malaysia (UUM) in Jordan have difficulty speaking in English. They said that they were unable to communicate effectively in English during regular conversations and tasks, particularly in courses and in everyday life. Essentially, assumptions could be; first, it is related to Jordan's English teaching methods, which focused on grammar while ignoring the communicative components of language teaching and learning. Second, it has to do with the cultural disparities that exist between Jordanian students and students from other countries, such as Malaysians, Chinese, and Nigerians, who attend UUM. Third, most Arab countries' bachelor's degree programs are taught mostly in Arabic, which is why Arab English learners have difficulty speaking and writing in the English language (Huwari & Aziz 2010).

Speaking is one of the abilities that high school students in the Philippines should develop. Despite the fact that practically all classroom learning is based on oral language, oral communication in the classroom is still undervalued (Senobio, 2015). Furthermore, the aforementioned circumstance has hampered efficient communication and interaction in the classroom, affecting the overall success of the teaching-learning process. Secondary school students are believed to struggle with English as a language of teaching. They struggle to communicate clearly in a language they don't understand. Poor primary school preparation, teacher preparation, a lack of relevant teaching learning resources, inefficient techniques, and a lack of reading habits among pupils have all contributed to this (Cristobal and Lasaten, 2018).

In particular, mobile English teachers in the Alternative Learning System in the province of Davao del Norte expressed their students' attitudes toward using English in class participation, stating that whenever the teacher asks someone to speak in the language, some students exchange meaningful looks or make faces at their classmate who is speaking. Others are simply deafeningly deafened. The majority of teachers also stated that students are unaware that their facial expressions discourage their classmates from using the language. Such statements based on observations clearly demonstrate students' hesitation to speak and converse in English during class participation.

Regrettably, in today's world, the social importance of Alternative Learning System Program is occasionally overlooked. Furthermore, the curriculum ignores the oral communication abilities of the students enrolled in this program. People in their environment sometimes misjudged the learners, and they were bullied because of their age or because they had previously dropped out (Bantulo, 2016). The expected social value of ALS students' oral communication apprehension can be clearly justified in this study, which will provide direct advantages to the research participants as well as societal benefits.

There had already been a few published studies that focused on the impact of Alternative Learning Systems on learners' lives and offered recommendations for a more differentiated approach, but none that gathered in-depth information and perceptions on ALS students' experiences with oral communication apprehension. One of the objectives of the ALS program is to assist learners in acquiring the skills essential to become internationally competitive, even if they are enrolled in a non-formal education program. One of the abilities required by ALS is effective oral communication, although the majority of students in this program are nervous. The scenario, on the other hand, is the starting point for this investigation. In light of this occurrence, the researcher set out to investigate and discover the challenges faced by Alternative Learning System students in Davao del Norte, with the goal of developing an action plan to address the problem and provide an explanation for why the students grew concerned.

### *B. Worldview and Theoretical Lens*

As a researcher, I am the type of person who feels that solving a problem entails using a solution or method that is appropriate for the circumstances, and that is how I approach problem solving. As a result, I consider myself to be a pragmatist. With this ability for thought, I decided to perform a mixed method study involving pragmatism. Pragmatism is a philosophical approach that believes that an ideology or concept is valid if it works correctly, that the meaning of a concept may be discovered in the implications of adopting it, and that implausible ideas should be rejected (Mc Dermid, 2006).

The primary goal of this study is to address the Alternative Learning System (ALS) students' troublesome experiences and their level of Oral Communication Apprehension. As a result, the pragmatic technique is best appropriate for this study since the researcher will use "what works" to find answers to the research question. Pragmatism prioritizes the research challenge, valuing both the subjective and objective in order to discover the answers (Creswell & Plano Clark, 2011).

On the quantitative side of the study, Mc Croskey's (1977) Communication Apprehension Theory and Vygotsky's (1978) Social Learning Theory are used. Oral communication apprehension is defined by an individual's level of fear or worry when communicating with another person or persons, according to Communication Apprehension Theory. This also emphasizes the avoidance or nonparticipation in communication, as well as the following withdrawal from communication, as a result of poor communication skills. Communication apprehension can be defined as a general aversion to communicating, based on dread and anxiety, or as a refusal to engage in communication contexts or scenarios. Furthermore, according to this theory, there are many levels of oral communication apprehension that an individual can experience. A person's level of oral communication apprehension might be high, medium, or low. In order to avoid experiencing the fear or anxiety, the individual with a high level of oral communication apprehension avoids communication for the most of the time. The importance of oral communication anxiety in molding educational results has emerged as a serious worry affecting secondary school students' academic performance. As a result, it is crucial to focus on oral communication apprehension in the classroom because it is critical to academic performance.

Another theory is Vygotsky's Social Learning Theory (1978). This theory explains how people learn in social situations (from one another) and how teachers build active learning communities. Social interaction, according to this view, is a source of learning and development that is not simply contained within an individual's intellect. As a result, students learn by interacting with people and communicating with them.

Vygotsky also looked into how social surroundings affect the learning process. He proposed that learning occurs as a result of students' interactions with their classmates, teachers, and experts. As a result, students must actively participate in classroom interactions and speaking activities in order to get strong academic results. Students, on the other hand, may develop dread or apprehensions about spoken communication, which may limit their full participation in classroom activities. This could lead to poor performance and, as a result, low academic attainment.

In the qualitative phase, Adult Learning Theory of Malcolm Shephard Knowles (1968) is anchored to this study. Adult education demands, according to Knowles, are vastly different from those of children. He coined the term andragogy, or "the art and science of assisting adults in learning," to distinguish adult learning from pedagogy, or child education. Furthermore, he claimed that because children have not yet assumed responsible, independent positions in society, teachers and parents tend to decide what and how they should learn. Adult education, on the other hand, must take into account slightly different concepts because adults have more life experience and have already assumed responsible positions.

Adults must also be involved in the planning and evaluation of their own learning. The learning activities are built on experience (including mistakes). Adults are most interested in learning subjects that are directly related to their work or personal lives. Adult education is problem-based rather than content-based (Kearsley, 2010).

Although it is obvious that adult and young learners cannot be treated equally in terms of their responses to language learning and oral communication apprehension, age is a disregarded variable in Oral Communication Apprehension. Dewaele (2002) discovered that mature learners found it more difficult to accommodate the laws of the English language, resulting in higher levels of apprehension than younger groups.

In addition, previous study reveals that age and sex may combine to influence readiness to talk. Adult men talk more in meetings, in the classroom, and in mixed-group discussions than adult women, according to MacIntyre et al. (2002), despite preconceptions of women as talkative. However, the tendency appears to be reversed at younger ages. Adolescent girls converse more frequently than adolescent boys, implying that the girls are more inclined to chat and have less communication anxiety than the boys.

Furthermore, OCA levels have been linked to the highest level of formal educational achievement. The educational environment, as well as the amount of perceived educational and behavioral error correction throughout grade school, can influence the amount of oral communication anxiety in later life (Daly & Friedrich 1981). Furthermore, another study found that elementary pupils' OCA levels differed significantly from those in kindergarten, possibly as a result of teacher behavior or peer contact, among other things (McCroskey, Andersen, Richmond, & Wheelless 1981).

### *C. Conceptual Framework*

This study conceptualizes the probable mediating influence of oral communication apprehension on Alternative Learning System (ALS) students in light of the ideas outlined above. This is a single variable study, with the variable oral communication apprehension, which is according to McCroskey (1977), it is shown by small group discussion, meetings, interpersonal conversation, and public speaking. Small group discussion is about how an individual interacts with peers and communicates actively; meeting anxiety is anxiety that occurs in the context of a formal conversation with a person; interpersonal conversation anxiety is anxiety that occurs in an actual conversation with a person; public speaking refers to people who are fearful or anxious about communicating in one type of context, while having no fear or anxiety in other contexts.

#### D. Audience

This study provided a significant contribution to a multiplicity of the audience. This includes the ALS students, Mobile English teachers, ALS Coordinators, Department Of Education (DepEd), Panel, Ethics Committee, Future Researchers, Readers, Curricular Theorist, and publishers.

To the ALS students, because they were given chance to acquire the knowledge and skills especially in good oral communication, even if they did not attend formal schooling and find a job for a short period of time. To the mobile teachers who continued reaching the out of school youth in providing quality education and bring them back to school through this distance learning program. To the coordinators, who guided and supported the ALS teachers in giving more programs and project for the out of school youth especially focusing on how the learners could attain good communication skills. To the Department of Education (DepEd), for the continued support and assistance to ALS teachers in crafting more programs and project intended for the ALS students.

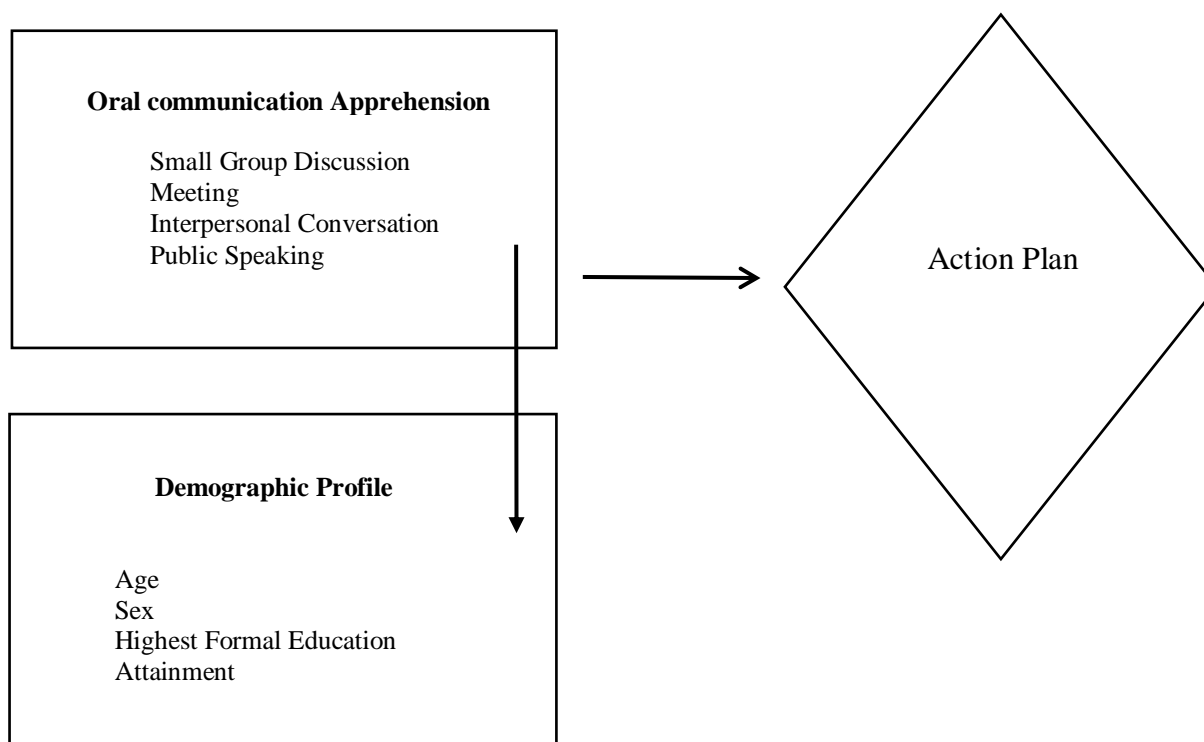


Fig. 1: Conceptual Framework of the Study

To the Panel of Experts, who find the relevance of the conduct of this study and who also serve as a gateway to a wide understanding and full embrace of possible postgraduate students who are products of ALS program. To the Ethics Committee, who ensured the ethical standards and scientific merit of research involving human subjects and who are obligated to the society which provides the resources for research and was ultimately affected by the results. To the future researchers that will give as helpful data that will be useful in the future research information related to Alternative Learning System students' oral communication apprehension. To the readers, who will be offered for this great contribution of research about Alternative Learning System for them to gain awareness of the experiences of ALS students. To the curricular theorist, in order for them to give emphasis and importance to the different distance learning program for the out of school youth in realizing the EFA goal 2018 and for the implementation of multiple strategies on how mobile English teachers of ALS would address the problems of their students. To the publisher, the study offers a different perspective of some research study with regards to oral communication apprehension ranging from the setting to the concept it is studied and will attract readers because of its unique presentation of the study.



### *E. Purpose Statement*

This mixed methods study addressed the problems experienced by the Alternative Learning System Students in the Province of Davao del Norte. A convergent parallel approach of mixed methods design was used, that collected matching data on the topic. In this study, interviews of the respondents were used to know the experiences and problems of ALS Students, comparable to the interview. This study also employed the adopted questionnaire to measure the level of Oral Communication Apprehension of the respondents. The reason for collecting both qualitative and quantitative data was to bring together the strengths of both forms of research and to validate results.

### *F. Research Questions*

In this study, convergent parallel mixed method research (MMR) was used in order to broadly analyze the level of Oral Communication Apprehension of ALS Students. Specifically, it answered the following research questions.

1. What is the status of oral communication apprehension of Alternative Learning System students in terms of the following indicators namely; small group discussion, meeting, interpersonal conversation and public speaking?
2. Is there a significant difference in the oral communication apprehension of ALS students when grouped according to age, sex and highest formal educational attainment?
3. What are the lived experiences of ALS students as regards their oral communication apprehension?
4. What insights can ALS students share as regards the contribution of their demographic profile to their oral communication apprehension?
5. To what extent do qualitative data corroborate with the quantitative data?
6. On the basis of findings of this study what action plan may be developed?

### *G. Literature Review*

In this part, various readings and research from different sources of different authors are presented to this section and the researcher further explores the literature related to the study. The literature review is divided into nine (9) sections: Alternative Learning System, Issues Perceived on Alternative Learning System Students, Communication Apprehension, Small Group, Meeting, Interpersonal Conversation, Public Speaking, Issues Perceived on Oral Communication Apprehension and Perspective on the Impact of Demographic Profile on the Oral Communication Apprehension.

### *H. Alternative Learning System (ALS)*

Alternative Learning System is a free education program run by the Department of Education's Bureau of Alternative Systems that serves individuals who cannot afford formal schooling and follows whatever schedule they have available. The curriculum offers a feasible alternative to current formal education instruction by including both non-formal and informal knowledge and abilities (Sumang, 2014).

This program aims to address issues such as illiteracy and high dropout rates, as well as a lack of support for indigenous peoples, Muslim migrants, physically deformed children, and other underprivileged children's education. They are students that drop out of school for a variety of external and internal reasons, and some towns do not even have schools (Garbin, 2012).

The scope and aim of the Alternative Learning System (ALS) in the Philippines, according to Guererro (2007) and Pauso (2010), is continually evolving. She went on to say that capturing the nature of ALS in the country currently yields a variety of results. Individual communities or social organizations have established pockets of practices over time. The Philippine government and the Department of Education (DepEd) are now faced with the task of facilitating the growth of ALS in the country by providing and increasing institutional support to the Bureau of Alternative Learning System (BALS).

Alternative Learning Systems (ALS) is a type of learning that has no limits. On the other hand, the "learners," as they are known in the system, congregate in a run-down Bahay-Kubo, gather beneath a tree, or, if luck is on their side, set up shop in a borrowed barangay hall, a basketball court, a jailhouse, or a sports complex as if it were a classroom, all for the love of learning (Lala, 2013).

Furthermore, the Alternative Learning System enables students to set their own schedules based on their preferences and availability. Furthermore, ALS offers two main types of instruction: school-based and community-based. In a school-based program, classes are held on campus, but in a community-based program, official education is held in community halls or private locations. The ALS program uses standardized lesson modules for all academic areas, including science, mathematics, English, Filipino, social studies, and current events (Mercado, 2015).

The fact that they are teaching a very diverse group – from young children (at least 10 years old) to the elderly – is a typical complaint among ALS teachers. The majority are school dropouts who were forced to quit school for a variety of reasons, including early pregnancy, the need to work to support themselves and their families or to care for a younger sibling, or being ejected from school due to unpleasant behavior. Children and youth in conflict with the law (CICL), members of indigenous people communities, victims of various types of abuse, children and youth in high-conflict areas, including those whose homes and schools were destroyed by a typhoon or earthquake, and children and youth in high-conflict areas, including those whose homes and schools were destroyed by a typhoon or earthquake. Employers are required by law to send domestic help and juvenile laborers to ALS lessons (Caoili, 2007).

#### *I. Issues on Alternative Learning System Students*

Adult illiterates, people who never attended to school or had to quit school early in life, are the most challenging group of learners to educate, according to ALS teachers. The itinerant street children, who are classified as "particularly challenged" among the younger population, are the most challenging. Members of an indigenous group from the south known as "Bajaus" are included in this category (Doronila, 2001).

Pilar (2015) did a study to understand more about the lived experiences of alternative learning students (ALS) in Bacolod, Philippines. It was proposed that education be adaptable in accordance with the demands of the earners, allowing education to extend beyond national borders. The themes of the informants' responses were generated using a qualitative-phenomenological approach. ALS teachers were looking for new teaching tactics to help them enhance their skills in teaching Basic English Grammar to ALS pupils, especially those who were in jail and under the care of the Department of Social Welfare (for minor age, 16-17-year-old). The performance and progress of ALS students should be monitored so that they are prepared to take the ALS accreditation and equivalency test. As a result, these ALS students require great education outside of the classroom.

Tindowen et al. (2017) found in their study "Twenty-First Century Skills of Alternative Learning System Learners" that individuals who do not attend formal schooling have difficulty understanding and learning 21st century skills that enable them to cope with and compete in a globalized world, with communication skills, ICT integration, critical thinking, and self-direction being among the skills revealed to be lacking.

In a research conducted by Mercado (2005), the challenges faced in Tanauan City's Alternative Learning System were examined. The researcher attempted to identify potential issues that students may face or encounter at school. Respondents were asked to evaluate the scope of the problem in terms of content and instruction, assessment and evaluation, and finally, resources and solutions for addressing or solving the issues they face. The findings were then utilized to explore the consequences of the Alternative Learning System's deployment throughout the city.



### *J. Communication Apprehension.*

Communication apprehension refers to an individual's level of fear or anxiety associated with real or anticipated communication with another person or persons, which may affect an individual's self-identity, as individuals with high levels of communication apprehension report higher levels of social phobia, a psychological construct explored in the study of Richmond, Mc Croskey, & Amsbary (2009).

As a result, communication apprehension occurs in a variety of circumstances, with negative consequences for both utterers and addressed. Furthermore, language instructors, particularly those teaching second or foreign languages, must lecture on communication apprehension. This is due to the fact that students who already have some amount of communication anxiety in their native language will have greater anxiety when learning new languages (Amogne & Yigsaw, 2013).

Similarly, this communication apprehension problem is characterized by a lack of communication skills, fear and anxiety associated with oral communication, and a hereditary trait. The main focus of the revision is on fear of spoken communication. Phenomenon anxiety is a type of anxiety that occurs during the oral communication process and is caused by a lack of exposure to the second language, a lack of necessary information, and self-doubt (Shanahan, 2013).

Communication apprehension, on the other hand, is far more than the common stage fear seen in speech classes, school assemblies, and theatre performances. It's an anxiety pattern that starts in elementary school and can have a significant impact on a student's spoken communication, social skills, and self-esteem (Holbrook & Taylor, 1987).

Furthermore, while some people desire to connect with others and see the need of doing so, their fear or anxiety may prevent them from doing so. Communication apprehension can emerge in those who lack appropriate communication skills or whose communication is ethnically or culturally diverse. Most persons who are anxious about communicating are neither skilled nor different from others in their community. People who are afraid of communicating are less likely to do so (Thomas, 2013).

Communication apprehension is also caused by a lack of self-confidence, which can occur in childhood or adulthood. While this is never seductive, building confidence in someone who has harbored anxieties for a long time might be difficult. They are concerned that something may go wrong during their speech, and if it does, they lack confidence in their ability to correct it. As a result, they mentally catastrophize the scenario, making it so terrifying that they are constantly expecting the worst to happen (Tian, 2012).

Furthermore, the most obvious symptom of communication apprehension is distracted thinking. A person must experience anxious thoughts or sensations in order to be diagnosed with anxiety. They may find themselves thinking worrisome thoughts, or get overly focused on how they feel, or become caught on a notion they're trying to get rid of. Whatever the problem is, preoccupied thinking makes it difficult to maintain a conversation, and their ability to communicate suffers as a result (Aldridge, 2014).

Nonetheless, this unease highlights a proclivity to avoid communicating if at all possible, or to experience a range of anxiety-like experiences when forced to communicate. Small group discussion, meeting, interpersonal conversation, and public speaking are the four signs for this set of beliefs (McCroskey, 1986).

**Small Group Discussion.** This variable refers to how a person reacts to peers or actively participates and communicates with them. As a result, this is an individual's or person's communication comprehension that occurs in the context of a group of people (McCroskey, 1984).

Similarly, studies have consistently found that those with high communication apprehension speak far less in a group conversation than those with low communication dread. Individuals were unable to avoid participating in a group conversation; as a result, those with high communication apprehension were found to participate infrequently, whereas those with low communication dread were found to engage frequently (Bholat, 2013). Working in groups can also help students improve their communication, problem-solving, conflict-resolution, and time management abilities, which are all qualities that future employers will demand (Adler, Elmhurst, & Lucas, 2013).

As a result, participation in a class or group debate would not be as straightforward as some might believe, when one or a few people simply go ahead and say whatever comes to mind. Instead, it calls for communication, interpersonal, analytical, and problem-solving skills, which students may excel in, particularly if these talents are socio-academically contextualized (Junyu, 2017).

Furthermore, in a follow-up study involving a live interface in a small cluster environment, researchers discovered a link between greater verbal engagement and social attraction. It was also discovered that when there was tension in the interaction, there was a decrease in social attraction (Beatty, 2010).

Finally, the original conceptualization of communication apprehension as a trait has recently been challenged on the grounds that those identified as having high communication apprehension when confronted with oral communication situations have been identified as having low communication apprehension. As a result, individuals who are fearful of communicating with another set of people create inefficiencies (Kyles & Moore, 2010).

**Meeting.** The anxiety that arises during a formal interaction with a person or group of people is referred to as the communication apprehension meeting. As a result, it will make a person uneasy and nervous, preventing them from properly interacting with another individual or group of people (McCroskey, 1984).

Similarly, meeting anxiety refers to a brief period of anxiety that happens during a specific interaction, such as a job interview. Furthermore, if the speaker is of lower status than others, speaking settings that define the speaker by status or rank may trigger communication anxiety (Malone & Russell, 2014).

Furthermore, nervousness in business meetings can be a concern for people with social anxiety disorder (SAD). For example, they may have missed out on promotions because they didn't speak out in meetings like your coworkers. Perhaps they have shied away from promotions entirely since they would need them to attend additional meetings (Acey, 2012).

Furthermore, a specific social or meeting phobia is defined as a dread of speaking in front of groups, but generalized social anxiety is defined as a person's anxiety, nervousness, and discomfort in practically all social situations (Richards, 2013).

Furthermore, meeting apprehension affects the majority of people (about 60% of the population), with people being hesitant to communicate in only certain settings or with specific people. As a result, when a person is concerned about a communication issue, he or she will engage in the same avoidance behavior toward apprehension-producing situations, or when unable to appropriately deliver their message in such a setting (Bholat, 2013).

**Interpersonal Conversation.** The apprehension of communication Anxiety in a genuine conversation with a person or group of people is referred to as interpersonal conversation. It involves talking to a supervisor or someone you've just met who makes you nervous and makes it difficult to communicate effectively (Mc Croskey, 1984).

As a result, communication anxiety is present regardless of the context. Anxiety exists regardless of who we are speaking with, where we are speaking, or when we are speaking (Gully & Spikes, 2014). Furthermore, those with a high level of communication apprehension will find it difficult to escape the uneasiness that they are experiencing. As a result, communicating with anyone, whether public or private, serious or mundane, is difficult for the cautious individual. Even communicating with a parent or spouse can be tough for them (Diaz & Brown, 2011).

Interpersonal communication also includes negative reactions to a task of engaging with another person, as well as people who have strong avoidance tendencies. As a result, if a highly (communication) nervous individual is given the opportunity to avoid communication, he or she will do so (Beatty, 2010).

Interpersonal communication skills, on the other hand, may be developed and expanded or improved with more knowledge and practice. There is message sending and message receiving during interpersonal contact. This can be done in a number of ways, both direct and indirect (Crosby & Anderson, 2012).

**Public Speaking.** Apprehension about communicating people who are afraid of or worried about communicating in one type of situation but not in another are said to be afraid of or anxious about public speaking. Fear of public speaking, sometimes known as stage fright, is the most common manifestation. Communication apprehension is thought to be a long-lasting, personality-type disposition toward communication in a specific situation (Mc Croskey, 1984).

Furthermore, speaking in front of an audience of strangers, people with opposing viewpoints, or people from a different culture than the speaker causes communication anxiety. As a result, the speaker is affected and disrupted, resulting in an unsatisfactory oral presentation (Kyles & Moore, 2010).

As a result, when confronted with the task of speaking in front of an audience, an individual who is afraid of public speaking will experience fear, anxiety, or discomfort. Although public speaking nervousness is natural and reasonable, it can obstruct verbal and nonverbal delivery, making a wordless presentation more effective (Donohue & Motley, 2013).

Similarly, Finn et al. (2009) endorsed the use of exposure as a useful approach for improving oral communication skills and reducing communication anxiety. Despite the fact that students will be afraid, the authors suggest that they be compelled to give presentations in order to receive positive feedback. The audience, on the other hand, must be enthusiastic about the speaker. Students will begin to replace negative feelings about public speaking with a more optimistic outlook after enough exposure. Their apprehension about communicating will eventually fade.

In addition, when humans are confronted with a genuine or imagined presentation, they experience physiological, cognitive, and behavioral responses. Increased heart rate, flushing of the cheeks or face, and sweaty hands are just a few of the physiological responses to public speaking fear. Natural chemical mechanisms in the human body are responsible for these reactions (Graham, 2010).

As a result, situational factors like the teacher or the classroom culture might have an impact on motivation. These motivations are linked to the learners' academic progress and effective communication talents. As a result, if adequately motivated, the person who is afraid of public speaking will be able to overcome his or her fear and complete the assignment (Kim, 2015).

#### *K. Perspective on the Impact of Demographic Profile on the Oral Communication Apprehension*

In the United States, research has discovered minor differences in Oral Communication Apprehension between men and women (Canary & Hause 1993). Women are more anxious than males, according to research (Donovan & Mac Intyre 2004; Mc Croskey, Simpson, & Richmond 1982), with the exception of

Lin and Rancer's (2003) study, which found men to be more apprehensive. However, there is less information available in other cultures about this possible difference. Men and women have different levels of apprehension, which is generally attributed to cultural biases originating from social roles and psychological preconceptions (Greenblatt, Hasenauer, & Freimuth 2006).

Frantz, Marlow, and Wathen (2005) investigated differences in oral communication apprehension (OCA) based on the gender of the learners. The students were asked to fill out a self-report measure of oral communication apprehension called the Personal Report of Communication Apprehension (PRCA). Females had a statistically significant higher level of OCA than males.

In addition, Na (2007) surveyed and examined 115 students from a high school in Shandong Province, China, in order to investigate high school students' English communication skills in Chinese EFL classrooms, taking into consideration sex variations in oral communication apprehension. The findings revealed that students had a high level of concern about their English communication skills. Male students were more nervous in English classes than female students.

The outcomes of research into the relationship between age and communication apprehension have been mixed. CA and age have been found to have a strong negative connection in some research. A favorable connection between CA and age has been seen in several investigations. Other research has found no link between CA and age (Donovan & MacIntyre, 2004). Previous studies on age in more collectivist cultures have found that older people are revered for their wisdom, experience, and knowledge that comes with age (McCann, Kellermann, Giles, Gallois, & Viladot 2004).

Furthermore, research on the impact of age on oral communication anxiety among English language learners reveals that age is a significant predictor of oral communication anxiety. However, as Dewaele (2007) points out, age is an overlooked component when it comes to OCA, despite the fact that it is clear that adult and young learners cannot be treated identically when it comes to language learning and oral communication apprehension. Dewaele (2002) discovered that mature learners found it more difficult to accommodate the laws of the English language, resulting in higher levels of apprehension than younger groups.

Previous study reveals that age and sex may combine to influence readiness to speak. Adult men talk more in meetings, in the classroom, and in mixed-group discussions than adult women, according to MacIntyre et al. (2002), despite preconceptions of women as talkative. However, the tendency appears to be reversed at younger ages. Adolescent girls converse more frequently than adolescent boys, implying that the girls are more inclined to chat and have less communication anxiety than the boys.

The highest level of formal educational achievement has also been linked to OCA levels. The educational environment, as well as the amount of perceived educational and behavioral error correction throughout grade school, can influence the amount of oral communication anxiety in later life (Daly & Friedrich 1981). Furthermore, another study found that elementary pupils' OCA levels differed significantly from those in kindergarten, possibly as a result of teacher behavior or peer contact, among other things (McCroskey, Andersen, Richmond, & Wheelless 1981).

Kasemkosin and Rimkeeratikul (2012) found that people with a higher level of formal education have lower OCA while people with a lower level of formal education have higher OCA. However, it is difficult to distinguish the impacts of schooling on OCA because "biological and/or social maturational aspects unrelated to the school" may cause teenage students to have higher OCA (McCroskey et al., 1981). It is critical to investigate any potential link between education and CA, particularly among those with advanced degrees.

In conclusion, this has a direct bearing on the phenomenon under investigation, as elaborated on the problems faced by Alternative Learning System students, as well as related literature on oral communication apprehension, in which the demographic profile of the participants could be considered as factors of low or high communication skills. The reviewed literature provides the researcher with a good idea and enlightenment on what should be the basis for developing research instruments and developing an action plan to address the phenomenon under study. Additionally, this study aims to address illiteracy and high dropout rates, as well as to assist ALS students in overcoming their fear or anxiety in oral communications.

#### *L. Issues on Oral Communication Apprehension*

Students recognize the value of oral presenting abilities in strengthening their overall communication skills, including group skills, according to Malik and Gulnaz (2011). Nonetheless, despite the benefits of communication competence being recognized, many students remain hesitant to engage in self-development because of their communication fears.

Teven et al. (2010) investigated the relationship between communication apprehension and five other personality factors and self-perceived communication ability. "People with higher communication fear perceive themselves as less skilled communicators," according to their findings.

Using Mc Croskey's PRCA-24, Aly and Islam (2005) investigated the association between communication apprehension and grade point average, gender, work status, and years of experience. In all communication scenarios examined by the PRCA-24, all variables had an effect on communication apprehension (dyadic, group, meeting, and public speaking). The dyad, on the other hand, was the least significant of these situations, implying that communicators are less cautious in one-on-one contacts than they would be with several receivers. Starting with small groups and gradually increasing the size of the audience, the nervous learner can get expertise talking with others. According to the authors, this gradual exposure has been shown to be effective in the treatment of communication phobia in both academic and professional settings.

Communication apprehension has been found to have a negative impact on student achievement and retention in the field of education. Kim (2008) discovered a link between communication apprehension and academic achievement: "Communication apprehension has a direct relation with cognitive performance and various academic achievements such as overall grade point average, three standardized achievement scores, and grades earned in small junior high and college classes."

Blume et al. (2010) investigated the differences between students participating in leaderless group discussion and presentation in their study on communication apprehension and exercise form. The authors discovered that students with a high level of communication fear performed poorly in group discussions when it came to critical thinking skills. However, an important finding from this study is that the 26 students who were really nervous did not have similarly poor presentation scores.



## CHAPTER 2

### METHODS

This chapter gives a step-by-step description of how the research is carried out. This chapter covers everything you need to know about data collection and the procedures. The focus is on the research design, study location, research participants, research instrument, data collecting, data analysis, sequence, emphasis, and mixing processes, the number of procedures, the study's trustworthiness, validity issues, and ethical considerations.

#### A. Research Design

This research used a mixed methods technique, specifically a convergent parallel mixed method approach. Mixed methods research is commonly thought to entail the collecting and analysis of numerical data, whereas qualitative research considers narrative or experiential data (Hayes et al., 2013). This study employed a convergent parallel research design, which means that the researcher conducts both quantitative and qualitative aspects at the same phase of the research process, weighs the approaches equally, analyzes the two components independently, and interprets the results collectively (Creswell & Pablo-Clark, 2011). This study's quantitative phase used a descriptive comparative strategy. The demographic profile of respondents was compared to see if the profile had an impact on the results of their oral communication apprehension. Survey questionnaires were given to target respondents who are Alternative Learning System (ALS) students who may provide data on oral communication apprehension in order to collect primary data. This strategy, according to Zikmund (2003), aids in the gathering of complete and precise data. It could also be used to get feedback on techniques that have been implemented. A case study was used in the qualitative phase of the research. Data for a case study must be gathered from a variety of sources, including observations, interviews, documents, reports, and other relevant resources. It necessitated either a comprehensive examination of the entire case or an in-depth examination of a specific aspect of the case (Creswell, 2007).

A case study, rather than a broad statistical survey or a complete comparative investigation, is an in-depth examination of a specific research subject. It's frequently utilized to condense a large field of study into one or a few easily researched topics. The case study research design is also effective for determining whether a certain theory or model is applicable to real-world occurrences. It's a good design to employ when there's not a lot of information regarding a problem or a phenomenon (Greenhalgh, 2004). The researcher wanted to triangulate the approaches for corroboration and validation by directly comparing quantitative statistical results with qualitative findings. Two datasets were gathered, examined individually, and compared during the research process. Figure 2 depicts the research procedure in this study.

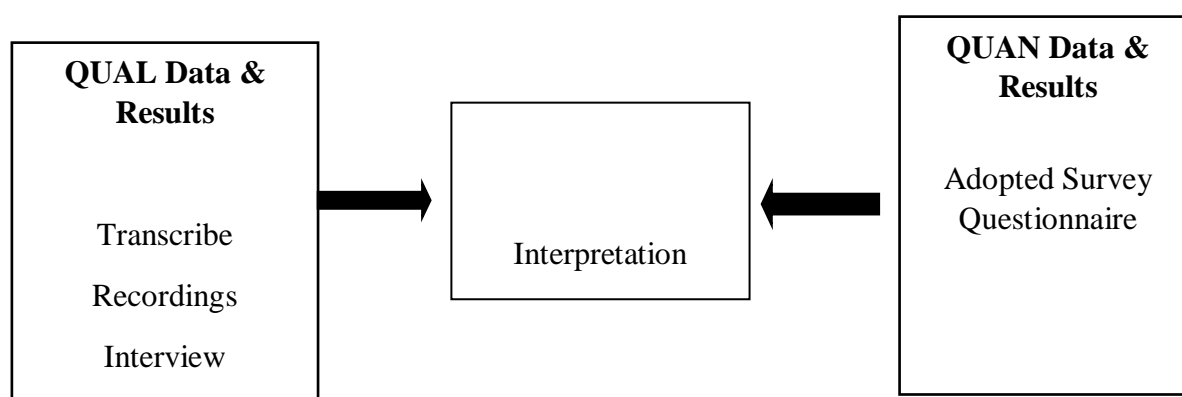


Fig. 2: Convergent Parallel Mixed Methods Design



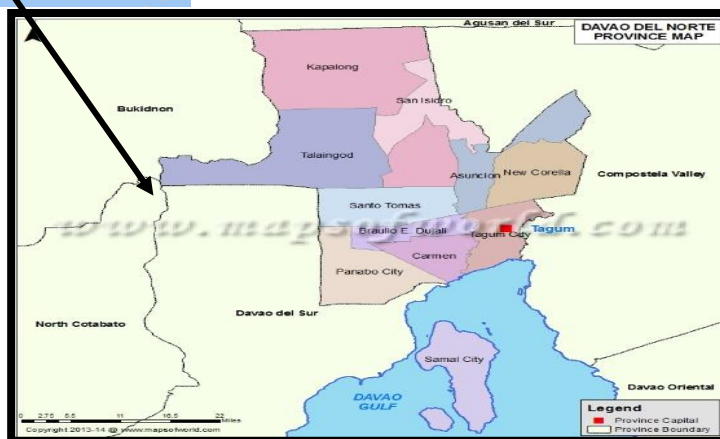
### B. Place of Study

The study was conducted at selected schools in the Division of Davao del Norte that offer Alternative Learning System program. Davao del Norte is strategically located at the south eastern part of Region XI, bounded by Compostela Valley on the northeast, Bukidnon on the northwest, Davao City and Davao Gulf on the south. It became a province on May 8, 1967, by virtue of R.A. 4867, together with the creation of Davao Oriental and Davao del Sur. Davao del Norte division is currently composed of 10 districts, 34 public secondary schools, 24 private elementary schools, 12 private secondary schools, 18 public pre-schools and 21 private pre-schools.

Moreover, Davao del Norte is the province of the Philippines located in the Davao Region in Mindanao. Its Capital is Tagum City. Davao del Norte also includes Samal Island to the south in the Davao Gulf. Before 1967, the provinces Davao del Norte, Davao Oriental, Davao del Sur, Davao Occidental and Compostela Valley were administered as a single province named Davao. The Davao Region is coterminous with this former province of Davao del Norte which is also known as “the banana capital of the Philippines.” The province is also rich in tourist destinations some of it was Magdao River of municipality of Asuncion, Pristine Paradise of Island Garden City of Samal, Panas Falls of municipality of New Corella, Tagtugonan Falls of Gupitan, Municipality of Kapalong, the Kabyawan Cave of Municipality of San Isidro, Banana Beach Resort of Tagum City and the different caves of Municipality of Kapalong known as the Caving Capital of Mindanao.



Philippine Map



Davao Region Map

Fig. 3: Map of the Philippines and Davao Region

### *C. Participants*

The participants selected were those who can best inform, satisfy the research questions and enhance understanding of the phenomenon under study (Kuper, Lingard & Levinson, 2008). In this study, the key participants were the students coming from the different school division of Davao del Norte that offers Alternative Learning System Program who are enrolled in the school year 2018-2019 regardless of their level of informal education.

#### *Quantitative Phase*

For the quantitative research method, the researcher employed complete enumeration in selecting participants. Firstly, the researcher identified the total population of students in the whole province of Davao del Norte but the participants who are Alternative Learning System students were selected purposively. The ALS students who were the participants of the study was chosen based on the criteria which are the ALS student must be enrolled in the academic year of 2018-2019 with the age of 13 years old and above and most importantly they must be willing to take part in the study and was given freedom to withdraw at any moment if they feel discomfort from the conduct of interview. Complete enumeration is a type of **purposive sampling technique** that involves examining the **entire population** (i.e., the **total population**) that have a particular set of **characteristics** (e.g., specific attributes/traits, experience, knowledge, skills, exposure to an event, etc.). Whilst complete enumeration is infrequently used, there are specific types of research where total population sampling can be very useful (Lund Research, 2012).

#### *Qualitative Phase*

In the qualitative phase, random sampling was used in the study wherein informants were selected based upon their profile. There were 17 ALS students who were selected based on the prescribed inclusion criteria. These students were divided equally into informants and participants. Ten which served as research informants for the In-depth interview while the remaining seven served as the research participants for the Focus Group Discussion. The random sampling method was used in determining the respondents to ensure the acquisition of authentic experiences relevant to the study. The participants of the study were selected based on the following criteria: ALS students whose age is from 13 years old and beyond and currently enrolled in the ALS Program.

The selected students served as the key witnesses to testify their experiences in the study conducted. Also, these students were the source of information to reveal their experiences in dealing with the language on behalf of their situation. The selected and identified number of respondents that were involved in this research has also been supported by (Mason, 2010) who said that at least six participants for the in-depth and at least another six for focus group discussion in a qualitative study is enough to reach the saturation point where themes were extracted.

Moreover, the students were also selected from different schools in the province of Davao del Norte for the study to reflect more realistic findings. All of these were done to ensure the quality of the conduct as well as the findings of the study.

### *D. Research Instrument*

#### *Quantitative Phase*

For the quantitative phase, the researcher utilized an adopted survey questionnaire. In conducting the survey, initial survey served as Part-I which is about gathering the data on the profile of the participants. Part-II was the survey of the level of oral communication apprehension of the ALS students. The checklist was used for both Part-I and Part-II. Meanwhile, the level of oral communication apprehension of the students was based on the PRCA-24 results of Mc Croskey (1978).

The adopted survey questionnaire which is the PRCA-24 has its own formula computation of its scoring, since the survey questionnaire has a total of 24 questions, it was equally divided into four indicators which means every indicator has six items. Questions vary because items were also divided to positive and negative questions which became the basis of scoring. Every indicator has a raw score of 18 added by the

scores of the positive questions and then deducted by the scores obtained by the negative questions. Each indicator could possibly range between a score of six as the lowest up to 30 as the highest and any score above 18 indicates some degree of apprehension.

On the other hand, the computation of the overall oral communication apprehension based on the PRCA survey questionnaire all scores must be added the scores on the four contexts small group discussion, meetings, interpersonal conversation and public speaking. This time score should range between 24 and 120. if the score is below 24 and above 120 it simply means that there is something wrong with the computation of the score.

The three orderable gradations for interpreting scores of each context of oral communication apprehension (small group discussion, meetings, interpersonal conversations, and public speaking) with their respective rating are as follows:

Range of Score	Description	Interpretation
25 – 30	High	Students have an extraordinary level of oral communication apprehension
19 – 24	Moderate	Students have a temperate level of oral communication apprehension
6 - 18	Low	Students have a little level of oral communication apprehension

The three orderable gradations for interpreting the overall score of oral communication apprehension of ALS students with their respective rating are as follows:

Range of Score	Description	Interpretation
84 – 120	High	Students have an extraordinary level of oral communication apprehension
56 – 83	Moderate	Students have a temperate level of oral communication apprehension
24 - 55	Low	Students have a little level of oral communication apprehension

### *Qualitative Phase*

In order to come up with the data and to achieve the goals of the study, all data gathering procedures such as interview guide, note taking, focus group discussion, in-depth interview and tape recorder for qualitative were used. From these collected data recordings, transcription and analysis on the common themes were done. The interview was done following the guide questions which have five grand tour questions. the interview was recorded with the permission of the participants, and the questionnaires were subjected to validation by a pool of three experts. The final copy of the interview transcripts was shown to the interviewee for the verification to assure that all the participants' answers can be transcribed accurately.

### *E. Data Collection*

The following procedures were followed during the conduct of the study:

**Permission.** Prior to the conduct of the study, a letter of approval to conduct the study from the Dean of Graduate school of Immaculate Conception Graduate School, Master of Arts-Major in English Coordinator was obtained and was noted by the adviser. Upon approval, I used the forms of data collection as recommended in the convergent parallel mixed method design.

**Orientation.** Upon the approval, the participants of both qualitative and quantitative phases were oriented about the significance of the study. Furthermore, the participants were asked to sign an Informed Consent Form specifying their voluntary participation. Next, as the researcher, I took it as important to inform the participants about the protection of their identity. Hence, the data gathered were used only for the study.

### *Quantitative Phase*

**Survey Questionnaire.** In conducting and getting the data for quantitative phase, adopted a survey questionnaire from PRCA-24 of Mc Croskey (1977) was administered to a group of ALS students who are experiencing oral communication apprehension. The survey questionnaire is composed of 24 questions containing four indicators (small group discussion, meetings, interpersonal conversation and public speaking) of oral communication apprehension in which each indicator has six questions.

### *Qualitative Phase*

**Interview.** As to the process of collecting data for the qualitative phase, a one-on-one interview was conducted with the key informants to gather information about their experiences as ALS and their problems when it comes to oral communication. Interview notes were cross-validated using the video recorded interview. A final transcript was verified by the interviewee for accuracy.

### *F. Data Analysis*

In analyzing the qualitative data, I used thematic analysis and coding. For the quantitative data frequency count, percentage distribution, mean, standard deviation and Analysis of Variance (ANOVA) were used in analyzing the data.

### *Quantitative Phase*

For the quantitative phase, data from the adopted survey questionnaire were analyzed right after the retrieval of the questionnaire and it was tallied and treated. The data was analyzed with the help of an expert statistician. The following statistical treatments were used to determine the level of ALS students' oral communication apprehension and the significant difference in status when grouped according to profile.

**Frequency Count.** This statistical tool was used to measure the number of times the participants answered the items of the question.

**Percentage Distribution.** It was used to specify the percentage of observation that exist for each data point or grouping of data points.

**Mean.** This tool served as a single measure that tries to describe the set of data through a value that represents the central position within that data set. In this study, this statistical tool was used to measure the average value of the data set.

**Standard Deviation.** This tool was used to quantify the amount of variation or dispersion of a set of data values.

**T-test.** This tool was used to analyze if male and female samples of this study are statistically different from each other and was done by comparing the means of both samples.

**Analysis of Variance (ANOVA).** This analysis was used to test differences between two or more means. Here in this study, ANOVA was utilized to determine the differences of means with regards to the level of oral communication apprehension of Alternative Learning System students when grouped according to profile (Age and highest formal educational attainment). The said tool was used by the researcher to come up with an analysis guided by the help of an expert statistician.

#### *Qualitative Phase*

**Coding.** In the qualitative phase of this study, coding was used to protect and hide the identity of the participants. Furthermore, coding was given to respective participants as a form of description that described their characteristics during the conduct of the interview.

**Thematic Analysis.** This analysis was employed to generate themes from the respondents' statements and utterances during the conduct of a one-on-one interview. The themes that were generated shall be framed on purpose of the experiences of participants about oral communication apprehension.

#### *Sequence, Emphasis and Mixing Procedure*

**Sequence.** The research design for this study was convergent parallel mixed method. The qualitative data was collected through conducting interviews with the participants in the process of video and audio recording and transcription was done right after. Meanwhile, the quantitative data was collected through the use of a survey questionnaire. Both collected data were analyzed simultaneously for this follows the process of the chosen approach for mix-methods research. The Thematic analysis was used for the qualitative phase in order to analyze the experiences of the participants as to facing their problem for oral communication apprehension and how they cope with the challenges they have perceived. On the other hand, the quantitative data employed statistical analysis to get the results on the profiling status of the level of oral communication apprehension of ALS students.

**Emphasis.** In this study, emphasis was given on the results of both qualitative and quantitative phases. The framework convergent parallel design shows two (2) phases with the data collection and analysis from the qualitative and quantitative phases were done simultaneously. As for the interpretation, the initial quantitative results were corroborated to the results of the quantitative phase.

**Mixing Procedure.** In this study, the first linking of data happened at the design-level with the use of a convergent parallel design, where the results from the qualitative and quantitative phases of the research were brought up together. To fully address the research questions interpretation – level of integration occurred, connecting the qualitative data from phase one of the study with the quantitative data from phase two of the study using a joint display.

The connected data were interpreted within the scope of the study's purpose: to address the oral communication apprehension of Alternative Learning System students.

### *G. Figure of Procedures*

Figure 4 indicates the systematic procedure of the study. It demonstrates the use of convergent parallel mixed method approach in specific where qualitative data and quantitative data were corroborated to obtain a clear understanding of the oral communication apprehension among ALS students. The quantitative phase and qualitative were conducted simultaneously.

In the quantitative phase, adopted survey questionnaire was administered to the selected participants through random sampling technique. The consolidated answers of the participants were given a numeric data about problems posted. Subsequently, the data for the qualitative phase was collected through in-depth interview. This guide interview questions were utilized to get information on the phenomena under study and as well it was submitted to the panel of experts for validation purposes. After the validation, approved interview questions were used to gather data.

To analyze the quantitative data, appropriate statistical tools-frequency, percentage, weighted mean and ANOVA were utilized. After the utilization of treatments, data were presented utilizing the descriptive and inferential interpretation of the quantitative phase; how to properly merge these two types of data and deal with the situation of two phases that contradicted to each other.

There are two limitations to this study. Firstly, the study design employed the use of complete enumeration, but participants were selected purposively. Thus, there is a limit on the population to be studied which are the ALS students in the province of Davao del Norte and there is no guarantee that the large population of the ALS students in the country was represented. Secondly, due to time constraints, the scope of the study was limited to only one semester or equivalent to four months.

### *H. Trustworthiness of the Study*

In this study, the legitimacy of procedures was suggested as a means of building trustworthiness. The research lens and its paradigm assumptions regulate the conversations, which can be followed as study processes (Cresswell and Miller, 2000). As a result, every data set must be converged (Raagas, 2010). According to Morrow (2005), research is reliable when it reflects the participants' reality and thoughts. The goal of trustworthiness, it was stressed, is to back up the argument generated from the inquiry that must be addressed in the qualitative study. This is especially important when the evidence is raw and not backed up by theory (Kyngas, 2011).



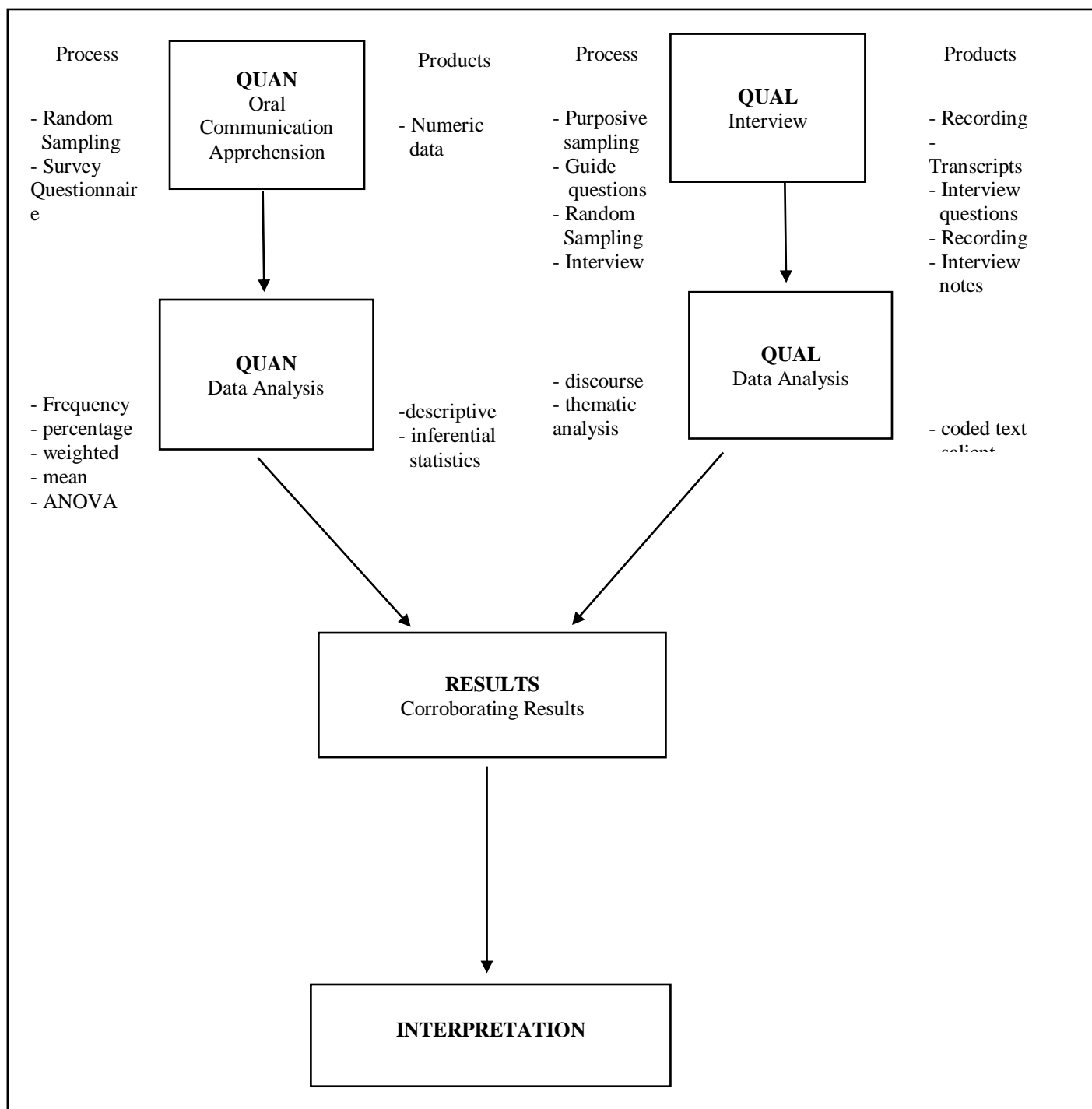


Fig. 4: Flow of procedures

**Credibility.** The participants' taped recitations from the interview were used to establish credibility in this research. In addition, the recitations were translated into transcripts so that the participants could double-check that no changes had been made and that their responses were accurate. The conversation was taped and transcribed. The written notes from the interview proved that the participants' answers did not alter. Finally, the survey questionnaire was circulated, and the guide interview questions were subjected to expert confirmation. According to Fenton & Mazulewicz (2008) (as referenced by Kamenye, 2008), credibility is an assessment of whether the study findings are "credible" conceptual interpretations of the data collected from respondents.

**Transferability.** When the findings' interpretations can be generalized or transferred to other settings or groups of people, the term "transferability" is used. To put it another way, this relates to the possibility of extrapolation. (2012, Pilot). As the researcher, I was in charge of generalizing and improving the findings by describing in detail how oral communication apprehension became a significant setting to be investigated. Furthermore, given the researcher's job to convey judgment, I became aware of the researcher's context and how it might apply to other situations. The descriptive data, which offers a comprehensive and extensive collection of details that looked at the problems of technique and context, was one of the reasons for included the reports here.

**Dependability.** The same process of performing the study, as well as the techniques utilized by the researchers, is consistent across time, which is referred to as dependability. As far as feasible, the procedure should be reproducible (Bitsch, 2005). The researcher utilized a code-recode strategy in this study, which required the researcher to wait at least two weeks after coding a segment of data before returning to recode the same data and evaluating the results to ensure that they were correct and consistent.

**Confirmability.** Confirmability is a measure of how well a researcher's results are supported by the evidence he or she has obtained (Walkins, 2012). To address the issue of confirmability in this study, the researcher noted the roles, personal biases, and reactions that would most likely influence the perceptions of ALS students' shared experiences. The original recordings, transcribed notes from the interviews, and original questionnaires were all maintained by the researcher. In addition, the researcher looked at how the outcomes of the investigation were supported by the data gathered.

### *I. Validity Issues*

Experts were consulted to solve the methodologies and design's validity issues. An expert in the subject was consulted about the use and execution of the convergent parallel approach. A panel of specialists also reviewed and validated the interview guide questions and survey questionnaire were utilized in this study. The panel of experts recommended the sampling procedure that was used in selecting the respondents, as well as the interview and survey that were done. An expert statistician was consulted for the quantitative data, particularly the statistical element. On the qualitative data, ALS students, the study's participants, were given a copy of the transcriptions to confirm that nothing had been modified or altered in the transcriptions. All comments and recommendations from the panel of experts were examined with the adviser's consent to ensure veracity.

### *J. Ethical Consideration*

To guarantee systematic practices in research, the ethical codes need to be emphasized and applied towards the informants. Also, the context concerning the agreement of both the researchers and the participants. This qualitative paper revolves around the key principles of ethical research which includes consent, confidentiality, anonymity, harm and reciprocity, and reflecting the issue of power, empowerment and ownership (Halai, 2006).

The study also followed the standard that is being set internationally which is to protect the key informants. The privacy of the participants was considered. The data being collected shall remain confidential which is the appropriate thing to do with the group of people. Moreover, to convince the informants to express their experiences as ALS students is not easy to achieve. Thus, to gain trust from them, the researcher needs a great deal of cooperation and coordination such as trust, respect, fairness and responsibility (Resnik, 2001).

The study follows the elements of ethics which are clearly stated in the National Ethical Guidelines for Health and Health-Related Research 2017. It considers the following: social value; informed consent; vulnerability of research participants; risks, benefits, and safety; privacy and confidentiality of information; justice; transparency; qualifications of the researcher; adequacy of facilities; and community involvement.

**Social Values.** This study aims to address the social problems pertaining to the oral communication apprehension of the Alternative Learning System (ALS) students. This study revealed the stories of ALS students as regards their oral communication apprehension. It is also the aim of this study to see the needs of the ALS student to fully help them in some aspects related to how they could learn more. Through this study, the drop out students who did not pursue their studies to continue and enroll in this program may be enlightened. This study has not sought to find loopholes in the program but rather to give an appreciation for it and to look for things that could make the program more beautiful. More importantly, the researcher did adhere to social value in research by being truly committed to the rigor of convergent parallel mixed-methods design utilized in this study.

**Informed Consent.** An informed consent form was obtained because this investigation required the assistance of ALS students. The following information was disclosed in the consent: the researcher's name and affiliation; must understand as an invitation to participate; reasons for considering potential participants; voluntariness; purpose of the research, procedures to be carried out by the researcher; expected duration of the individual's participation; any foreseeable risks, pain or discomfort, or inconvenience to the individual, including risks to the individual's health or well-being. However, for those under the age of 18, the researcher required parental consent to allow their children to participate in the study. Expected benefits of the research to the community or society at large, or contribution to scientific knowledge; respect for the privacy of research participants and the confidentiality of records in which they are identified; participants were free to withdraw from the study at any time. In addition, the research participants were given Informed Consent Forms to sign, which acted as their guidelines throughout the study.

**Vulnerability of the Research Participants.** Vulnerability of the participants was taken into consideration in this study in a way that interviews were only done during the availability of the participants. Moreover, in the administration of the survey questionnaires, the participants were asked to answer the instruments on their available time. In the study, the participants were less vulnerable as they were capable of making a decision to become part of the study.

**The Risks, Benefits and Safety.** Risks was minimized in such a way that a comfortable place is secured as I conducted the survey. Moreover, as a researcher, it was my responsibility to protect the rights of the respondents through ensuring that any concerns and demands of the participants were catered and addressed. The results in both qualitative and quantitative data were advantageous to the learners as it served as an eye-opener for them on how oral communication apprehension affects communication skills and how to cope with this problem. The learner learned to value the importance of communication. As a whole, this study provided deeper knowledge and understanding of experiences and oral communication apprehension of Alternative Learning System students.

**Privacy and Confidentiality of Information.** Participants were not forced to disclose information out of their willingness this was under the compliance with the requirements of the Data Privacy Act of 2012 for the assurance that the data cannot be traced back to participants. In answering the survey questionnaire, their names did not appear in the survey and their answers were held confidential. Codes was used to keep the identity of the participants in the study. Recorded oral recitations and interviews were transcribed by the researcher himself. As the researcher, it was my responsibility to secure the data gathered in the study and make sure they were only used for the purpose stated in the study.

**Justice.** In this study, the researcher ensured that the targeted participants were suitable for the investigation, and that the respondents were aware of their duties and were prepared to be open, honest, and truthful during the interview. Benefits were given to them in exchange for their involvement. As a result, the researcher acknowledged the contributions of ALS students as research volunteers who, in general, contributed to the study's overall success. In all of their endeavors, they were accorded proper credit. The said participants were given a token as a token of appreciation for taking on the burden of participating in

the research, and as part of providing them with access to the study's results, it is only fair that they be invited to the researcher's future conference presentation, as they are the primary beneficiaries of the research. Justice was also attained by ensuring that only the participant's statements pertinent to the research aims were included in the study and that they were properly and appropriately transcribed.

**Transparency.** The study did adhere to the principles of transparency by fully informing the participants that the research did just focus on the stories and oral communication apprehension of Alternative Learning System students. Additionally, the researcher asked help from ALS coordinators coming from different schools in Davao del Norte in order to identify the respondents and fully conduct the study. Moreover, the researcher did make sure that Conflict of Interest (COI) was eliminated for he looked for the fairness in treating the respondents. Also, transcribed recitations and interviews was presented and shared to the participants and they were being informed that the ongoing study is not funded or sponsored by any organization.

**Qualifications of the Researcher.** The researcher is credible to undertake the study on Alternative Learning System students, their stories and oral communication apprehension for he is a student in the University of Immaculate Conception taking up Master of Arts in Education major in English. Further, the interpretation of statistical data was credible as the researcher consulted the statistician for the interpretation of data. The choice of Schools Division of Davao del Norte as research locale and ALS students as participants was justified as the researcher is currently teaching in Higher Education.

**Adequacy of Facilities.** Adequacy of facilities were addressed as the main tool of the researcher in gathering data. In this study, an audio or video recorder was the primary facility used during the conduct of interview with the use of guide questions to gather data for the qualitative phase while, a survey questionnaire was used for the quantitative phase of this study and all these facilities were consulted through a panel of experts. With these facilities, the researcher had seen it as sufficient to gather the necessary data needed for the study thus, completed it successfully.

**Community Involvement.** There will be a community of teachers and learners who will attend during the Public Forum where this study will be initially presented. Particularly teachers from the Department of Education under the program of Alternative Learning System and the ALS students themselves will witness how oral communication apprehension serves as a challenge to ALS students. Also, the beneficiaries of this study are part of the community where the study was conducted.

## CHAPTER 3

### RESULTS

This chapter presents the results of data in both the quantitative and qualitative phases. The first phase is the quantitative part which displays the status of oral communication apprehension of ALS Students in Region XI when doing small group discussions, meetings, interpersonal conversation and public speaking. The second phase is the qualitative part which is presented in tables. The tables show the responses of the participants on their lived experiences regarding oral communication apprehension in doing small group discussions, meetings, interpersonal conversation and public speaking.

#### *Quantitative Phase*

#### **Status of the Oral Communication Apprehension in Small Group Discussion, Meetings, Interpersonal Conversation and Public Speaking of the ALS Students**

Table 1 shows the summary of the results of the oral communication apprehension of the ALS Students in Davao del Norte. Among the four identified indicators namely small group discussions, meetings, interpersonal conversation and public speaking, the highest mean of 18.49 was obtained by the indicator public speaking described as moderate which can be interpreted that ALS students have temperate level of oral communication apprehension in doing public speaking. On the other hand, the lowest mean of 16.99 was obtained by the indicator small group discussion described as low which means that ALS students have a little level of oral communication apprehension when doing public speaking.

Range Score	Small Group Discussion		Meetings		Interpersonal Conversation		Public Speaking	
	F	P	F	P	F	P	F	P
25 - 30	3	1.79%	3	1.79%	1	0.60%	5	2.98%
19 - 24	47	27.98%	57	33.93%	64	38.10%	66	39.29%
6 - 18	118	70.24%	108	64.29%	103	61.31%	97	57.74%
<b>TOTAL</b>	<b>168</b>	<b>100%</b>	<b>168</b>	<b>100%</b>	<b>168</b>	<b>100%</b>	<b>168</b>	<b>100%</b>
<b>Mean</b>	16.99		17.52		17.92		18.49	
<b>Standard Deviation</b>	3.52		3.24		2.89		2.66	

Table 1: Status of the Oral Communication Apprehension in Small Group Discussion, Meetings, Interpersonal Conversation and Public Speaking of the ALS Students

As depicted in the table above the 6-18 range score got the most number of frequency and percentage in all four indicators (small group discussion, meetings, interpersonal conversation and public speaking) respectively small group got the highest frequency of 118 respondents or equivalent to 70.24%, second to the highest is meetings which got 108 respondents or equal to 64.29%, next to it is the interpersonal conversation which got a 103 respondents or having an equivalent of 61.31% while the public speaking got the lowest frequency of 97 respondents out of 168 respondents which gained the percentage of 57.74%.

#### **Summary of Results of the Oral Communication Apprehension of the ALS students**

Table 2 shows the overall result of the oral communication apprehension of the ALS students in Davao del Norte which shows an overall mean of 70.92 described as moderate which means that the level of oral communication apprehension of the ALS students in Region XI is modest.

Range Score	Overall Oral Communication Apprehension	
	F	P
84 - 120	13	7.74%
56 - 83	142	84.52%
24 - 55	13	7.74%
<b>TOTAL</b>	<b>168</b>	<b>100%</b>
<b>Mean</b>	70.92	
<b>Standard Deviation</b>	9.58	

Table 2: Summary of Results of the Oral Communication Apprehension of the ALS students

Reflected in the table is, 142 of the respondents have moderate level of oral communication apprehension, 13 of which have a high level of oral communication apprehension and another 13 students have a low level of oral communication apprehension; similarly, it can be gleaned from the table that 84.52% of the ALS students have moderate level of oral communication apprehension and 7.74% has low and 7.74% has high level of oral communication apprehension. The mean score of 70.92 indicates that ALS students in Davao del Norte are having a moderate level of oral communication apprehension.

#### Significance of the Difference in Overall Oral Communication Apprehension When ALS Students are group according to Profile

Shown in Table 3 is the significance of the difference between the overall oral communication apprehensions of the ALS students when grouped according to their profile. Indicated also in this table is the means of each indicator of the Oral Communication Apprehension which shows Non Significant results.

Variable	Groups	n	Indicators				Over all Mean	Over all t/f	Over all p-value	Remarks
			SGD Mean	M Mean	IC Mean	PS Mean				
<b>Sex</b>	Male	83	17.25	17.67	17.87	18.55	71.36	.594	0.347	NS
	Female	85	16.74	17.36	17.95	18.42	70.48	.595	0.348	
<b>Age</b>	13-17yrs old	15	17.73	18.60	17.33	18.06	71.73	2.23		NS
	18-23 yrs old	73	16.49	17.36	17.87	18.52	70.26	0		
	24-29 yrs old	56	17.57	17.76	18.48	18.80	72.62		.090	
	30-35 yrs old	18	17.55	17.38	17.55	18.38	70.88			
	36 yrs old +	6	14.16	14.66	15.66	16.50	61.00			
<b>Highest Formal Educational Attainment</b>	Grade 1	9	19.11	18.44	18.22	18.55	74.33	.459		NS
	Grade 4									
	Grade 5	14	16.92	17.00	17.28	18.28	69.50			
	Grade 6									
	1st year High School	38	17.42	17.50	18.47	18.28	71.68		.236	
	2nd-year high school	63	16.41	17.38	17.79	18.98	70.50			
	3rd-year high school	44	17.04	17.70	17.75	18.00	70.91			

Table 3: Significance of the Difference in Overall Oral Communication Apprehension When ALS Students Are Group According to Profile

\* **SGD** – Small Group Discussion



- \* **M** – Meetings
- \* **IC** – Interpersonal Conversation
- \* **PS** – Public Speaking

We can also infer from the data that the overall profile of the ALS students in terms of their sex (p-value=.554 and .553), age (p-value=.068) and highest formal educational attainment (.766) difference is not significant since the combined computed p-value is greater than .05 level of significance (p-value > .05). Thus, we can conclude that no matter what is the gender, age and highest formal educational attainment of the student, it doesn't affect his apprehension towards oral communication.

### Profile of the Participants

Shown in Table 4 is the profile of the participants. It can be gleaned in the Table that the codes being used in the focus group discussion and in-depth interview are being provided. Also, the sex, age and highest formal educational attainment are presented in this table.

The profile of the participants is shown in this Table. Participants were chosen based on the following inclusion criteria: must be an ALS student enrolled in the school year 2018-2019, must be in the age of 13 years old and above either male or female. The participants of this study were the students of Alternative Learning System Program in the province of Davao del Norte, thus coding were used to protect and hide the identity of the respondents.

In the focus group discussion, majority of the participants are male and the oldest among them is FGD101 who's age is 33. Among the participants, there were three who are first year high school, three third year and one second year high school. In the in-depth interview there were 7 females and 3 of them were males and among the participants 19 is the youngest age and one participant was said to finish grade six and that was IDI003. The highest number of the formal educational attainment of the respondents was 2<sup>nd</sup> year high school. All respondents in the focused group discussion and in-depth interview were selected based on their qualification which suited to the criteria that best answered the research questions of this study.

FGD CODE	Sex	Age	Highest Formal Educational Attainment
FGD101	F	33	2 <sup>nd</sup> year HS
FGD102	F	22	1 <sup>st</sup> year HS
FGD103	M	21	1 <sup>st</sup> year HS
FGD104	M	20	3 <sup>rd</sup> year HS
FGD105	M	23	3 <sup>rd</sup> year HS
FGD106	M	20	3 <sup>rd</sup> year HS
FGD107	M	21	1 <sup>st</sup> year HS
IDI CODE			
IDI001	F	25	2 <sup>nd</sup> year HS
IDI002	F	26	1 <sup>st</sup> year HS
IDI003	M	30	Grade 6
IDI004	M	19	1 <sup>st</sup> year HS
IDI005	F	20	2 <sup>nd</sup> year HS
IDI006	M	24	3 <sup>rd</sup> year HS
IDI007	F	19	2 <sup>nd</sup> year HS
IDI008	F	27	2 <sup>nd</sup> year HS
IDI009	F	21	2 <sup>nd</sup> year HS
IDI010	F	22	1 <sup>st</sup> year HS

Table 4: Profile of the Participants

*Qualitative Phase***The Lived Experiences of ALS Students as regard to their Oral Communication Apprehension**

There were three essential themes drawn from the responses of the participants of the in-depth interview and focus group discussion. They are lack of grammatical and communicative competence, fear of committing mistakes and mastery through language engagement. It also talks about the lived experiences of the ALS students in Davao del Norte about their oral communication apprehension when they engaged in small group discussions, meetings, interpersonal conversation and public speaking.

ISSUES PROBED	CORE IDEAS	CODE/ CATEGORIES	ESSENTIAL THEME	THEORETICAL SUPPORT
Experiences in communicating using the English language	Having difficulty in communicating using the English language. Stuttering when speaking using the language. Being unable to express ideas in their minds. Struggling with formulating ideas because of a lack of grammatical skills. Having difficulty to decode ideas from fluent language speakers.	Difficulty in speaking and expressing ideas	Lack of Grammatical and Communicative Competence	Communicative Competence Theory  Grammatical Competence
Problems encountered in communication using the English language	Lacking understanding of unfathomable words because of insufficient vocabularies Having difficulty in constructing sentences because of an insufficient word to be used. Having difficulty in the semantic analysis due to lack of vocabulary knowledge. Speaking without fluency.	Lacking understanding of vocabularies		
Emotions felt for having an idea but cannot communicate the English language.	Being afraid to communicate because of fear of humiliation. Being nervous to communicate in front of many people. failing to express ideas because of fear to be mistaken. Being unable to express ideas because of the fear of committing mistakes in grammar.	Fear and being nervous	Fear of Committing mistakes	Foreign Language Anxiety

Feeling of Apprehension in communicating using the English language	Feeling of fear to commit mistakes in speaking using the language. Feeling anxious to respond using the English language. Being unable to communicate because of uncertainties in using the language. Feeling apprehended in using the English language in front of intelligent people. Failing to express ideas during a class recitation	Uncertainties and feeling anxious		
Experiences find as best in communicating using the English language.	Applying the learning in the English language in a job application. Presenting reports in the class using the English language. Participating in class discussion using the English language. Presenting ideas which are memorized. Introducing oneself using the language.	Being engaged in using the English language	Mastery through language engagement	Mastery Learning Theory
Instances where ALS felt confident in communicating using the English language	Talking to family and close friends using the English language. Responding to teachers' question during the class discussion. Giving reasons or speech in front of the teacher.	Being exposed to English language use.		

Table 5: Lived experiences of ALS students as regards to their Oral Communication Apprehension

**Lack of Grammatical and Communicative Competence.** This is one of the emerging themes from the responses of the participants during the in-depth interview and focus group discussion with the following codes difficulty in speaking and expressing ideas as well as lacking understanding of vocabularies. Similarly, participants mentioned that because of their minimal vocabulary and low level of grammatical and communicative competence, they are apprehensive to engage themselves in communication using the English language.

Consequently, Student 1 affirmed that:

*Primero kay ma kulbaan then maulaw pud ko sa mga tao nga maminaw kay basig ma correctionan akong English... tapos kung daghan pud ug tao kay mahadlok pud ko mo gamit ug English... (IDI 001)*

At first I feel nervous and a little bit ashamed to those individuals who listened because, they might correct the way I talk using English... and then if there are many people, I tend to be afraid in using English...

Similarly, Student 2 confirmed that:

*kulba tas hadlok kay basi unyag kataw-an ka. Niya mag English-English, mo ingon silag “ay tuga-tugag English niya dili man di kabalo, ma wrong grammar pajud” (IDI 002)*

I really felt nervous and afraid because the tendency is that, others will laugh at you. When you will use English, somebody will say “Trying to use English but do not know how to use it correctly”.

Lastly, Student 103 mentioned that;

*Para sa akoo sir kay makulbaan syempre dili jud malikayan baya nga naa gyuy mga tao nga judgemental kayo ba. Mahadlok ko mamali ug storya kanang ma incorrect ang pag gamit sa grammar, mao rajud na akong fear sa English sir. (FGD103)*

For me sir, I really felt nervous since it is undeniable that there are some people who are judgmental. I am really afraid to commit mistakes when talking particularly on the use of incorrect grammar that is really my fear in English sir.

**Fear of Committing Mistakes.** Another essential theme drawn from the responses of the participants is fear of committing mistakes with subcategories namely fear and being nervous as well as uncertainties and feeling anxious. Participants confirmed that they fear, nervous and anxious when they have an idea but they cannot communicate well using the English language.

Consequently, Student 1 stated that:

*Katong naka try ko ug report then nahadlok ko ug naka bati ko ug ka kulbakay syempre wala mi naanad pag gamit ug English tapos akong mga classmates pud kusog kaayo sila mag judge sa imo through eyes lang. (IDI 001)*

The time that I tried reporting in class, I felt fear and nervous because I am not used to talk using English and aside from it my classmates are making judgement through their eyes.

Additionally, Student 6 mentioned that:

*Katong nag oral me gipa explain man jud meg English mao to na time na na hadlok ko kay ge kataw'an ko, mahadlok ko sa pag gamit ug English kaybasin ma kataw'an ko sa ako mga classmate dile man jud na ma likayan labi nag naa silay mga kaalam. (IDI 006)*

During the time that we were asked to do oral recitation with the use of English language, I feared using English because I was afraid that my classmates will laugh at me and I know that situation cannot be avoided especially if they are knowledgeable in English.

Likewise, participant 104 stated that:

*Ang akola sir kay kana bitaw'ng mag extemporaneous mi sir tapos ang mga questions kay English tapos kailangan nimo eh explain pag ayo nga wala kay ma estorya na bisaya kay ma minus sa points. (FGD104)*

On my part sir is that, when we are having extemporaneous speaking then the questions are in English form which you need to explain thoroughly without using Visayan language otherwise there will be a deduction in your points.

**Mastery through Language Engagement.** This is the last essential theme that emerged from the responses of the response in-depth interview and focus group discussion. It has a subcategory namely being engaged in using the English language and being exposed to English language use. Participants mentioned that their best experience with the language is being able to use it in communication for exposure so that they would learn the language.

Accordingly, student 2 illustrated that:

*Para sa akola sir kay kanang mag video call mi sa akoang mama sir kay mag English-english man siya niya ako kay ganahan rapud ko kay sayon raman iyang English dali ra kaayo ko maka tubag ug English pud. (IDI 002)*

For me sir, every time my mother and I are having some video call, she is always using the English language upon talking to me and every time she does it, I find it good since I can also respond using the English language because the words that she is using are the simple ones.

Moreover, Student 6 added that:

*sa akola sir is katong time na gipa speech ko sa atubangan sa amo maestra nga ge pa experience meg speech about sa among mga experience in lifegamit ang English. (IDI 006)*

For me sir, is the time when I was obliged to deliver a speech in front of my teachers. They let us experience delivering a speech about our experiences in life using the English language.

Lastly, Student 7 affirmed that:

*Naka bati ko ug kumpyansa sa pag gamit og English sa panahon nga naka sulod kog trabaho sa usa ka kompanya katong sa pag interview sa akola through English, salig ko na mag gamit ug English kay ge tun'an man me sa ALS so nagamit pud nako. (IDI 007)*

I felt that I had boost my confidence in using English during the time when I already had a work in a certain company. During my interview, I really believed that I will be able to use the English language correctly since it was being taught to us in ALS and luckily, I had used it.

### **Insights Shared by ALS Students as regards to the Contribution of their Demographic Profile in Oral Communication Apprehension**

There were five essential themes which were drawn from the responses of the participants from their in-depth interview and focus group discussion. It also talks about the insights that can be shared by the ALS students in Davao del Norte about their oral communication apprehension when they engaged in small group

discussions, meetings, interpersonal conversation and public speaking. The essential themes that emerged from the interview and discussion were continuing learning despite the age, lesser emphasis on English language in curriculum, constant practice in using the language, integration and exposure to English resources and provision of facilities to enhance learning.

<b>ISSUES PROBED</b>	<b>CORE IDEAS</b>	<b>CODE/ CATEGORIES</b>	<b>ESSENTIAL THEME</b>	<b>THEORETICAL SUPPORT</b>
Effects of Demographic Profile to Communication Apprehension of ALS students	<ul style="list-style-type: none"> <li>- Thinking that sex and age didn't affect communication using the English language.</li> <li>- Finding age as not the basis of communication apprehension</li> <li>- Being knowledgeable through hard work to learn and not by age, sex, or status.</li> <li>- Having the willingness to learn depends on the learning of ALS students and not by their ages.</li> </ul>	Finding age as not a barrier	Continuing learning despite the age	Adult learning theory
Reasons for Apprehension in communicating using the English language	<ul style="list-style-type: none"> <li>- Lacking language enhancement.</li> <li>- Finding previous learning as not substantial</li> <li>- Finding subjects in ALS not focusing on English subjects</li> <li>- Having limited time in studying the language.</li> </ul>	Focusing not on English subject in ALS curriculum	Lesser Emphasis on the English language in Curriculum	Curriculum theory
Learnings from Experiences in trying to Communicate using the English language	<ul style="list-style-type: none"> <li>- Having some improvement in using the English language when exposed to it.</li> <li>- Practicing oneself in communicating using the English language.</li> <li>- Relying not on only to what is taught by the teacher.</li> <li>- Reading a lot to practice more.</li> <li>- Trying to speak straightly using the language without the fear of committing mistakes.</li> <li>- Seeking an opportunity to learn more despite</li> </ul>	Practicing and engaging oneself to speak English language	Constant Practice in using the language	English Language Development - Behavioral theory



	<p>criticisms</p> <ul style="list-style-type: none"> <li>- Observing other people communicate to learn from them.</li> <li>- Studying is the opportunity one must not miss.</li> <li>- Considering learning as a tool for a successful future</li> <li>- Having the confidence to express the feelings and ideas without apprehension</li> </ul>			
	<ul style="list-style-type: none"> <li>-Studying more and surfing the internet for more learnings</li> <li>- Reading dictionaries for vocabulary enrichment.</li> <li>-Reading English books and noting important details</li> <li>- Watching English movies and study how native speakers deliver their language.</li> </ul>	Enriching vocabularies through books, dictionaries and movies	Integration and Exposure to English Resources	
Viewpoints to address ALS program	<ul style="list-style-type: none"> <li>- Helping students who wish to stop studying.</li> <li>- Having more accomplishment in the near future if ever supported by concerned agencies</li> <li>-Asking help from agencies to address the issue like lacking facilities.</li> <li>- Needing additional teachers to give quality education.</li> <li>-Having conducive classrooms for more effective learning</li> </ul>	Assisting ALS program authorities for support to have more accomplishments in the future	Provision of facilities to enhance learning	School Facility (a proposition of Schneider, 2002)

Table 6: Insights Shared by ALS Students as regards to the Contribution of their Demographic Profile in Oral Communication Apprehension

**Continuing Learning despite the Age.** This is one of the emerging themes from the responses of the participants from their in-depth interview and focus group discussion with the subcategory finding age as not a barrier. The participants mentioned that their demographic profile most especially their age has no effect to their oral communication apprehension it's just a matter of difference among individuals in terms of having the intelligence and skill in using English language.

Consequently, Student 4 confirmed the idea stating:

*Ang akong edad sa pag sulod dire sa ALSis wala jud naka epekto sa akoang communication skills kay dile man basihan sa edad gud naga dependi lang na sa pag paningkamot og sa knowledge sa tao..(IDI 004)*

When I joined ALS my age did not affect my oral communication skills because age is not a basis, it will depend on the hard work and knowledge of a person.

However, student 8 contradicted the statement, saying:

*Naka apekto akong edad sa akong communication skills gamit ang English kay lack ko ug self-confidence sa akong kaugalingon kay ma unhan ko sa kaulaw ug kahadlok lahi atong mas bata pa nako taas silag confidence. (IDI 010)*

My age affected my communication skills using English because I lack self-confidence in myself due to the reason that I always get ashamed and fear as well compared to those students who are younger than me.

Lastly, FGD participant affirmed the idea as well stating:

*Sa edad nako nag sulod ug ALS kay 24, para sa akoo walay taas ug edad or gamay ug edad basta kay willing ka makabalo sa gusto nimo ma tun-an. Para sa akoo equal lang sa tanan ma 17 man ka or ma 19 pantay lang jud siya sir. (FGD103)*

I am 24 years old the time I entered ALS then for me, there is no classification of age whether you are old or young as long as you are willing to learn the things you wanted. For me, it is equal 17 or 19 all ages are just equal.

**Lesser Emphasis on the English Language in Curriculum.** This is another theme that emerged from the responses of the participants from their in-depth interview and focus group discussion with the subcategory finding age as not a barrier. The participants mentioned that the reasons of their apprehension in communicating the English language is because the ALS curriculum has little emphasis on the English subject. As a result, they are not learning the basics of it and they have mentioned also that those students in a formal school are advantageous than them who are in ALS Program.

Correspondingly, Student 1 confirmed that:

*Para sa akoo sir nahimong mahadlokong susama nako nga ALS student sa English kay wala man gud kaayo na gi tudlo sa amoa, niya isa pa naga focus lang jud mi sa essay writing... (IDI001)*

For me sir, I became fearful as an ALS student since using the English language was not being taught to us thoroughly. Also, our only focus is on essay writing...

Additionally, Student 3 said that:

*Kasagaran man sa ALS gud ano essay ang gina hatag sa amoa then pag dating sa pag train makig estorya gamit ang English gamay rapud kaayo dili pud kayo mi maka tuon sa pag construct sa English na ma fluent jud. (IDI003)*

Usually teachers of ALS give a task mostly about essay, so when it comes to speaking using the English language we only have a limited knowledge about it which somewhat hinders us to be fluent in using the English language.

Also, Participant 105 said that:

*Para sa ako sir na train man mig English sir pero dili sa pag estorya or sa pakig communicate na train mi ug English sap ag sulat sir more on writing man gud amoa. Siguro sir mahadlok sila magka mali niya mahadlok eh judge sa mga tao. (FGD105)*

For me sir, we are trained how to use the English language but the main focus is not on using it through communicating orally rather we are just being taught in writing using the language. Maybe sir they are afraid to commit mistakes and be judged by the people.

**Constant Practice Using the Language.** Another overarching theme that was drawn from the responses of the participants from their in-depth interview and focus group discussion is constant practice in using the language with a subcategory namely practicing and engaging oneself to language. Consequently, the participants made mentioned that most of their experiences when talking about English language communication is most of the time, they must practice and engage themselves in language.

Consequently, Student 2 mentioned that:

*dile ka mag tan'aw sa mo kanchaw og mag porsige ka og basa-basa para mo hanas ka sa pag estorya og English unya at the same time imoha pud sabton labi na og kanang mga laglom na gyud bitaw nga mga English. (IDI005)*

You should not mind the people that will mock you instead you should be determined to read and read for you to be able to be fluent in using the English language and of course you should understand particularly those words that are unfamiliar.

Moreover, FGD participants confirmed and affirmed the idea as well stating:

*Kanang sa pag panarbaho diha gyud nako na experience ang kaagi, though dili gyud ko fluent. Kinahanglan lang gyud eh improve gyud ang pag gamit sa English kay ma communicate man gud nimo ug tarong ang mga tao nga mayo sa English, using English dali lang ang conversation. (IDI001)*

I had experienced a lot when I was working since I am not fluent in speaking using the language. All we need to do is to improve in using the English language because you can communicate well to those people who are good at it.

Student 5 said the same idea as well stating:

*Dapatmag more on study about English, kay para ma enhance pag ayo ang vocabulary para madungagan pa ang kahibalo ug mag practice sa speaking aron mawala imong kabulba sa pakig estorya sa ubang tao, eh improve ang imong self-confidence ug self-esteem. (FGD105)*

There is really a need to study more about English to enhance your vocabulary and for an additional knowledge and practice in speaking to vanish the nervousness every time you are going to talk in front of other people. There is also a need to improve your self-confidence and self-esteem.

**Integration and Exposure to English Resources.** Another theme that was drawn from the responses of the participants from their in-depth interview and focus group discussion is integration and exposure to English resources with a subcategory namely enriching vocabularies through books, dictionaries and movies. Consequently, the participants made mentioned that in order for them to improve their English especially in oral communication is, they use resources like dictionary, books written in English and others. Most especially they mentioned that they find it necessary to understand and rehearse first what they want to say.

Reluctantly, Student 9 mentioned that:

*Sa akoo pud sir, kinahanglan jud nga daghan kag buhaton para masabtan jud nimo kung unsay imong masulti, pahiras anang makig estorya sa ubang tao gamit ang English. (IDI009)*

For me sir, there is a need for you to look for a lot of ways for you to be able to understand what are you going to say just like communicating to others using the English language.

In addition, Participant 10 said that:

*Isip ALS student sir sa pag gamit sa English dapat naa kay learning. kasagaran pud ang pag gamit sa English murag lisod jud siya gamiton maongdapatmag practice gyud unsaon pag gamit sa English sa pakig estorya sa ubang tao. (IDI010)*

As an ALS student sir, in using the English there is a need to have enough learning. Usually, using the English language is difficult that is why it is really of necessity to practice on how to use the language in communicating to others.

Consequently, Participant 102 affirmed that:

*Kinahanglan jud sir nga mag study pajud niya kinahanglan, kumbaga ibutang nimo sa imong sarili nga kung unsa ra imong nahibal-an dili jud pwede na mao rana, kinahanglan dungagan pajud nimo na. (FGD102)*

There is a need to study more sir, and you should always bear in mind that you should not limit yourself in terms of learning, you should add more on the learnings that you have.

**Provision of Facilities to Enhance Learning.** The last theme that was drawn from the responses of the participants from their in-depth interview and focus group discussion is the provision of facilities to enhance learning with a subcategory namely aiding ALS program for more accomplishments. Additionally, the participants made mentioned about their viewpoints to address the difficulties of students through ALS program provision of advanced facilities that will aid the ALS program to more accomplishments.

Reluctantly, participant 107 made mentioned that:

*Dapat each barangay of different municipalities butangan gyud nila ug ALS samot natong sa mga bukid-bukid nagud na lugar... Dungagan unta nila ang maestro sa ALS kay para sa ingon mahatagan gyud nila ug pagtagad ang mga dropout students. (FGD 107)*

Each barangay of different municipalities must have an ALS program especially in the mountainous areas... Authorities must help the program by hiring more teachers in order to give importance for those dropout students.

Additionally, participant 102 said that:

*Dapat musuporta ang mga ahensya sa mga plano sa ALS kay sa ALS man gud sir kay daghag mga estudyante pero kulang ug teacher, facilities ug mga kagamitan para mas maka tabang sa pag tuon sa mga ALS students. (FGD 102)*

Authorities and Government Organizations (GO) must support the plans of the ALS program because in ALS there are so many students but they lack teachers, facilities and learning equipment to really aid the learning process of the ALS students.

lastly, Student 3 said that:

*Mangayo ko ug tabang sa government nga tagaan ug pagtagad ang ALS kay kulang ug ano kagamitan labin na sa estudyante sa ALS nasalabas lang ng classroom at kulang ang facilities gyud. (IDI 003)*

I would like to ask help from the government agencies to help and give attention to the ALS program because it lacks facilities like classroom wherein students are having their class outside.

## **Data Integration of the Salient Qualitative and Quantitative Findings**

Table 5. Joint Display of Salient qualitative and quantitative findings revealed the corroboration of the results of the two data. In this table the integration of both qualitative and quantitative findings is depicted that leads to the identification if the results were converging or diverging. Also, provided below is the axiological implication of the corroboration of the findings respectively; The feeling of being afraid affects the delivery of the speech, ALS students are not used and exposed to public speaking, with this reason they are afraid and nervous to deliver communication in front of many people, There is a level of confidence in using English language when ALS students know that there are only few people listens to them and if they are willing to engage with the conversation, and ALS students were not that confident in using English language in communication because of some difficulties experienced by them.

Aspects or Focal Points	Quantitative Findings	Qualitative Findings	Nature of data Integration	Axiological Implications
Oral Communication Apprehension	Table 1.1 on Summary of Results of the Oral Communication Apprehension in small group discussion, meetings, interpersonal conversation and public speaking. Under the column 5 which is the public speaking indicator (items 19-24) got the highest mean of 18.49 with the standard deviation of 2.66 - items 22 and 24 respectively <i>I have jumbled and confused thoughts when I am giving a speech and I get so nervous I forget facts I really know while giving a speech.</i>	Table 3 on lived experiences of ALS students as regards to their oral communication apprehension highlight the code <i>uncertainties and feeling anxious</i> with core ideas <i>being unable to communicate because of uncertainties in using the language, and Failing to express ideas during class recitation</i>	Merging - Converging	The feeling of being afraid affects the delivery of the speech.
	Table 1.1 on Summary of Results of the Oral Communication Apprehension in small group discussion, meetings, interpersonal conversation and public speaking. Under the column 5 which is the public speaking indicator (items 19-24) got the highest mean of 18.49 with the standard deviation of 2.66 – item 19 respectively <i>I have no fear of giving a speech in public.</i>	Table 3 on lived experiences of ALS students as regards to their oral communication apprehension highlight the code <i>fear and being nervous</i> with core ideas <i>being nervous to communicate in front of many people</i>	Merging - Diverging	ALS students are not used and exposed to public speaking, with this reason they are afraid and nervous to deliver communication in front of many people.
	Table 1.1 on Summary of Results of the Oral Communication Apprehension in small group discussion, meetings, interpersonal	Table 3 on lived experiences of ALS students as regards to their oral communication apprehension highlight the code <i>Being</i>	Merging - Converging	There is a level of confidence in using English language when ALS students know that there are only few



	<p>conversation and public speaking. Under the column 2 which is the small group discussion indicator (items 1-6) got the mean of 16.99 with the standard deviation of 3.52 - items 2, 4 and 6 respectively <i>I am comfortable while participating in group discussion, I like to get involved in group discussions and I am calm and relaxed while participating in group discussions.</i></p>	<p><i>engaged in using English language with the core ideas presenting reports in the class using English language and participating in class discussion using English language</i></p>		<p>people listens to them and if they are willing to engage with the conversation.</p>
	<p>Table 1.1 on Summary of Results of the Oral Communication Apprehension in small group discussion, meetings, interpersonal conversation and public speaking. Under the column 3 which is the meetings indicator (items 7-12) got the lowest mean of 17.52 with the standard deviation of 3.24 – items 8,9 and 12 respectively <i>I am comfortable when I have to participate in a meeting, I am very calm and relaxed when I am called upon to express an opinion at a meeting and I am very relaxed when answering questions at a meeting.</i></p>	<p>Table 3 on lived experiences of ALS students as regards to their oral communication apprehension highlight the code <i>being exposed to English language use with core ideas talking to family and close friends using English language in a meeting and responding to teachers' questions during class discussion.</i></p>	Merging - Converging	<p>The use of English language can easily be done if students can assure that the people they are talking to can understand their situation on the level of their mastery in oral communication skills.</p>
	<p>Table 1.1 on Summary of Results of the Oral Communication Apprehension in small group discussion, meetings,</p>	<p>Table 3 on lived experiences of ALS students as regards to their oral communication apprehension highlight</p>	Merging - Diverging	<p>ALS students were not that confident in using English language in communication</p>

	interpersonal conversation and public speaking. Under the column 4 which is the interpersonal conversation indicator (items 13-18) got the second highest mean of 17.92 with the standard deviation of 2.89 – items 14, 16 and 17 respectively <i>I have no fear of speaking up in conversations, ordinarily I am very calm and relaxed in conversations and I feel very relaxed while conversing with new acquaintance.</i>	the code <i>difficulty in communicating and expressing ideas with the core ideas having difficulty in communicating using English language, stuttering when speaking using the language and being nervous and unable to express ideas in their minds</i>		because of some difficulties experienced by them.
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Table 7: Data integration of the Salient Qualitative and Quantitative Findings

**Oral Communication Apprehension.** The result showed that the quantitative phase and qualitative phase of the study converged when merged with its findings and results. Specifically, on Table 1.1 on Summary of Results of the Oral Communication Apprehension in small group discussion, meetings, interpersonal conversation and public speaking under column 5 which is the public speaking indicator got the highest mean of 18.49 *I have jumbled and confused thoughts when I am giving a speech and I get so nervous I forget facts I really know while giving a speech* has the same result with the qualitative finding on the Table 3 on lived experiences of ALS students as regards to their oral communication apprehension highlight the code *uncertainties and feeling anxious* with core ideas *being unable to communicate because of uncertainties in using the language, and Failing to express ideas during class recitation.*

On the other hand, the same converging findings revealed on quantitative result on Table 1.1 on Summary of Results of the Oral Communication Apprehension in small group discussion, meetings, interpersonal conversation and public speaking. Under column 2 which is the small group discussion indicator got the mean of 16.99 *I am comfortable while participating in group discussion, I like to get involved in group discussions and I am calm and relaxed while participating in group discussions* and the qualitative result on Table 3 on lived experiences of ALS students as regards to their oral communication apprehension highlight the code *being engaged in using English language* with the core ideas *presenting reports in the class using English language and participating in class discussion using English language.*

Consequently, another result has shown about the parallel result of quantitative and qualitative phase. On quantitative phase on Table 1.1 on Summary of Results of the Oral Communication Apprehension in small group discussion, meetings, interpersonal conversation and public speaking. Under the column 3 which is the meetings indicator got the lowest mean of 17.52 *I am comfortable when I have to participate in a meeting, I am very calm and relaxed when I am called upon to express an opinion at a meeting and I am very relaxed when answering questions at a meeting.* Further, the same on qualitative result on Table 3 on lived experiences of ALS students as regards to their oral communication apprehension highlight the code *being exposed to English language use* with core ideas *talking to family and close friends using English language in a meeting and responding to teachers' questions during class discussion.*

Lastly, another salient result from both quantitative and qualitative phase revealed parallel findings. For the quantitative phase on Table 1.1 on Summary of Results of the Oral Communication Apprehension in small group discussion, meetings, interpersonal conversation and public speaking. Under the column 4 which is the interpersonal conversation indicator got the second highest mean of 17.92 *I have no fear of speaking up in conversations, ordinarily I am very calm and relaxed in conversations and I feel very relaxed while conversing with new acquaintance.* On the other hand, on qualitative phase on Table 3 on lived experiences of ALS students as regards to their oral communication apprehension highlight the code *difficulty in communicating and expressing ideas* with the core ideas *having difficulty in communicating using English language, stuttering when speaking using the language and being nervous and unable to express ideas in their minds.*

### Action Plan Based on the Findings of the Study

The action plan based on the findings of this study is shown in Table 6. Illustrated in the table under the first column are the problems that was being identified based on the result of the study and objectives to be attained are under second column while on the third column are the suggested activities planned by the researcher to address the problem perceived. Fourth column are the persons involved or in charge of the said activities and time element falls under the last column that will identify the number of days or months the activity will last.

Title of Action Plan: Enriching and Honing the Communication Alternative Learning System Students

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### Rationale:

Every student has his/her own weaknesses and difficulties, one of it is the difficulty of using English language in talking or communicating with other individuals who are using the said language. Based on the result of this study the teacher has a great role in the lives of every student but teachers cannot practice their expertise if problems in using English are experienced due to the factors of deficiencies of the materials and facilities, this is the first problem that being revealed in the study. The said problem may also link to cause another problem experienced by the students just like the lack of development when it comes to

PROBLEMS	OBJECTIVES	ACTIVITIES/ ACTION NEEDED	PERSONS/ PROGRAM INVOLVED	TIME ELEMENT
The number of months in the ALS program is not enough.	1. To lengthen the number of months. 2. To make the students be more equipped with skills and knowledge.	Modification of the curriculum currently used by the ALS Program.	Department of Education under the Program of Bureau of Alternative Learning System (BALS)	3 months
Lack of vocabulary	1. To widen the vocabulary skills of the students	Vocabulary enhancement activities • Previewing in	ALS- English teachers and ALS students	During the 1 <sup>st</sup> month up to the last month

	2. To improve their comprehension when it comes to reading difficult words.	Context <ul style="list-style-type: none"> <li>• Self-Collection</li> <li>• Language Families</li> <li>• Prefix, Suffix, Root Study</li> <li>• Word Sleuthing</li> <li>• Word Contest</li> </ul>		of each year
Fear of speaking in front of a crowd.	1. To boost the confidence of the ALS students in public speaking.  2. To build students' self-trust and self-image.	Public Speaking Activities. <ul style="list-style-type: none"> <li>• Tell A photo story</li> <li>• 30 seconds Filler-free</li> <li>• Make a Commercial</li> </ul>	ALS- English teachers and ALS students	Twice a month.

Table 8: Action Plan Based on the Findings of the Study

their knowledge and skills specifically the lack of vocabulary due to these reason ALS students became apprehensive to talk and was afraid to use the English language in speaking to the front of many people, thus the aim of this action plan is to help the ALS students improve their skills in using the English language through various activities proposed by the author that is reflected in the table below.

**The number of months in the ALS program is not enough.** One problem that was perceived based on the result of the study is about the limited number of months for the ALS students in honing their skills and gaining knowledge during the range of their schooling in the ALS Program. It became a factor why the said students are apprehensive when it comes to communication using the English language. The action plan created aimed to resolve the problem with the help of the curriculum makers by revisiting how must the ALS Program modify the number of months in actual instruction be extended in order to conduct the suggested activities in the action plan.

**Lack of vocabulary.** Another problem was identified and that is the lack of vocabulary of students resulting them not to communicate using the English language because of having difficulty in choosing the right words to express their ideas and even to understand statements delivered by other persons due to the reason that there are unfamiliar words used by the speakers. As part of this action plan teachers are being encouraged to conduct vocabulary enhancement for students having its time table that is good for the whole duration of the program. Through this, teachers will be able to help their students learn vocabulary words.

**Fear of speaking in front of a crowd.** Students are commonly known to have this kind of problem and based on the findings ALS students are really having fear in talking to public. This problem should not be neglected and will be given full attention by the ALS teachers are being encourage to become more versatile when it comes to teaching strategies that will help their students improve their confidence in talking in front of many people just like giving speaking skills activity which is extemporaneous speaking. Such activity should be done at least twice a month to practice students in making communication in front of a crowd.

## CHAPTER 4

### DISCUSSION

This chapter presents the analysis and interpretation of data in both the quantitative and qualitative phases with connection to some studies conducted by the authors.

#### *Quantitative Phase*

#### **Status of the Oral Communication Apprehension in Small Group Discussion, Meetings, Interpersonal Conversation and Public Speaking of the ALS Students**

The Status of the oral communication apprehension (OCA) in small group discussion, meetings, interpersonal conversation and public speaking of the ALS students in Davao del Norte is moderate since the computed mean of the three indicators namely meetings, interpersonal conversation and public speaking is moderate which means that the level of communication apprehension of ALS students in Davao del Norte have temperate level of oral communication apprehension. On the other hand, the indicator small group discussion has the descriptive rating as low which means that the level of OCA of ALS students in Davao del Norte is moderate. Thus, we can infer that students may develop sense of self-esteem when engaging to small group discussions.

This results correspond to recent definition of oral communication by Horowitz (2001), a contemporary of McCroskey (1997), whose research is focused on the effects of anxiety. He elaborated that anxiety or fear suffered by an individual of either actual or anticipated communication, with a group of people like small group of peers or a person, may profoundly affect their oral communication, social skills, and self-esteem (Horwitz, 2002). Thus, we can profoundly connect as well the result of this study to the proposition presented that ALS students have moderate level of oral communication apprehension for they have anxiety and fear in engaging social communication considering their level of understanding and knowledge with the English language.

In addition, the descriptive rating of this study was found to be synonymous to one research conducted in Communication Apprehension (CA) which consistently uses a rating scale that ranges from high level of apprehension to low with varying degrees between. An individual that is rated having high level of CA experiences has great anxiety and apprehension across multiple situations where oral communication is required. Further, an individual with low level of CA experiences little anxiety or apprehension during varying situations where oral communication is required. Lastly, an individual that is found somewhere in the middle is considered to have moderate level of CA and experiences some anxiety and apprehension during some situations where oral communication is required (Horwitz, 2002).

#### **Summary of Results of the Oral Communication Apprehension of the ALS students**

The level of oral communication apprehension of the ALS students in Davao del Norte was found to be under the moderate level which means that oral communication apprehension of the ALS students in Region XI is temperate or to the extent that there are some anxiety or fear when the students are engaged to social interactions or when speaking in front of many people.

Consequently, the findings are similar to the findings of the study of McCrosky (1976) which noted that those students who have moderate communication apprehension at the preschool level, negative reinforcement of their peer and teacher can make them highly apprehensive. Thus, the ALS students of Davao del Norte may lack reinforcement from their peers and a bigger impact from their teachers which



made them not to talk and express their ideas because of the anxiety and fear to communicate with other people.

Subsequently, the results affirmed that communication anxiety befalls in a range of settings and repeatedly results in adverse upshots for both utterers and addressees. Moreover, communication apprehension must be lectured by language educators, especially those schooling second or overseas languages. This is because according to Amogne and Yigsaw, (2013), students who already have some level of communication uneasiness in their inborn language will encounter more anxieties in learning different languages.

#### Significance of the Difference in Overall Oral Communication Apprehension when ALS Students are group according to Profile

ALS students in Davao del Norte when group according to their demographic profile in engaging small group discussions found no significant difference, this implies that the innate fear or anxiety of the students in engaging themselves in communication was not influenced by their demographic profile. Additionally, in engaging meetings found also no significant difference. It can be inferred that students fear and anxiety in using the language make them not comfortable in participating meetings.

Likewise, studies have replicated a very consistent finding that people with high communication apprehension talk much less in a group discussion setting than do people with low communication apprehension. as expounded by Bholat, (2013), Individuals were unable to avoid being in a group discussion, as a result those individuals who possess high communication apprehension were found to be infrequent participants while those with low communication apprehension were found to participate extensively. Further, Adler, Elmhorst, & Lucas (2013) explained that working in groups can help students hone their skills as communicators, problem solvers, conflict resolvers and time managers, which are all skills that their future employers will demand.

Consequently, participating in class or group discussion according to Junyu(2017), it would not be as simple as some might imagine, that one or few just go ahead and throw out whatever across their minds. Instead, it asks for communication, interpersonal, analytical and problem solving skills that students might get first place, especially these skills could be socio-academically contextual.

In addition, anxiety in meetings at work can be a problem for those with social anxiety disorder (SAD). For instance, Acey (2012) explains that perhaps they have missed out on promotion opportunities because they didn't speak up in meetings like your colleagues. Or, maybe they have avoided promotions completely because they would mean that they would have to attend more meetings. Thus, we can also say that ALS students might lose lots of opportunity in not participating in meetings for they are not of the consolidated efforts and consensus agreement within peers.

Moreover, it is also said by Richards(2013), that a specific social or meeting phobia would be the fear of speaking in front of groups, whereas generalized social anxiety indicates that the person is anxious, nervous and uncomfortable in almost all of social situations.

In engaging interpersonal conversations, it was also found that there is no significant difference, it can be concluded as well that because of the anxiety and fear of the ALS students in communication using English, they tend not to talk with others and stay aloof for themselves. Lastly, in public speaking it was also found that there is no significant difference in which it can be drawn as well that because of the anxiety and fear of the ALS students in communication using English, they preferred not to talk in front of many people because they were afraid to commit mistakes and be mocked in front of the crowd.



In addition, interpersonal communication comprises negative reaction to a task of interacting with another individual, or persons that generates strong avoidance tendencies. Hence, Beatty (2010) affirms that when a highly (communication) anxious person is given a chance to avoid communication, he or she will avoid communication which the results of this study also revealed. ALS students tend to avoid communication to feel at ease and to be safe in not engaging themselves in the actual conversation with others.

However, interpersonal communication skills are developed and may be enhanced or improved with increased knowledge and practice. This results affirms that of Crosby and Anderson(2012) which revealed that during interpersonal communication, there is message sending and message receiving. This can be conducted using both direct and indirect methods.

Consequently, it is also said that if an individual is having an apprehension in public speaking, he/she will feel fear, anxiety or discomfort when confronted with the task of speaking in front of an audience. Although public speaking anxiety is natural and normal, it can interfere with verbal and non-verbal delivery, which makes a speech less effective (Donohue and Motley, 2013).

### *Qualitative Phase*

#### **Lived experiences of ALS students as regards their Oral Communication Apprehension**

The research questions generally focused on the experiences of ALS students in their oral communication apprehension. The implications of essential themes that emerged from the transcriptions of the participants are as follows.

**Lack of Grammatical and Communicative Competence.** It was revealed in this study that ALS students experienced difficulty in communicating and expressing ideas. This difficulty is manifested when they stutter when speaking using the English language and are unable to express ideas because of insufficient knowledge about grammar and the skills in communication. This results confirms that of Fikron (2018) stating that the learners' speaking skill had become the main goal in learning language, grammatical competence is believed to have a big role in learners' language production, especially in oral communication. Lacking of these competencies resulted to oral communication apprehension.

Moreover, ALS students elucidated that they experienced struggles in formulating ideas because of lack of grammatical skills which resulted to failure to construct the ideas into actual communication which correlates with Praise and Meenakshi (2015), who stated that the learners tend to commit grammatical errors in which at the same time they are unable to express the ideas present in their mind because they lack proper grammatical knowledge. This also tends them to find it difficult to decode ideas from fluent language speakers.

Further, it was also expressed by the participants that they lack understanding of vocabularies which resulted to problems they encountered in communication using English language. Lacking understanding of unfamiliar words because of insufficient vocabularies and having difficulty in constructing sentences due to insufficient knowledge on words to be used were emphasized by the students as reasons of encountering problem in using English language. This result was also revealed by Viera(2017) saying that vocabulary is essential in second and foreign language acquisition because without its appropriate and sufficient knowledge, learners cannot understand others or express their own feelings in communication.

**Fear of Committing Mistakes.** The participants of the study stated that they experienced the feeling of fear and being nervous in communicating using the English language. They verbalized their emotions in failing to communicate their ideas because they fear in communicating mistakes. The ALS students felt

being afraid to communicate because of fear of humiliation which made them being nervous to communicate in front of many people. This results corroborate with Richmond, Mc Croskey, & Amsbary (2009) who said that one of the primary elements found to be associated with poor communication skills development is a phenomenon known as communication apprehension which refers to the individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons which may affect an individual's self-identity.

In addition, ALS students also experienced uncertainties in constructing sentences and feeling anxious. They stated the feeling of fear to commit mistakes in speaking using the language and they feel anxious to respond using English language. A phenomenon anxiety happens in an oral communication process that may cause by lack of exposure to the second language, lack of necessary knowledge, and presence of self-doubt (Shanahan, 2013).

**Mastery through language engagement.** Being engaged in using English language is considered as the best experienced of the ALS students in communicating using the language. The participants revealed that they felt best using the language by applying English language learning in job application. Also, they stated that in presenting reports in the class using English language and participating in class discussion using English language, it gave them the feeling of confidence in using the language because of the exposure to language use. They added that they preferred discussing mastered and memorized ideas. Mastery through language engagement encourages pupils to learn to redraft and improve their own work, equipping them with a deep understanding of their learning which Burnage(2018) also revealed in his study.

Further, it was shown in the results that being exposed to English language use, ALS students felt confident in communicating using the language. They include talking to family and close friends using English language and responding to teachers' question during class discussion in giving reasons or speech in front of the teacher. Somehow, they said that in using English language in conversation and in class participation, they have enhanced their English language. In line with this, Damavandi and Kashani(2010) once said that the effect of mastery learning has greatly effective on performance and attitude of students in communicating using English language

### **Insights Shared by ALS Students as regards the Contribution of their Demographic Profile in Oral Communication apprehension**

The research questions generally focused on the insights shared by ALS students as regards to the contribution of their demographic profile in their oral communication apprehension. This focuses on the effects of demographic profile to communication apprehension of ALS students; reasons of apprehension in communicating using English language; learnings from experiences in trying to communicate using English language; and viewpoints to address ALS program. The implications of essential themes that emerged from the transcriptions of the participants are as follows.

**Continuing learning despite the age.** Participants of this study revealed as they were asked if their age becomes a barrier of their learning difficulties, the ALS students didn't find age as a barrier. Thinking that sex and age didn't affect communication using English language and finding age as not the basis of communication apprehension. This result supports that of Carnevale, et.,al (2012), which states that learning is not only intended for the young ones, it was found that when an individual is interested to learn, he/she has an increase learning performances.

**Lesser Emphasis on English language in Curriculum.** The participants of the study revealed that the non-focus in English subject in the ALS curriculum is one of the reasons why they have oral communication apprehension. They observed that the ALS curriculum lacks language enhancement. They also observed that learning English in ALS course is not substantial. This results confirms what Yunus and Hen (2011) stated

that many local graduates from ALS are still unemployed due to their lack of fluency in English as most job sectors demand those with the capability to communicate in English effectively. This is due to lesser emphasis of English language in core subjects.

**Constant Practice using the language.** Practice makes perfect as they say, and this was practiced by the ALS students who experienced English language apprehension in Oral communication. It was also revealed by the ALS students that practicing and engaging oneself to language made them communicate using the language without greater apprehension. They mentioned that their exposure to language use gave some improvement in using English language in communication. The participants added that they didn't rely only to what is taught by the teacher but they have done some reading to practice more and also trying to speak straightly using the language without the fear of committing mistakes.

Moreover, the ALS students sought opportunity to learn more despite criticisms by observing other people to communicate to learn from them. They instilled in mind that studying is the opportunity one must not miss and considered learning as a tool for a successful future. This gives the confidence to express the feelings and ideas without apprehension.

**Integration and Exposure to English Resources.** In this comprehensive theme, it was shown that in order for the ALS students to learn more skills in communication, they enriched their vocabularies through reading books, referring to dictionaries and watching movies. This validates Hynes (2016) who construed that reading books, using dictionaries, and watching movies develop the communication skills of the ALS students. The students emphasized that reading English books and noting important details of vocabularies and watching English movies and study how native speakers deliver their language helped them to improve their skills and lessen their communication apprehension.

**Provision of facilities to enhance learning.** Last theme emerged, as shared by the participants was the provision of facilities to enhance learning. They believed that when facilities are sufficient, the learning is better. Aiding ALS program for more accomplishments was one of the insights they've exposed for more effective learning. They also expressed to ask help from agencies to address issue like lacking of facilities, the Need of additional teachers to give quality education and to have conducive classrooms for more effective learning. Policymakers, educators, and business people are now focused on the need to ensure that students learn 21<sup>st</sup> century skills such as teamwork, collaboration, effective communication, and other skills. As noted above, older buildings simply are not conducive to the teaching of 21<sup>st</sup> century skills. This is particularly true in what Duncanson(2003) say that with the respect to reconfiguring seating arrangements to facilitate various modes of teaching and learning and the use of technology in the classroom as a mode of teaching and learning.

The shared insights by ALS Students as regards to the contribution of their demographic profile in oral communication apprehension, and it was found out that they shared their viewpoints how to aid the ALS program which somehow helped them to realize the importance of learning despite of the challenges they've experiences as to oral communication.

### **Implication for English Teaching**

English as a second language being taught in students whose first language is not English is quite difficult and it is actually a challenge for both teachers and learners. Based on the results of this study teachers find it difficult to fully address the needs of the students in learning English language. Some reasons are considered to be the factors due to lack of facilities and limited number of months in the program since students being talked here are those students who are coming from the Alternative Learning System Program. Commonly the problem of these students are relating to communication apprehension wherein they have anxiety in using English language when communicating.

The analyses of this study dealt with the status of oral communication apprehension of the ALS students, their lived experiences, how they cope with the challenges that they had experienced and how their demographic profile affects their oral communication. The result manifested an important point on highlighting the value on how learners could develop their skills in communication and lessen their apprehension when using English language. Thus, this study has a lot of things to consider so that the problems being identified will be addressed. Alternative Learning System is very beneficial for those learners who were dropouts and some who were unprivileged to go formal schooling since through this program they can continue their education. However, as reflected by the result of this study it gives implications that the Department of Education (Dep-Ed) and Bureau of Alternative Learning System (BALS) should plan for the betterment of the program that can improve the teaching strategies of teachers on how they could help their learners become better in English language and lessen the problem of becoming apprehensive when it comes to communication.

In the same sense, the result of this study implies that English teachers specially those who are in the teaching field of Alternative Learning System must take responsibility on their part on how they could improve the strategies they had used before in making their students become competent in using English language most specially in oral communication. Furthermore, this study will also serve as their guide to fully understand the types of learners in the ALS Program since this heterogeneous group of students vary from their demographic profile. Also, English teachers could also see the reasons based on the results of this study why ALS students are becoming apprehensive in English oral communication. In addition, English teachers could somehow plan for some suited activities that will develop the skills of the learners.

## CHAPTER 5

### CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations based on the findings of the study.

#### Conclusions

In the light of the study, the following conclusions were drawn:

The status of the oral communication apprehension of Alternative Learning System (ALS) students in the province of Davao del Norte was said to be moderate wherein it can be said that ALS students are not that apprehensive or high in communication apprehension just a slight of it.

There is no significant difference in the ALS oral communication apprehension in terms of their demographic profile. Therefore, age, sex and highest formal educational attainment cannot be considered as a factor that will determine the differences when it comes to the level of apprehension of ALS students if group according to profile.

The lived experiences of the Alternative Learning System students had determined their difficulties why they became apprehensive in oral communication skills. Therefore, the questions in the qualitative phase made by the researcher became useful in identifying those experiences.

In addition, the result of the interview conducted revealed that the demographic profile of the ALS students can be disregarded as factors that can influence oral communication apprehension, however findings showed that there are other reasons why ALS students displayed apprehension. Therefore, ALS students are just equal in having capabilities to communicate regardless of age, sex and highest formal educational attainment.

Some of the quantitative results corroborate with the qualitative findings while there were some which did not corroborate, meaning only few questions from the quantitative phase have matched to questions of qualitative phase which resulted to few converging results of integration.

Based on the result from the quantitative and qualitative phase of this study, it is good that the researcher came up with an action plan to at least resolved some concerns and problems experienced by the ALS students in dealing with their oral communication apprehension.

#### Recommendations

Based on the result of this study, the following recommendations were itemized:

Since the results state that activities and the time spent on oral communication was not enough, ALS teachers may have to provide varied activities to their students that could somehow develop the oral communication skills of the students specially in public speaking.

The future researcher/s may get to explore more about the oral communication apprehension of ALS students and try to find out other factors that can give contribution of their apprehension.

If future researcher will get to be interested with the phenomena under study, it is also recommended that they will not limit their questions as to the lived experiences of ALS students in order to saturate more related information that can be linked to why they are apprehensive in English language communication.

Out of the result covered, ALS program has deficiencies in terms of facilities, books, materials and even teachers is indicative of the lack of attention for ALS students and so government agencies may augment their support for the program by putting enough budget into it in order to attain its development and make some aid to maximize the learning of the ALS students.

It is also recommended that ALS program including the Department of Education that handles the program, supervisors, coordinators and down to the ALS teacher is that, they may integrate new ways of how ALS students can be more engage in using English language not just only in essay writing but most importantly in oral communication.



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