

## **SPOKEN ENGLISH HITCHES: A BASIS FOR LANGUAGE STRATEGIC INTERVENTION MATERIAL (LSIM)**

Kim L. Magno

Teacher II – English Doña Teodora Alonzo High School

Division of City Schools – Manila, Department of Education Philippines

Kim.magno@deped.gov.ph

### **ABSTRACT**

“Help me! I Can’t English!” Filipino students today often experience difficult moments in expressing themselves when they are asked by their teachers to speak, discuss, or answer in English. Most of the time they lose the chance to tell their thoughts, or worse, they lose the chance to give the correct answer, so this action research is conducted mainly to (a) identify the top five (5) causes/reasons why high school students nowadays experience difficulties in using the English language orally; (b) to attend to these difficulties experienced by today’s high school students.; and to propose additional useful Language Strategic Intervention Materials (LSIMs) and strategies in teaching English speaking skills for the teachers’ use.

### **INTRODUCTION**

For many years, Filipinos are known to be excellent in using the English language as the second medium of communication in many aspects of social interaction. Name it! We are known to be good in spoken and written English among the countries in Asia. Philippines is the place where a lot of Asian foreigners, who are mostly Chinese and Korean people, visit to learn the universal language greatly for educational or business purposes.

Having said that, we can say that English language must be one of the good things that we have inherited from our colonizers, however, this great inheritance seemed to be depreciating as time passed by according to some articles. There is now an observable declining communicative competence in the usage of English language which is very evident among the Filipino youth as compared with the previous generations like our grandparents who has fluency in using the English language orally.

### **SIGNIFICANCE OF THE STUDY/RATIONALE**

The findings of this action research are beneficial for the students, teachers, and school administrators in improving the observable declining competence of the current generation to confidently express themselves in English language.

### **RESEARCH PROBLEMS/QUESTIONS**

This study was conducted to set basis in devising different intervention materials towards students’ enhanced English communication skills. In order to be guided in this study, the following questions are formulated:

1. What are the top five reasons why high school students experience difficulties in using the English language orally?
2. Why is it significant to enhance the communicative competence of high school students in using the English language orally?
3. How can these difficulties in using the English language orally among the high school students be attended to?

### METHODOLOGY

To conduct this action research, the researcher executed the following:

1. Used interview technique to identify the causes/reasons of difficulty in speaking the English language among the grade 9 junior high school students of DTAHS.
2. Prepared a listing of causes/reasons of the difficulty in speaking the English language experienced by the students.
3. Administered a questionnaire to access the reasons/causes and tabulated them.
4. Analyzed and interpreted the results by using Frequency Count, Percentage, and Ranking.

### PARTICIPANTS/DATA SOURCE

The study was conducted at Doña Teodora Alonzo High School. In order to identify the reliability and validity of the data gathered in this research, purposive sampling was used. Grade 9 sections 6, 7, and 9 were selected to be the subjects of this study since they belong to the heterogeneous roster of the grade level.

### DATA GATHERING PROCEDURES AND INSTRUMENTS

The researcher used interview technique to identify the causes/reasons of difficulty in speaking the English language among the high school students and prepared a listing of causes/reasons of difficulty in speaking the English language experienced by the students.

### DATA ANALYSIS

The researcher administered a questionnaire to access their reasons/the causes and tabulated them; Analyzed and interpreted the results by using Frequency count, Percentage, and Ranking.

### RESULTS AND DISCUSSION

For question 1, the respondents were asked of the reasons/causes why they experience difficulties in using the English language orally.

Table No. 1 Interview Results

1.	I do not know how to construct long and fluent English sentences.
2.	I am afraid that my way of speaking will be judged by others.
3.	I do not know which English word is to be used.
4.	I know only a few English words.
5.	I have oral defects.
6.	I am afraid of committing grammar rules.
7.	I have a hard time producing the correct letter sounds.

Figure no. 1 shows the gathered causes/reasons, in no particular order, why the respondents experience difficulty in speaking the English language nowadays.

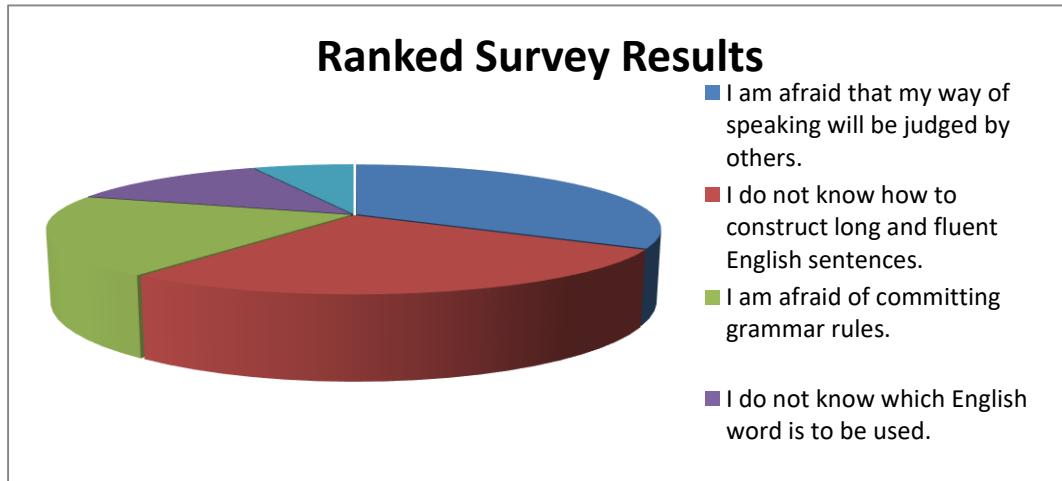


Figure no. 2 reveals the top five (5) reasons/causes ranked from the ones with highest frequency down to last one with lowest frequency based on the survey conducted.

The table evidently shows that most of the students experience difficulty in speaking the English language because of unsolicited judgments from other people (afraid of criticisms).

Inability to construct fluent English (pragmatics), fear of violating rules in grammar (syntax), difficulty in choosing the appropriate word to use (diction), and difficulty in producing the correct letter sounds (phonology) also belong to the top five (5) reasons that the high school students consider why they experience difficulty in speaking the English language.

## CONCLUSION AND RECOMMENDATION

### SUMMARY OF FINDINGS

1. It is saddening to find out that most of the high school students who participated in this research would rather choose not to speak in English language than to get humiliated as they considered “I am afraid that my way of speaking will be judged by others.” the TOP REASON why they experience difficulty in speaking the English language followed by the other four reasons, “I do not know how to construct long and continuous English sentences,” “I am afraid of committing grammar rules,” “I do not know which English word to use,” “I have a hard time producing the correct letter sounds.”
2. The top five reasons strongly suggest that there is a great need to attend the difficulties in speaking the universal language in preparation for them to become globally competitive professionals and leaders.
3. Most of the students’ responses that were gathered fall under the following specific aspects of the English language: Pragmatics – English in social context, Syntax – word relationships within a sentence, and Diction – appropriate word usage.

### IMPLICATIONS/REFLECTION AND RECOMMENDATIONS

Based from the given conclusions, the researcher came up with the following recommendations:

1. Teachers must encourage self-expression among students inside the classroom while condemning destructive criticisms that can lead to bullying.
2. Students must be engaged in a more focused Language Strategic Intervention Materials (LSIMs) that deals with the following: Pragmatics – English in social context, Syntax – word relationships within a sentence, and Diction – appropriate word usage to prepare them in becoming globally competitive professionals and leaders.
3. Below are some of the useful strategies that can be used by English teachers/instructors to attend to difficulties experienced by high school students as well as to enhance their English verbal communication skills:

**Contextualization:** Familiarizes unknown concepts through direct experience. Examples: demonstrations, media, manipulative, repetition, and local opportunities.

**Text Representation:** Inviting students to extend their understandings of text and apply them in a new way. Examples: student created drawings, posters, videos, and games.

**Modeling:** Speaking slowly and clearly, modelling the language you want students to use, and providing samples of student work.

See more at: <http://www.supportrealteachers.org/strategies-for-english-language-learners.html#sthash.PDeoMCVW.dpuf>

### REFERENCES

- 1) Littell, M. D. (2001). Language network. McDougal Littell.
- 2) Rahayu, N. (2015). An Analysis of Students' Problem in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School. Retrieved from <https://core.ac.uk/download/pdf/147421711.pdf>
- 3) Retrived from <https://www.inenglishwithlove.com/blog/express-myself-in-english-more-precisely>
- 4) Retrieved from <https://www.speakenglishcenter.com/english-solving-the-6-biggest-difficulties-for-english-learners/>