

Macro Skills And Linguistic Confidence On Pupils' Communication Skills

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Abstract— Abstract— The study assessed how the communication abilities of Grade 2 students in SSES Schools of the EDDIS III evolve in relation to macro skills and linguistic confidence during the fourth grade of the S.Y. 2016–2017. Findings from the survey, which included 307 students and 9 teachers as respondents, revealed that the students' macro abilities were deemed to be "mostly needed." The linguistic assurance of student responders was rated as "slightly agree" at the same time. The students that responded to the survey were rated as having "slightly agree" communication abilities. The macro abilities of speaking, listening, reading, writing, and viewing were found to be highly correlated with students' communication skills, which include the ability to express thoughts and opinions effectively, confidently, and succinctly as well as to establish rapport and understanding with the listener. Highly significant relationships were found between linguistic confidence of pupil respondents in terms of willingness to communicate and perceived communicative competence and their communication skills in terms of expressing ideas and views clearly, confidently and concisely and building rapport and understanding with the listener. Based on the findings of the study, the following conclusions were drawn: There is a significant relationship between macro skills and communication skills. There is a significant relationship between linguistic confidence and communication skills.

Keywords— *macro skills, listening, speaking, writing, reading, viewing, communication, skills, english speak*

English has gained the status of a world language, which has profound ramifications for how it is taught in educational systems. The difficulty every student has is how to take advantage of the potential provided by an early introduction to the English language. Through media like television and the internet—vast informational and communicational resources—students are continuously exposed to the English language.

Effective communication requires reciprocity. It's not just about how you say something so that the recipient hears and understands it exactly as you intended; it's also about how you listen so that you can fully understand what the other person is saying and help them feel seen, heard, and understood.

According to Yüksel (1997) and Balç (1996), communication is one of the most vital components needed for people to adapt to their environment, as indicated in Haccaferolu's (2014) study about college students' perceived communication skills. Every profession's members must have a technical understanding of it and grow their talents. People need to be aware of the various communication techniques that they can employ in the workplace.

You may strengthen relationships with people and enhance teamwork, decision-making, and problem-solving by communicating effectively. It enables anyone to convey any message, regardless of how unpleasant or challenging, without escalating tensions or jeopardizing relationships.

When there is efficient communication in the classroom, both the student and the teacher gain. Communication facilitates learning, assists students in achieving their objectives, expands learning opportunities, fortifies the bond between the student and instructor, and fosters an all-around good learning environment.

Sadly, confidence—the first step on the road to communication—is a different problem. The reality is that public speaking is not a fatal illness. The truth is that a lot of people, including kids, are afraid to look foolish in front of other people. Being "looked at" and "listened to" is the issue. Because they believe they are "not good enough" or will fail in some way, people are afraid of being recognized. The suffering they want to escape is being made fun of or written off as foolish.

Theoretically, anxiety and perceived ability levels provide a sense of self-confidence in learning English that, when paired with factors like the classroom environment, for instance, may lead to a willingness to communicate in a particular situation. They should take advantage of every opportunity to practice this ability in order to grow their willingness to communicate in the classroom and their fluency with English. The importance of communication's macro skills in achieving linguistic confidence may be seen here.

Language development can occur through communication skills, and it can be expected that greater communication leads to more language development and learning, as was stressed in the study by Molberg (2010) on the consequences of motivation and linguistic self-confidence.

Since technology has a constant impact on how people live their daily lives in the current world. The need for students to be prepared and equipped with the change so they can learn from school is one of the factors behind curricular innovation in schools.

The macro skills appeared. According to the study by Kasanda (2014) on Language Skills and Communication, there are five language skills that are frequently used by people in order for them to be able to engage or communicate, including listening, speaking, reading, writing, and viewing.

These five abilities improve language proficiency and the communication process. People frequently use more than one language in our daily lives, for instance, to communicate with others in a variety of contexts.

According to Adolfo's (2012) essay, "Important Macro Skills in Teaching a Particular Language," each of these macro abilities is crucial to the success of both learners and teachers in the learning and teaching processes. These abilities served as the primary means of acquiring a specific language and as a gateway to the various interconnected spheres of communication and the global community.

In this sense, as Bergila (2016) pointed out in his study on the influence of willingness to communicate on overall speaking skills that language teachers should suggest various opportunities for their learners to help them overcome that language barrier as the primary facilitators of language use which can be accepted as an important predictor of language survival.

On the other hand, the Division of Bulacan and EDDIS III in particular are among the institutions that have responded to the needs of the students. There is now a Special Science Elementary School (SSES). The most important criterion for determining whether this curriculum is effective is to give students better and continuously improved educational experiences that lead to the production of various types of educational growth, such as interest and taste, that contribute to the education of the individual and help him/her to become a useful, upright, and effective member of the society they live in.

Additionally, the SSES makes use of enhanced science, math, and English curricula that promote a child's overall development and help them acquire skills for lifelong learning. The aforementioned disciplines are taught in English, and students are expected to be "English speakers" by the end of the academic year. The researcher, who also serves as the SSES class adviser, predicted that this research will be very beneficial in achieving the goals and vision of the aforementioned program.

Statement of the Problem

The main purpose of this study is to determine how macro skills and linguistic confidence develop in relation to communication skills of Grade 2 pupils of SSES Schools of the EDDIS III during the fourth grading of the S.Y. 2016-2017.

Specifically, it seeks to answer the following questions:

1. How may Macro skills of pupils be described in terms of:
 - 1.1. Speaking
 - 1.2. Listening;
 - 1.3. Reading;
 - 1.4. Writing; and
 - 1.5 Viewing?
2. How may linguistic confidence of pupils be described in terms of:
 - 2.1 willingness to communicate; and
 - 2.2 perceived communicative competence?
3. How may the communication skills of pupils be described in terms of:
 - 3.1 expressing ideas and views clearly, confidently and concisely; and
 - 3.2 building rapport and understanding with the listener?

4. Are macro skills related to pupils' communication skills?
5. Is linguistic confidence significantly related to pupils' communication skills?
6. Do macro skills and linguistic confidence significantly related to pupils' communication skills?

Hypotheses

There is no significant relationship between macro skills and communication skills.

There is no significant relationship between linguistic confidence and communication skills.

Conceptual Framework

The main goal of this study is to establish a theory about how linguistic confidence and macro skills relate to students' communication abilities.

These variables are oral communication as the dependent variable, macro skills as the independent variable, and linguistic confidence as the independent variable.

According to Alaga (2016)'s research journal article Media Exposure for an Enhanced Communicative ESL Instruction, teachers must be proficient enough in the language to instruct students on how to communicate critically and analytically in English. Additionally, it's important to give learning opportunities that will enable students to communicate at their highest potential.

It will be fascinating to determine students' communication skills in the classroom based on their openness to communicating. This is pertinent to the theoretical viewpoint of Vygotsky (1896–1934) on Social Cultural Learning, which states that for students to interact in the classroom, they must be willing to communicate. Students' perceived competence and anxiety when using the language actively in class, rather than their "real competence" in the target language, best explain students' confidence.

While macro skills were heavily utilized in the classroom, John Dewey's (1859–1952) theory of pragmatism held that education is a constant process of reorganizing, rebuilding, and integrating experiences and actions. Real knowledge can be acquired as a result. Theodore Brameld's (1904–1987) Reconstructionism

Theory, which held that curriculum should place an emphasis on student experience and using technology to address societal issues, was another argument in favor of this.

There were two sets of respondents as data sources were gathered considering the purposive sampling method to establish the validity of the data and information. These groups of respondents are the pupils of Grade 2 class and the English Teachers of Special Science School in EDDIS III.

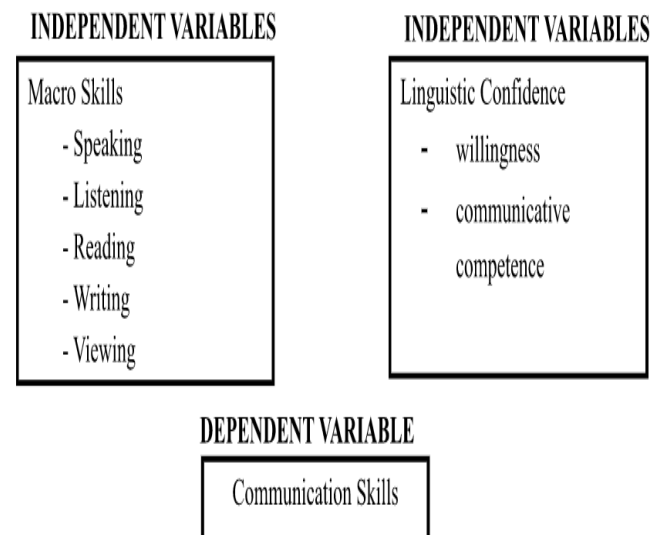


Figure 1. Paradigm of the Study

Aydoğan, (2014) emphasized that macro skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message.

Thao Nguyen, (2014) supported that these skills may approach or solve future problems in communication most especially in our day to day tasks such as in learning or gaining information. The knowledge regarding the use of these five macro skills is of vital importance.

As Dörnei (2001) pointed out in the study of Molberg (2010) that competence in the English language may not be enough. Pupils need to not only be able to communicate but also willing to communicate in the English language. This implies a willingness which may arouse a cognitive and affective conflict from the learners' perspective when speaking with peers or the teacher. Hence, linguistic confidence is a vital factor too.

According to the English Language Arts (2007), as cited in the study of Isidor (2014) on Viewing Comprehension that pupils encounter

thoughts, ideas, and feelings by viewing, as well as listening, speaking, writing and reading. By this, pupils should be given opportunities to view a variety of formats to use range of macro skills and strategies to make sense of the visual images, and accompanying oral print and language. Pupils need to make sense of it and respond personally, critically, and creatively.

Moreover, as mentioned by Hacıcaferoğlu (2014), effective communication must be established especially between teachers and pupils in order that the education can be done in a healthy way. People with enhanced communication skills can cope better with the problems they encounter in their lives, can develop satisfying relationship and can be more successful in their professional lives.

Significance of the Study

The researcher undertook this study to develop a concept and examine different studies of various researchers and literature to understand the present scenario of pupils towards communication skills. The researcher anticipated potential future effects. This thesis was done to find out the relationship of macro skills and linguistic confidence towards oral communication. Then again, this study is important to the following:

School Administrators. Result of this study will serve as a guide for school administrators in providing academic and co-curricular opportunities for the optimum development of the SSES learners in linguistic confidence and oral communication. For them to be appropriately-equipped for the implementation of the SSES curriculum, procurement of the following is recommended through SSES funds and /or school initiative.

Teachers. Findings of this study will give them clear insight for the evocative realization of their functions as molders moreover as facilitators of learning with macro skills. It is also expected that the findings will help teachers in planning school and classroom activities that will help strengthen oral communication and pupils' willingness to communicate with their peers.

Parents. Results of this study will push them to bestow their support and guidance-personally, intellectually, socially and spiritually. These will also re-awaken them in their functions

as teacher counterpart in the educational development of their children. This will help also to encourage parents to act upon their duties and responsibilities to help improve their children's academic achievement.

Pupils/Students. More importantly, results of this study will benefit the school children who are directly the beneficiary of the study. This will make them fully aware of their parents' and teachers' effort to develop their skills through macros skills and competence in linguistics and be challenged in learning more and applying confidence in special curriculum.

Community. This thesis will be helpful to the community by giving their educational institutions with Special Curriculum sustainable support and development. It will transform the community into positive and progressive changes toward a mutual goal.

Other Researchers. Future researchers would be encouraged to look further on the other aspect of macro skills and linguistic confidence concerning not only its capability to improve communication but also the level of usability. Also, this study will become an instrument to awaken future researchers in making quality researchers such as theses and dissertations that will contribute to build a sustainable educational curriculum.

Scope and Limitation of the Study

The researcher focused basically on how macro skills and linguistic confidence develop in relation to pupils' communication skills of Grade 2 pupils of Special Science Elementary Schools of the EDDIS III during the fourth grading of the school year 2016-2017.

The respondents of the study were all SSES Grade 2 pupils officially enrolled and English Teachers of SSES Schools of the EDDIS III.

Location of the Study

The study was conducted in the central schools of the nine districts in EDDIS III (3rd District in the map) where Special Science Class was implemented. Figure 2 shows the Map of Bulacan and its Districts.

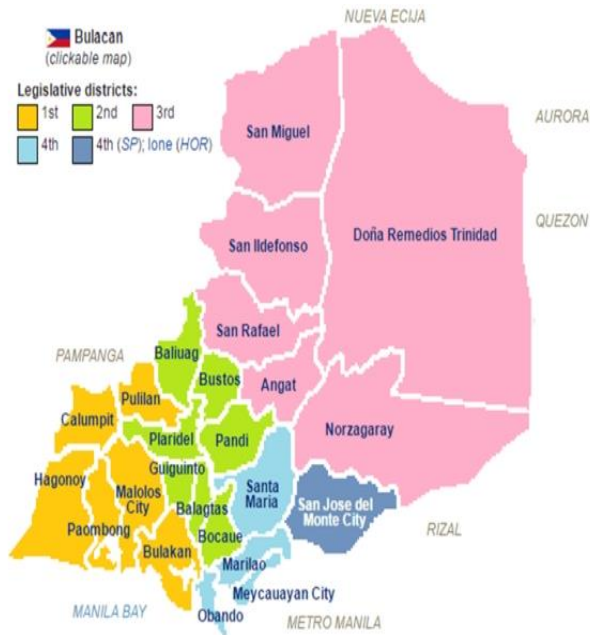


Figure 2. Map of Bulacan

Definition of Terms

For the purpose of clarity, accuracy and better understanding of this research, the following terms were operationally defined as they used in this study:

Clearly. To evidently discuss things about one's point of view.

Communication Skills. It refers to the interaction or discussion jointly participated by the pupil and their fellow pupils in which this interaction may be beneficial in the classroom. It is written and verbal ways of exchanging information.

Concisely. It pertains unto a state when one can explain his vision efficiently and briefly.

Confidently. It pertains to the feeling of the speaker to present his ideas assertively.

EDDIS III. It refers to Educational District III in which the SSES schools are located.

Educational Growth. It pertains to the holistic development of pupils basically earned through learning in school.

Enriched Curriculum. It refers to the set of standards of certain educational programs where medium of instruction and time allotment of each subject were different due to the objectives, vision, mission and goals of a special project.

Language Development. It pertains to the pupil's ability to communicate, and express and

understand feelings. It is learning to understand as basis for learning literacy.

Learning Process. It pertains to the way of analyzing knowledge gathered in using the sets of reading, listening, writing, speaking and viewing activities.

Linguistic Confidence. It pertains to the levels of anxiety and perceived competence create a state of self-confidence in the language used and when combined with for example the setting in a classroom, may result in willingness to communicate in a given situation.

Listening. A skill which process the receiving, constructing of meaning form, and responding to spoken or nonverbal language.

Macro Skills. It refers to the primary and largest skill set relative to a particular context commonly referred to in English language. It includes reading, listening, writing, speaking and viewing.

Perceived Communicative Competence. It pertains to the disposition on individual's perception on how competent he is in communicating in English language.

Rapport. It refers to a close and harmonious relationship in which the speaker and the listener were concerned to understand each other's feelings or ideas and communicate well.

Reading. A skill in which decoding symbols in form of oral.

Special Science Elementary School (SSES). This refers to the program of Department of Education initiated by the Division of Bulacan to consciously develop necessary aptitudes and orientation of prospective Science High Schools students while they are still at the elementary level. SSES schools are envisioned to serve as a feeder schools for the Science High Schools.

Speaking. A skill use in communicating verbally.

Teaching Performance. It refers to the effectiveness of the strategy used in imparting lessons to pupils and makes it worthy to practice in everyday life.

Understanding. It pertains to the ability to be sympathetically aware of other listener's feelings.

Viewing. A skill to challenge a viewer to analyze, react, explore, and understand the medium, whether it's a printed page or an illuminated TV set.

Willingness. It refers to the quality or state of a speaker on being prepared to raise his thought and answer questions surely.

Writing. A skill or the ability to express ideas and thought in written language.

CHAPTER II

METHODOLOGY

This chapter presents information on the research methodology and sampling procedures which were utilized by the researcher. The research design employed, the sampling procedure, data gathering techniques, and the data analysis were also discussed in this chapter.

Research Design

The selection of research strategy reflects the priorities in the research process. In other words, it is the strategy most appropriate regarding the thesis statement. The main concern of this study is to determine how macro skills and linguistic confidence develop in relation to communication skills. To realize this, the study utilized the mixed methodology which consisted of both qualitative and quantitative research methods. In the quantitative aspect, the descriptive research design was employed while in the qualitative aspect, the content analysis was used and correlational relationship guide were used to interpret the qualitative data obtained from the interview and observation conducted as the phenomenological approach used in this study. Further, linking the two aspects of the study resulted to the integrative exposition of both results. Correlation was the technique used for investigating the relationship between independent and dependent variables in this study.

Data Gathering Technique

The researcher used questionnaires, interview guide, recorder, camera, memoranda and field notes to guarantee the validity, authenticity and reliability of all data, figures, papers and other information. Considering the qualitative approach, the following instruments were utilized by the researcher to gather information that was analyzed in this thesis:

Prior to the distribution of questionnaires, the researcher followed the usual procedures in

conducting a research. First, the researcher asked permission from the Schools Division Superintendent of Bulacan to allow her to administer questionnaires to the SSES Grade 2 pupils and English teachers of EDDIS III SSES Schools.

Upon approval, the researcher started the distribution of questionnaires to the target respondents composed of SSES Grade 2 pupils and English Teachers in the SSES schools in EDDIS III.

Notes were taken as well as descriptive and interpretive methods of the process, as it took place. The notes were used to record observations regarding the study and were also taken during the review of theses and personal point of view.

To gather the data on how macro skills and linguistic confidence develop in relation to communication skills, the researcher herself took note the respondents' answers to the interview and questionnaire. As the respondent reacted with the questions and interview, the researcher did the noting of the data.

Photography as a Tool for Data Collection. Photographs were used to document work created for this research. Picture taking has done to show evidences on the interviewing process between the researcher and the respondents.

Recorder as a Tool for Data Collection. To support the information given by the interviewee through casual interviews about how macro skills and linguistic confidence develop in relation to communication skills, recorder was used to provide evidences which do not need more time to write down and can be retrieved repeatedly.

Part I contained of the macro skills of the pupils in terms of: speaking, listening, reading, writing and viewing. Each skill is aligned in the Philippine Elementary Learning Competencies (PELC) in English 2. This listing was expected outcomes in all academic subjects particularly in English in elementary education.

Part II made up of linguistic confidence while Part III was communication skills based on Communication Skills Self-Assessment Inventory by the HTC Consulting Book written by Enda Larkin (2014), a successful author and a regular blogger on leadership and other management topics combined with Pierrettes Desrosiers, M.Ps.

Communication Skills Self-Assessment who worked as a Psychologist.

Part I – III consist of the questionnaire answered by both the SSES English Teacher and the SSES pupils.

Part IV was exclusively asked to SSES English Teachers consisted of interview guide as an additional data for the validity of the study. Since the pupils belong to Special Science Class, the researcher administered and guided the pupils in answering the questionnaire to come up with accurate validation.

Sampling Procedure

The researcher used purposive sampling technique in selecting the number of respondents. Lund (2012) defined purposive sampling, as judgmental, selective or subjective sampling, as a type of non-probability sampling technique. Non-probability sampling focuses on sampling techniques where the units that have investigated and were based on the judgment of the researcher.

The distribution of respondents were conducted in Grade Two SSES Class in EDDIS III. A total enumeration on the part of the Grade 2 SSES English teachers were administered by the researcher. Shown by Table 1, a total of 9 teachers in the different schools and 307 SSES Grade two pupils with the sum 316 respondents.

Table I . The Distribution of Respondents of the Study in EDDIS III

District	Name of School	Respondents		
		SSES English Teachers	Pupils (n)	Total
1. Angat	Matias A. Fernando Memorial School	1	31	32
2. San Miguel South	San Miguel South Central School	1	35	36
3. San Miguel North	San Miguel North Central School	1	35	36
4. San Ildefonso South	San Ildefonso South Central School	1	35	36
5. San Ildefonso North	Pinaod Central School	1	35	36
6. Norzagaray East	Timoteo Policarpio Memorial School	1	35	36
7. Norzagaray West	Norzagaray Elementary School	1	35	36
8. San Rafael East	San Rafael East Elementary School	1	35	36
9. San Rafael West	Maguiniao Elementary School	1	31	32
TOTAL		9	307	316

Data Analysis Scheme

Data gathered and treated accordingly using various descriptive and inferential statistics.

Descriptive statistics is the term given to the analysis of data that helps describe, show or summarize data in a meaningful way. As emphasized by Lund (2013) descriptive statistics do not, however, allow the researcher to make conclusions beyond the data analyzed or reached conclusions regarding any hypotheses made. They were simply a way to describe data.

Inferential statistics are concerned with making inferences based on relations found in the sample and on relations in the population. Loon (2011) stressed that inferential statistics was a sort of help in decision making whether the data was strong enough to provide support for the hypothesis that group differences exist in general, in the entire population which where Correlation took place. It is a statistical technique that can show whether and how strongly pairs of variables are related. In addition, it is used to understand whether the relationship is positive or negative.

CHAPTER III

RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of determining the relationship between pupils' macro skills and linguistic confidence, and their communication skills.

The Pupils' Macro Skills

The assessment of the teacher and pupil respondents themselves as regard to their macro skills in terms of speaking, listening, reading, writing and viewing are presented in Tables 2 to 6.

Speaking

Speaking is one of the most direct and useful forms of communication. It is the act of talking to someone, of making an utterance with intentional and unintentional dealing, or of a discourse of a person who really speaks. Moreover, this skill is a mutual cycle which always involves two persons or more connecting through the message which apparently lead to a discussion. In the classroom, in particular, speaking is a vital form of self-expression. This importance was shown by Table 2 which presented the assessments of the teachers and the

pupils themselves with regard to their macro skills in terms of speaking.

Table 2. Descriptive Measure and Verbal Description in terms of Speaking

Item Statement	Teachers (N=9)		Pupils (N=307)	
	Mean	VD	Mean	VD
1. Welcoming and greeting	4.00	M	4.03	M
2. Asking about peers' information and needs	3.89	M	4.12	M
3. Making polite requests	3.89	M	3.94	M
4. Giving directions	4.00	M	4.01	M
5. Offering assistance	4.00	M	3.92	M
6. Describing objects	3.67	M	3.85	M
7. Expressing or supporting opinions	3.67	M	3.90	M
8. Telling related experiences	3.89	M	4.04	M
9. Showing interest to encourage fellow pupils to keep talking.	3.78	M	3.97	M
10. Speaking with appropriate word intonation to participate in class discussions	4.11	M	4.04	M
11. Responds to who, what, when, where, how and why questions	4.00	M	4.19	M
12. Speaks in complete sentences	4.11	M	4.08	M
13. Summarizing information	3.89	M	4.03	M
14. Making comparison/contrasts	3.78	M	3.73	M
Overall Mean	3.91	M	3.99	M

Legend:

Scale	Verbal Description
4.21 – 5.00	Extremely (E)
3.41 – 4.20	Mostly (M)
2.61 – 3.40	Moderately (MO)
1.81 – 2.60	Slightly (S)
1.00 – 1.80	Less (L)

It can be noted from the table that on the assessment of the teacher respondents items “Speaking with appropriate word intonation to participate in class discussions” and “Speaks in complete sentences” garnered the highest computed weighted mean of 4.11. On the other hand, these respondents gave their lowest assessment of 3.67 to items “Describing objects and Expressing or supporting opinions”.

On the assessment of the pupil respondents, item “Responds to who, what, when, where, how and why questions” got the highest computed weighted mean of 4.19. Meanwhile, item “Making comparison/contrasts” obtained the lowest computed weighted mean of 3.73.

A closer look at the table reveals that all items in the table received a verbal interpretation of “mostly needed”. An overall mean of 3.99 was computed for the pupil respondents nearly with an overall mean of 3.91 for the teacher respondents.

These results implied that both groups of respondents arrived at closely the same assessments on the pupils’ macro skills in speaking. Speaking is a complex process that involves simultaneous attention to content,

vocabulary, discourse, information structuring, morpho syntax, sound system, prosody, and pragma-linguistic features.

Barrot (2015) suggested some effective speaking activities in a language classroom. The first activity deemed effective was role-play. It simulates real communication that occurs beyond classrooms. Other strategies included group discussions, using the target language outside classrooms, using learners’ input, using feedback, and using authentic speeches. As a result, self-evaluation would also be helpful in enhancing speech performances.

Listening

Listening is one of most significant skills in communication. It is a mental processing, interpreting and storing the meaning in of the given message. It is a communication technique that requires the listeners to understand, interpret, and evaluate what they hear of especially when it comes to instructions. Distinctively, this skill in a classroom setup can bring a harmonious tool in effective communication. This worth was shown in Table 3 as it presented the assessments of the teachers and the pupils themselves with regard to their macro skills in terms of listening.

Item Statement	Teachers (N=9)		Pupils (N=307)	
	Mean	VD	Mean	VD
1. Listening to and understanding teacher's instruction.	4.00	M	4.12	M
2. Listening to personal details and information	4.00	M	4.07	M
3. Listening to discussions	3.89	M	4.02	M
4. Listening to stories and understand what characters are thinking or feeling	3.89	M	4.00	M
5. Listening to the opinions of others	4.00	M	3.97	M
6. Listens with interest to stories and other texts read aloud	3.89	M	3.88	M
7. Use background information and context to understand new words	3.78	M	3.84	M
8. Understand main or new ideas based on discussions	3.89	M	3.92	M
Overall Mean	3.92	M	3.98	M

Legend:

Scale	Verbal Description
4.21 – 5.00	Extremely (E)
3.41 – 4.20	Mostly (M)
2.61 – 3.40	Moderately (MO)
1.81 – 2.60	Slightly (S)
1.00 – 1.80	Less (L)

Table 3. Descriptive Measure and Verbal Description in terms of Listening

It can be noted from the table that both groups of respondents gave their highest assessments to item “Listening to and understanding teacher’s instruction”. Furthermore, the teacher’s respondents also gave their highest assessment on item “Listening to personal details and information” and “Listening to the opinions of others”. Likewise, listening is a complex process that involves the understanding of spoken data and involves receptive, interpretative, or constructive cognitive processes.

On the other hand, these respondents gave their lowest assessments to items “Use background information and context to understand new words” for teachers and item “Listening to stories and understand what characters are thinking or feeling” for the pupils respondents.

All items indicated in the table yielded a verbal description of “mostly needed”. An overall mean of 3.98 was recorded for the pupil respondents which was a little bit higher than the computed overall mean of 3.92 for the teacher respondents.

These results implied that the assessments of the teachers and the pupils themselves as regard to their macro skills in listening are nearly close.

De Brito (2015) clarified that listening, as a comprehension skill, provides people with the greatest amount of input during the process of language acquisition and development.

Anandapong (2011) concluded in his study about Listening Problems and Proficiency that pupils faced problems with speakers who speak too fast. This led the listeners to ask the speaker to speak slower so the message can be conveyed.

Reading

Reading is the way a person gets information from written letters and words which made it as another important skill in communication. It enables someone to ponder the mysteries of the world and explore gathered knowledge which basically what pupils do in spending time in reading. To read the text is one of the key aspects of teaching and learning which involves an in depth interaction with the text. Likewise, to understand the concepts presented in the text and to critically evaluate or interpret the

text containing these concepts may result on pupil’s interpretation of the selection read. Thus, these reading skills were considered as significant skills in learning. This vital role was revealed in Table 4.

Table 4. Descriptive Measure and Verbal Description of Pupils’ Macro Skills in terms of Reading

Item Statement	Teachers (N=9)		Pupils (N=307)	
	Mean	VD	Mean	VD
1. Shows high interest in reading-related activities	4.11	M	4.09	M
2. Skim and scan to understand information that is clearly stated in text.	4.11	M	3.90	M
3. Use related signal to establish the meaning of a word in a paragraph	4.00	M	3.86	M
4. Read and follow written directions	3.89	M	3.93	M
5. Shows understanding of stories by identifying the main idea and main characters, placing events in correct order and telling what will happen next	3.89	M	3.84	M
6. Read text material with sufficient care and understanding	4.00	M	3.91	M
7. Compare and contrasts ideas in single text	4.00	M	3.87	M
Overall Mean	4.00	M	3.91	M

Legend:

Scale	Verbal Description
4.21 – 5.00	Extremely (E)
3.41 – 4.20	Mostly (M)
2.61 – 3.40	Moderately (MO)
1.81 – 2.60	Slightly (S)
1.00 – 1.80	Less (L)

A close examination of the tabulated data reveals that both groups of respondents gave their highest and lowest assessments to items “Shows high interest in reading-related activities” and “Shows understanding of stories by identifying the main idea and main characters, placing events in correct order and telling what will happen next”, respectively.

Further examination of the table shows that all items indicated therein received a verbal interpretation of “mostly needed”. Meanwhile, the computed overall mean of 4.00 was recorded for the teacher respondents which is a little bit higher than the computed overall mean of 3.91 for the pupil respondents.

These results implied that all respondents had the same beliefs as to pupils’ macro skills in reading. Traditionally, people imagine reading as a simple process that is linear and passive. However, more recent views have established that

it is a complex cognitive process of decoding written symbols. In the same way, it is a “linguistic, socio-cultural, physical and cognitive activity” which involves getting meaning from and putting meaning to the printed text.

Imam, et. al (2014) argued that when reading skills are insufficient, a number of problems occur which lead to frustration in learning. They also concluded that reading comprehension is related to academic performance.

On the conducted interview, selected respondents expressed out how interested their pupils were regarding reading books in English and how enthusiastic they were to the next book or story they will be reading.

Writing

The ability to write clearly and effectively is a strategic way to communicate. It is the act of putting sentences together in connected discourse, but the main focus is on giving feedback, opinion or a message. The important role ascribed to writing is manifested in the status accorded to it indifferent situations within the teaching and learning environment. In addition, it enables pupils to proceed by trial and error until they can formulate their ideas and parts of ideas in their best possible shapes. This communication through writing can enrich the vocabulary of pupils, familiarize them with a simple style of writing, can stimulate and force them to think and can give them opportunities to improve their writing abilities. This connection to communication skills was displayed by Table 5 which showed the assessments of the teachers, and the pupils as regards their macro skills in writing.

Item Statement	Teachers (N=9)		Pupils (N=307)	
	Mean	VD	Mean	VD
1. Writes words, phrases and sentences to give messages	4.11	M	3.99	M
2. Recognizes kinds of print	4.00	M	3.92	M
3. Write uniformly and clearly	3.89	M	3.93	M
4. Follows directions that about different of actions	4.00	M	3.91	M
5. Uses appropriate connectors to ideas and information	3.89	M	3.87	M
Overall Mean	3.98	M	3.92	M

Legend:

Scale	Verbal Description
4.21 – 5.00	Extremely (E)
3.41 – 4.20	Mostly (M)
2.61 – 3.40	Moderately (MO)
1.81 – 2.60	Slightly (S)
1.00 – 1.80	Less (L)

Table 5. Descriptive Measure and Verbal Description of Pupils’ Macro Skills in terms of Writing

It can be observed from the table that item “Writes words, phrases and sentences to give messages” got the highest computed weighted mean of 4.11 from the teacher respondents and 3.99 from the pupil respondents. These results implied that the assessments of the teacher respondents on macro skills in writing were higher as compared to the assessments of the pupil respondents. Writing is the act of putting ideas in text whether print or non-print. It is a “non-linear, exploratory, and generative process” as they discover ideas and reformulate them. On the other hand, the lowest computed weighted mean scores of 3.89 from the teacher respondents and 3.87 from the pupil respondents were given to item “Uses appropriate connectors to ideas and information”.

Further perusal of the same table reveals that all items indicated therein garnered a verbal description of “mostly needed”. An overall mean of 3.98 was recorded for the teachers group while an overall mean of 3.92 was registered for the pupil respondents.

In the same view, Kobayashi and Rinnert (2008) affirmed that writing is also important. As one of five English skills, writing should be done in different ways. The teachers can ask the pupils to write words up to sentence, and sentence into paragraph. The pupils’ level is important to put into consideration because writing is not as easy as reading. This English skill needs process in order to make the pupils able to produce their own writing. Hence, the process is different one to another depends on the pupils’ level.

Viewing

Nowadays, viewing is a good and efficient way in the teaching and learning process. Pupils find it easy to understand lessons because they just don’t have to use their imagination but now, they can see and hear it from the presentation which is a way that viewing itself, effectively help in developing other skills like reading, speaking and listening. This implication to communication was shown in Table 6 which revealed the assessments of the respondents on the macro skills in terms of viewing.

Table 6. Descriptive Measure and Verbal Description in terms of Viewing

Item Statement	Teachers (N=9)		Pupils (N=307)	
	Mean	VD	Mean	VD
1. Show important understanding of visual media	3.89	M	3.86	M
2. Telling the video/movie/sound's message and meaning	3.89	M	3.81	M
3. Relating your personal experience and connect yourself from the movie/video	3.89	M	3.87	M
4. Identify the key idea or main idea of the movie/video	3.67	M	3.90	M
5. Identify what events are true to life and what are fancy events from movie/video	3.67	M	3.80	M
6. Use word clues to tell what the movie/video is all about	3.67	M	4.04	M
7. Tell the moral lesson from the movie/video	3.89	M	4.06	M
Overall Mean	3.80	M	3.91	M

Legend:

Scale	Verbal Description
4.21 – 5.00	Extremely (E)
1.81 – 2.60	Slightly (S)
3.41 – 4.20	Mostly (M)
1.00 – 1.80	Less (L)
2.61 – 3.40	Moderately (MO)

Examination of the table shows that item “Tell the moral lesson from the movie/video” got the highest computed weighted mean from both groups of respondents. Likewise, these respondents gave their lowest rating to item “Identify what events are true to life and what are fancy events from movie/video”.

Results from the table reveals that all items indicated therein yielded a verbal description of “mostly needed”. The computed overall mean scores for the teacher and pupil respondents were registered at 3.80 and 3.91, respectively.

These results implied that the assessments of the pupil respondent with regard to macro skills in viewing was higher than the teacher respondent. It affirmed that viewing helped pupils develop the knowledge and skills to analyze and evaluate visual texts and multimedia texts. It helped pupils acquire information and appreciate ideas and experiences visually conveyed by others.

According to Borlongan (2009), the literate readers, however, does not stop with converting printed words into ideas. They contemplated those ideas, and carried on an internal dialogue with the author. As cited by Isidor (2014) in her study about Viewing Comprehension, Estroga (2012), a language professor at Liceo De Cagayan University,

stressed that viewing enhances listening skills when students attend to non-verbal communication and visual elements of performance, video, television, film and multimedia presentation. Also, it enhances reading when pupils attend to visual accompanying print, specific textual techniques, and the assumptions, perspectives, and quality of a variety media. “Thursday is English movie day. My pupils are really excited and looking forward to the story they will learn and I can say it really improved their comprehension” as stated by Mrs. Rosalie Timson during the interview.

The Linguistic Confidence of Pupil Respondents

Tables 7 and 9 show the linguistic confidence of pupil respondents in terms of willingness to communicate and perceived communicative competence.

Willingness to Communicate

Willingness to communicate is the most basic linguistic orientation towards communication. Almost anyone is likely to respond to a direct question, but many will not continue or initiate interaction. With this in mind, some pupils find it awkward to interact with the fellow learners. Being shy can hinder the flow of learning process. This shows how important this skill is in attaining competent communication. This significant was shown in Table 7 indicates the respondents’ linguistic confidence in terms of willingness to communicate as assessed by their respective teachers and the pupils themselves.

Table 7. Descriptive Measure and Verbal Description in terms of Willingness to Communicate

Item Statement	Teachers (N=9)		Pupils (N=307)	
	Mean	VD	Mean	VD
1. The pupil is shy to raise his/her in answering question English in	4.11	SA	4.13	SA
2. The pupil gets nervous when speaking English in class	4.33	SA	4.27	SA
3. The pupil is afraid that other pupils will laugh at him/her because of the accent when speaking in English.	4.33	SA	4.30	SA
4. The pupil doesn't like to speak English in front of his/her classmates.	4.33	SA	4.33	SA
5. The pupil feels nervous when s/he has to speak English with somebody.	4.44	MA	4.35	SA
6. When the pupil has to speak in English class, s/he often loses confidence.	4.33	SA	4.17	SA
Overall Mean	4.31	SA	4.26	SA

Legend:

Scale	Verbal Description
5.20 – 6.00	Strongly Agree (SA)
2.68 – 3.51	Slightly Disagree (SD)
4.36 – 5.19	Moderately Agree (MA)
1.84 – 2.67	Moderately Disagree (MD)
3.52 – 4.35	Slightly Agree (SA)
1.00 – 1.83	Strongly Disagree (SD)

It can be seen from the table that the teachers and the pupils themselves gave their highest assessments to item “The pupil feels nervous when s/he has to speak English with somebody”. Furthermore, these groups of respondents gave their lowest assessments to item “The pupil is shy to raise his/her in answering question English in”.

An overall mean of 4.26 was computed for the pupil respondents which is close to the computed overall mean of 4.31 for the teacher respondents. Apparently, most items in the table received a verbal interpretation of “slightly agree”.

These findings implied that teachers and pupils had an equal assessments in linguistic confidence in terms of willingness to communicate is concerned.

Languages are learned by individuals operating in a social context. Therefore, both psychological and sociopolitical processes will be relevant to creating the willingness to communicate. From the perspective of the individual, thoughts and feelings drive behavior that determines success at language learning.

In the same view, Kiely (2007) reported that the concept of willingness to communicate is the probability of speaking when free to do so

helps to orient the focus toward a concern for micro level processes and the sometimes rapid changes that promote or inhibit English communication. A willingness to communicate in English language at such moments reflects the success of the interlocutors’ language learning efforts.

Perceived Communicative Competence

A person’s perception on how competent he/she thinks is in communicating in English language is a good linguistic skill. With this manner, the feeling of a learner to express freely is a useful sign that confidence to communicate can be acquired. In addition, pupils may find English as an important activity to every learning process they engage on. This value was shown in Table 8 which displayed the assessments of the teachers and pupils with regard to their linguistic confidence in terms of perceived communicative competence.

Table 8. Descriptive Measure and Verbal Description of in terms of Perceived Communicative Competence

Item Statement	Teachers (N=9)		Pupils (N=307)	
	Mean	VD	Mean	VD
1. The pupil feels not very sure about his/herself when s/he is speaking in English.	3.89	SA	4.13	SA
2. The pupil always feels that the other pupils speak English better than him/her.	4.33	SA	4.50	MA
3. The pupil is afraid to make mistakes and be corrected by my teacher when speaking in English.	4.33	SA	4.32	SA
4. The pupil chooses to use Filipino over English at all time.	4.11	SA	3.92	SA
5. The pupils is satisfied with his/her performance in English classes.	4.33	SA	4.28	SA
6. The pupil English often causes me a feeling of success.	3.67	SA	3.88	SA
7. Learning English is one of the most important activities for him/her.	4.67	MA	4.51	MA
8. The pupil would be happy to be able to master primary level of English.	4.56	MA	4.31	SA
9. The pupil would like to learn more in speaking English.	4.33	SA	4.37	MA
Overall Mean	4.25	SA	4.25	SA

Legend:

Scale	Verbal Description
5.20 – 6.00	Strongly Agree (S)
4.36 – 5.19	Moderately Agree (MA)
3.52 – 4.35	Slightly Agree (SA)
2.68 – 3.51	Slightly Disagree (SD)
1.84 – 2.67	Moderately Disagree (MD)
1.00 – 1.83	Strongly Disagree (SD)

It can be seen from the table that both groups of respondents gave their highest assessments to item "Learning English is one of the most important activities for him/her" and their lowest assessments to item "The pupil English often causes me a feeling of success". Meanwhile, an overall mean of 4.25 was recorded for both the teacher and pupil respondents.

Results implied that both groups of respondents had consistent assessments as regards to linguistic confidence in terms of perceived communicative competence.

Gee & Handford (2012) explained to their Handbook of Discourse Analysis that communicative competence involves what is appropriate or acceptable to say in a particular situation. It is the knowledge as to when to speak, when not, and as to what to talk about with whom, what, where and in what manner and the ability to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.

In the same view, Al Alami (2014) expounded that communicative competence involves one's linguistic skills as well as social knowledge about what, when and how to say in certain situations. Furthermore, he argued that communicative competence is a concept which "sets out to involve learners in purposeful tasks which are embedded in meaningful contexts and which reflect and rehearse language as it is used authentically in the world outside the classroom".

On the conducted interview, selected respondents were asked "What do your pupils think of the English language and do they have any personal interests regarding English like books, music or relatives in another country?" Most of the respondents replied that they love to speak English language and learning more. Moreover, there were some respondents who stated that most of their pupils think that English Language is one of the subjects that they need to learn in order for them to communicate well. There were some respondents expressed that they think that English is something funny and a hard thing to understand but as they have started the classes, with proper orientation, encouragement and practice with the help of multimedia, they started to be comfortable of it and tried to do the same of what they listened to or watched.

The Communication Skills of Pupil Respondents

The communication skills of the pupil respondents in terms of expressing ideas and views clearly, confidently and concisely, building rapport and understanding with the listener as perceived by the pupils themselves and by their respective teachers are shown in Tables 9 and 10.

Expressing Ideas and Views Clearly, Confidently and Concisely

Effective communication requires being able to express ideas and views clearly, confidently and concisely in speech, and tailoring content and style to the audience. The ability to deliver thoughts and feelings towards other people effectively is an important aspect to communicate. Varying tone, presenting message in an interesting way, using appropriate body language and elaborating on meaning consisted such communication.

However, it seems that verbal expression of ideas and displays of emotions do not come easy to many people like pupils in particular. Pupils struggle with getting words out when explaining things. Others become anxious, nervous tense up and loose track when asked to speak. This was displayed in Table 9 which presented the pupils' communication skills in terms of expressing ideas and views clearly, confidently and concisely.

Table 9. Descriptive Measure and Verbal Description in terms of Expressing Ideas and Views Clearly, Confidently and Concisely

Item Statement	Teachers (N=9)		Pupils (N=307)	
	Mean	VD	Mean	VD
1. The pupil thinks first before talking about his/her idea.	3.89	SA	3.99	SA
2. The pupil is confident to talk to people and speak clearly.	4.11	SA	4.04	SA
3. The pupil doesn't shout and point at people when we have a different opinion.	3.89	SA	4.04	SA
4. When in group discussions, the pupil keeps everyone calm and maintains focus.	3.89	SA	3.97	SA
5. The pupil asks for more details and clarification.	4.11	SA	4.16	SA
6. The pupil openly acknowledges his/her errors.	4.00	SA	3.99	SA
7. The pupil, when challenged, is able to discuss it calmly.	3.89	SA	3.93	SA
8. The pupil clearly expresses his/her disagreement.	3.89	SA	4.07	SA
9. The pupil asks the best questions to invite the best answers from others.	3.89	SA	3.92	SA
10. The pupil discovers what is in the best interest of others.	4.00	SA	3.98	SA
Overall Mean	3.95	SA	4.01	SA

Legend:

Scale	Verbal Description
5.20 – 6.00	Strongly Agree (S)
4.36 – 5.19	Moderately Agree (MA)
3.52 – 4.35	Slightly Agree (SA)
2.68 – 3.51	Slightly Disagree (SDA)
1.84 – 2.67	Moderately Disagree (MD)
1.00 – 1.83	Strongly Disagree (SD)

It can be observed from the table that items “The pupil asks for more details and clarification” and “The pupil is confident to talk to people and speak clearly” got the highest computed weighted mean of 4.11 from the teacher respondents and 4.16 from the pupil respondents. On the other hand, item “The pupil, when challenged, is able to discuss it calmly.” received the lowest computed weighted mean of 3.89 from the teacher and 3.92 from the pupils together with the items, “The pupil doesn’t shout and point at people when we have a different opinion”, “When in group discussions, the pupil keeps everyone calm and maintains focus”, and “The pupil clearly expresses his/her disagreement” and “. An overall mean of 4.01 was computed for the pupil respondents which was a little bit higher than the computed overall mean of 3.95 for the teacher respondents.

Greener et al., (2006) affirmed that communication skills is the ability to convey information to another effectively and efficiently. Pupils with good verbal, nonverbal and written communication skills help facilitate the sharing of information between people within the campus.

Pathak & Joshi (2010) stressed that Communication skills also include active listening. Active listening leads to better understanding and openness between two people or more. It is listening with a purpose to gain information, obtain directions, understand others, solve problems, share interests, show support and so on.

On the conducted interview, selected respondents were asked “Do you think your pupils help each other in developing their English communication?” Most of the respondents replied “Yes of course. Definitely!”

“With the way they relate and talk with them in every single way they can was of great help for them to develop their communication skills.” added by Ms. Lilibeth Nieto during the interview.

Building Rapport and Understanding with the Listener

Rapport forms the basis of meaningful, close and harmonious relationships between people. It is the sense of connection that one get when they like, trust and understand their point of view. This bond of communication enables both the teacher to pupils and even pupils to their fellow pupils, in particular, to share one another's values and priorities in life. Table 10 presented the pupils' communication skills in terms of building rapport and understanding with the listener.

Table 10. Descriptive Measure and Verbal Description in terms of Building Rapport and Understanding with the Listener

Item Statement	Teachers (N=9)		Pupils (N=307)	
	Mean	VD	Mean	VD
1. The pupil is willing to change his/her idea from the opinion of others.	4.11	SA	4.18	SA
2. The pupil always pairs his/her message to fit the person(s) s/he is talking to.	3.89	SA	3.97	SA
3. The pupil finds it easy to listen to what other people have to say even if it is in English.	4.00	SA	4.12	SA
4. The pupil has eye contact with people when with others.	4.00	SA	4.14	SA
5. The pupil finds it easy to focus on what others are saying.	4.22	SA	4.21	SA
6. The pupil is aware of the actions s/he do to express the message.	4.33	SA	4.37	SA
7. The pupil is good at reading the gestures of others.	4.23	SA	4.32	SA
8. The pupil finds it easy to summarize the opinions and ideas of others.	4.00	SA	4.15	SA
9. The pupil attempts to understand ideas that are different from his/hers.	4.22	SA	4.22	SA
10. The pupil can reword another's words.	4.11	SA	4.25	SA
Overall Mean	4.11	SA	4.19	SA

Legend:

Scale	Verbal Description
5.20 – 6.00	Strongly Agree (S)
4.36 – 5.19	Moderately Agree (MA)
3.52 – 4.35	Slightly Agree (SA)
2.68 – 3.51	Slightly Disagree (SD)
1.84 – 2.67	Moderately Disagree (MD)
1.00 – 1.83	Strongly Disagree (SD)

Both groups of respondents had their highest and lowest assessments on items “The pupil is aware of the actions s/he do to express the message” and “The pupil always pairs his/her message to fit the person(s) s/he is talking to”. A closer look at the table reveals that all items indicated therein including the overall mean of 4.19 for the pupil respondents and 4.11 for the teacher respondents obtained a verbal interpretation of “slightly agree”.

These results implied that both groups of respondents had the same assessments as to pupils’ communication skills in terms of building rapport and understanding with the listener. When pupils established rapport with their audience, they become their partners in a dialog, allies in their presentation. Rapport is one of the most important features or characteristics of unconscious human interaction. It is commonality of perspective, being in "sync", being on the same "wave length" as the person with whom the pupils are talking.

In the same view, Crinion et al., (2006) reported that rapport is the ability to relate to others in a way that creates a level of trust and

understanding. It is the process of responsiveness at the unconscious level. It is important to build rapport with the client/colleague as it gets there unconscious mind to accept and begin to process suggestions. They are made to feel comfortable and relaxed-open to suggestions.

The Relationship between Pupils’ Communication Skills and their Macro Skills and Linguistic Confidence

The understanding and integration of language skills can improve the communicative competence. That is to say, integrating the macro skills emphasizes the focus on realistic language and can lead to the individual’s all-round development of communicative competence in English. In other words, understanding and integrating the skills means working at the level of realistic communication, which is the aim of communicative approach. As reflected in Table 11 which presented the results of the correlation analyses which were performed solely to determine the relationship between pupils’ communication skills and their macro skills and linguistic confidence.

Table 11. Correlation Analysis between the Relationship between Pupils’ Communication Skills and their Macro Skills and Linguistic Confidence

Item Statement	communication skills	
Macro skills	expressing ideas and views clearly, confidently and concisely	building rapport and understanding with the listener
Speaking	0.815** (0.000)	0.765** (0.000)
Listening	0.854** (0.000)	0.810** (0.000)
Reading	0.903** (0.000)	0.863** (0.000)
Writing	0.930** (0.000)	0.897** (0.000)
Viewing	0.956** (0.000)	0.929** (0.000)
Linguistic Confidence		
willingness to communicate	0.982** (0.000)	0.961** (0.000)
perceived communicative competence	0.995** (0.000)	0.983** (0.000)

Legend: * = significant (p≤0.05)

Number in the upper entry are correlation values (r-values)

Number enclosed in parentheses are probability values (p-values)

It can be noted from the table that highly significant relationships were found between pupils' communication skills in terms of expressing ideas and views clearly, confidently and concisely and building rapport and understanding with the listener and their macro skills in of speaking ($p=0.000$), listening ($p=0.000$), reading ($p=0.000$), writing ($p=0.000$) and viewing ($p=0.000$). These highly significant correlations were brought about by the fact that all computed probability values for these variables are smaller than the 0.01 significance level.

Furthermore, direct relationships were found between the aforementioned variables as manifested by the positive signs of the computed correlations values that ranged from 0.765 to 0.956.

These results implied that as the level of pupil respondents' macro skills in terms of speaking, listening, reading, writing and viewing increases, the level of their communication skills in terms of expressing ideas and views clearly, confidently and concisely and building rapport and understanding with the listener also increases.

Perusal of the same table shows that highly significant relationships were found between linguistic confidence of pupil respondents in terms of willingness to communicate and perceived communicative competence and their communication skills in terms of expressing ideas and views clearly ($p=0.000$), confidently and concisely and building rapport and understanding with the listener ($p=0.000$). These highly significant differences were manifested by the computed probability value of 0.000 for the said variables which is less than the 0.01 level of significance.

Accordingly, of the same table reveals that direct correlations existed between the aforementioned variables as implied by the positive signs of the computed correlation values that ranged from 0.961 to 0.995.

These findings implied that as the level of pupils' linguistic confidence of pupil respondents in terms of willingness to communicate and perceived communicative competence increases, the level of their communication skills in terms of expressing ideas and views clearly, confidently and concisely and building rapport and understanding with the listener also increases.

These results confirm the findings of Koons (2008), who found that correlations exist between perceived linguistic confidence and communication skills in the capabilities to perform reading and writing tasks and actual abilities.

Research has found that improvement in macro skill has a positive effect on communication skills. To illustrate, Shaw (2008) conducted a study focusing on communication skills of elementary grade pupils. The study reveals that listening and reading macro skills improve communication skills of the pupils.

"Yes of course. Definitely! With the way they relate and talk with each others in every single way they can is of great help for them to develop their communication skills." This was the answer of almost all of the teachers when ask how these skill help each of their pupils. Furthermore, teachers also affirmed how each variable were connected by the observed assessment explained that when someone would try to express his/her thought most of the pupils were looking forward to be called and be heard by everyone.

CHAPTER IV

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

Findings

The study determined how macro skills and linguistic confidence develop in relation to communication skills of Grade 2 pupils of SSES Schools of the EDDIS III during the fourth grading of the S.Y. 2016-2017.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that the macro skills of the pupil respondents in terms of speaking, listening, reading, writing and viewing were described as "mostly needed".

Meanwhile, the linguistic confidence of pupil respondents in terms of willingness to communicate and perceived communicative competence was described as “slightly agree”.

The communication skills of the pupil respondents in terms of expressing ideas and views clearly, confidently and concisely and building rapport and understanding with the listener was described as “slightly agree”.

Highly significant relationships were found between pupils’ communication skills in terms of expressing ideas and views clearly, confidently and concisely and building rapport and understanding with the listener and their macro skills in of speaking, listening, reading, writing and viewing.

Highly significant relationships were found between linguistic confidence of pupil respondents in terms of willingness to communicate and perceived communicative competence and their communication skills in terms of expressing ideas and views clearly, confidently and concisely and building rapport and understanding with the listener.

Conclusions

Based on the findings of the study, the following conclusions were drawn: There is a significant relationship between macro skills and communication skills. Hence, Macro skills have a positive effect on communication skills.

There is a significant relationship between linguistic confidence and communication skills. Therefore, linguistic confidence improved communication skills of the pupils.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. Teachers should develop the macro skills of their pupils by providing more activities that will enhance these skills. These activities may include short speeches, gap activities, role playing and self-introduction for speaking while tot talking, recitation and rhyme, poetry in motion and story boarding in Reading. In the same way, Text Lingo, writing consequences, songs and postcards

making are activities for Writing. Moreover, relay/pass the message, back to back interview, following directions, telephone dramatization, movie clip quiz and song gap fill are for listening. Lastly, Movie fast talk, think aloud and noting details are some of the activities for viewing.

2. Teachers should utilize variety of teaching strategies and techniques to enhance the pupils’ macro skills, linguistic confidence and communication skills. Top-down, bottom-up strategies, word searches, shared group reading are the strategies incorporated in macro skills. Meanwhile, strategies such as analyzing characteristic of the second language, creating centered-class to set pupils’ learning responsibility and signing classroom contracts to build positive pupils’ expectation are related to linguistic confidence. Furthermore, practicing active constructive communication, being aware of one’s body language, showing genuine interest to the speaker are the strategies for communication skills.

3. School officials could provide seminars and trainings related to development of pupils’ macro skills, linguistic confidence and communication skills. Such trainings include Beginning Reading Seminar, Early Language Literacy, Effective Technical Writing, Emotional Intelligence Workshop and Developing Public Speaking Skills.

4. Additional reading references must be provided for the pupils to develop their macro skills, linguistic confidence and communication skills. References like big books, story worksheets, interactive flashcards, and computer assisted visuals can help in enhancing the said skills.

5. For future researchers, further study along this line could be conducted. Inclusion of some other variables not included in the study could be considered to further improve the pupils’ communication skills. Parent involvement, viewing comprehension and teacher’s educational background can be considered

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