

Original Research Article

CLASSROOM STRUCTURE SCHEMES OF TEACHERS AND LANGUAGE COMMUNICATION DIFFICULTIES OF STUDENTS IN PUBLIC SECONDARY SCHOOLS

ABSTRACT

This study investigated the relationship between teachers' classroom structure schemes and secondary students' language communication difficulties in Cluster 13, Division of Davao City. A correlational design was employed to analyze data from 147 public secondary school teachers using universal sampling. Results indicated a significant positive correlation between teachers' classroom structure schemes and students' language communication difficulties, with the latter being frequently manifested. The study further revealed that specific domains of classroom structure significantly influenced students' language communication challenges. To mitigate language communication difficulties, schools should prioritize enhancing classroom structure by establishing clear expectations, promoting accountability, and optimizing resource allocation. Teacher professional development should focus on simplifying instructional materials and incorporating students' native dialects to foster effective communication. These strategies can contribute to improved student outcomes and overall language proficiency.

Keywords: Classroom structure schemes, language communication difficulties, secondary school students

1.0 INTRODUCTION

A classroom structure scheme for teachers in English language development is essential to each school's efforts to close the achievement gap related to school and classroom structures for learning environments [1]. Classroom structuring schemes employed by teachers in English language development are problematic for many English learners in school communities [2]. School administrators and classroom teachers seek effective schemes to address these issues and ensure that students acquire English proficiency and master grade-level academic content [3].

Globally, Murray & Christison [4] argue that various classroom structure schemes present challenges, particularly in addressing the dual goals of English acquisition and content mastery. While several schools have improved English learner achievement by carefully considering these factors, often the two objectives become blurred. Although learning English and mastering content are interconnected, implementing a dedicated program to support English acquisition is crucial [5].

In the Philippines, Barrot [6] emphasizes the importance of actively engaging students in learning English vocabulary and language structures. While lessons can incorporate academic

content, the primary focus should remain on English acquisition. To achieve this, classroom teachers and school English learner specialists can be organized into groups. Groups 1-3 would concentrate on English Language Development, while Group 4 might address other language and literacy skills. Classroom structuring skills in ELD instruction can be integrated with content areas, but the core objective for all groups should be English acquisition [7].

In Davao City, Aimimtham [8] identified overcrowding, emotional challenges, and a lack of teacher-student interaction as obstacles to effective classroom structure. Based on these findings, this study aims to determine teachers' schemes for providing classroom structure. Language and communication difficulties encompass a wide range of issues, including speech production, comprehension, and social interaction.

This research seeks to assist public secondary school teachers in assessing the effectiveness of their classroom structure schemes in addressing students' language difficulties. The findings may inform future administrative policies.

Figure 1 presents the conceptual framework of the study. Building on the aforementioned theories, this research further conceptualizes the variables of classroom structure schemes and language communication difficulties among secondary school students in Cluster 13, Division of Davao City. Classroom structure schemes, the independent variable, include indicators such as setting expectations, accountability, simplicity, preparation, and building reputation. Language communication difficulties, the dependent variable, encompass dialects, speech, word choice, and grammar.

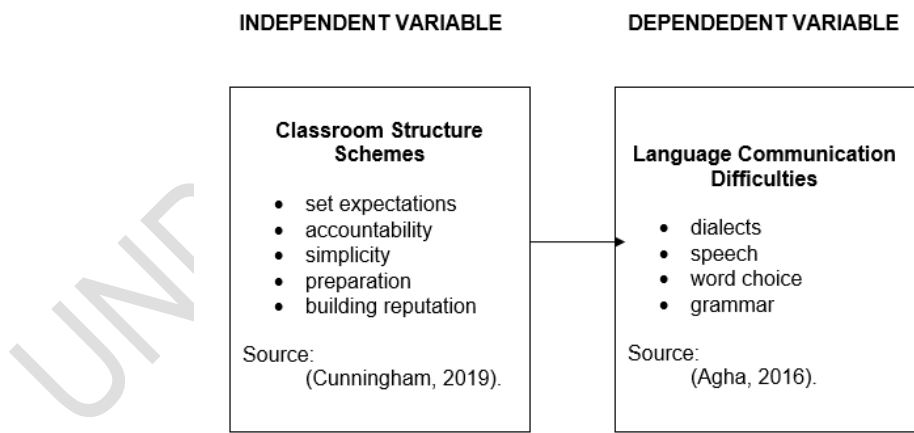


Figure 1. Conceptual Framework of the Study

2.0 METHODOLOGY

2.1 Research Design

This study employed the descriptive correlational method. This method is used to describe the current state of a situation and explore potential causes of a particular phenomenon. In correlational research, data is collected to determine the degree of relationship between two or more quantifiable variables [9]. This descriptive survey focused on quantitative data related to the phenomenon. A quantitative research design was utilized, with a questionnaire developed to gather data from target respondents. The study aimed to determine the relationship between classroom structure schemes of teachers and language communication difficulties of secondary school students in Cluster 13, Division of Davao City.

2.2 Research Respondents

The respondents of this study were the 147 teachers of secondary school students in Cluster 13, Division of Davao City. They evaluated the classroom structure schemes of teachers and language communication difficulties of secondary school students through survey questionnaires that were administered to them. The teachers involved had served at least three years in the public school. This study was conducted from 2023 to 2024. The researcher used universal sampling to select the respondents, meaning that all the populations covered in the study were considered as the respondents.

2.3 Research Instrument

The research instruments used in gathering the data were a researcher-made test and a modified version based on various authors. Refinement of the questionnaires was made possible through the assistance of the thesis adviser and three validators who evaluated the content of the questionnaire. The questionnaires were composed of 50 items, with 10 indicators in this study. Each indicator was made up of 5 item questions. Likert's scale was adopted to determine the extent of classroom structure schemes of teachers and language communication difficulties of secondary school students in Cluster 13, Division of Davao City. Pilot testing was done in a separate school in the same district, resulting in a Cronbach's alpha of .798. The instrument in this study was composed of two parts: Part 1 dealt with the extent of classroom structure schemes of teachers with five indicators, and Part 2 dealt with the extent of language communication difficulties of secondary school students with five indicators.

2.4 Data Gathering Procedure

Prior to data collection, participants (teachers) were provided with a detailed information sheet outlining the study's objectives, procedures, potential risks and benefits, and their right to withdraw at any time without penalty. Voluntary written informed consent was obtained from all participants before their inclusion in the study.

To ensure participant anonymity, all data collected was assigned unique identification codes. Personal information was strictly separated from research data. Data were stored securely and access was limited to the researcher.

Necessary permissions were secured from the Dean of Graduate Studies of Rizal Memorial Colleges, the adviser, supervisor, school principal, and school authorities.

Questionnaires were personally administered to 147 public secondary school teachers in Cluster 13, Davao City. Participants were assured of the confidentiality of their responses. A 100% questionnaire retrieval rate was achieved. The collected data were subsequently tabulated and subjected to statistical analysis.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tests:

Mean. This was used to determine the extent of classroom structure schemes of teachers and language communication difficulties of secondary school students.

Pearson Product Moment Correlation. This was used to measure the significant relationship between the extent of classroom structure schemes of teachers and language communication difficulties.

Regression Analysis. This was used to measure the significant influence of classroom structure schemes of teachers and language communication difficulties of secondary school students.

3.0 RESULTS AND DISCUSSION

The study collected data through questionnaires administered to 147 public secondary school teachers in Cluster 13, Davao City. Prior to data collection, ethical considerations such as obtaining informed consent and ensuring participant confidentiality were implemented. The researchers secured necessary permissions from school authorities before distributing the questionnaires. A 100% questionnaire retrieval rate was achieved, and the collected data underwent tabulation and statistical analysis.

3.1 Classroom Structure Schemes of Teachers

Table 1. *Extent of Classroom Structure Schemes of Teachers*

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	set expectations	3.26	Moderate
2	Accountability	3.10	Moderate
3	simplicity	4.10	High
4	preparation	3.38	Moderate
5	building reputation	3.47	High
Overall Mean		3.46	High

As reflected in Table 1 is the summary on the extent of classroom structure schemes of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation. The mean ratings of this indicator are as follows: set expectations (3.26) or moderate; accountability (3.10) or moderate; simplicity (4.10) and preparation (3.38) and building reputation (3.47).

The overall mean rating of classroom structure schemes of teachers in terms of set expectations, accountability, simplicity, preparation and building reputation is 3.46 or high. This means that the classroom structure schemes of teachers in terms of set expectations,

accountability, simplicity, preparation and building reputation is manifested oftentimes by the teachers. It implies that teachers are effectively organizing and managing their classrooms to create an optimal learning environment.

Furthermore, a high classroom structure schemes includes clear expectations, consistent routines, and well-defined procedures, all of which contribute to a stable and predictable environment where students feel safe and supported. This structure allows students to focus on learning, as they understand what is expected of them and can navigate the classroom with confidence [10]. Additionally, high classroom structure often leads to better classroom management, reducing disruptions and allowing for more effective teaching and learning to take place [11].

Moreover, high classroom structure schemes indicate that teachers are successfully addressing both academic and behavioral needs of their students. With a well-structured classroom, teachers can provide differentiated instruction and targeted support to meet the diverse needs of their students. This is particularly important for English learners, as a structured environment can help them understand and acquire the language more effectively [13].

3.2 Language Communication Difficulties of Students

Table 2. *Extent of Language Communication Difficulties of Students*

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	Dialects	4.14	High
2	Speech	3.45	High
3	word choice	3.71	High
4	Grammar	3.28	Moderate
Overall Mean		3.65	High

As reflected in Table 2 is the summary of the extent of language communication difficulties of secondary school students in terms of dialects, speech, word choice and grammar. The mean ratings of this indicators are as follows: dialects (4.07) or high; speech (4.91) or high; word choice 3.45 or high; (3.71) and grammar (3.28).

The overall mean rating of the extent of language communication difficulties of secondary school students in terms of dialects, speech, word choice and grammar is 3.65 or high. This means that the extent of language communication difficulties of secondary school students in terms of dialects, speech, word choice and grammar is manifested by the teachers oftentimes. It implies that a significant number of students are struggling with understanding and using the language effectively in the classroom. This can manifest in various ways, such as difficulties in comprehending instructions, participating in discussions, and completing assignments that require language proficiency.

Moreover, a high language communication difficulties can hinder students' ability to engage with the curriculum, express their thoughts clearly, and interact with peers and teachers, which can negatively impact their overall academic performance and confidence. These challenges are particularly pronounced for English learners, who may face additional barriers in acquiring

the language skills necessary for success in an English-speaking educational environment [13].

Furthermore, high language communication difficulties among students also indicate a need for targeted interventions and support strategies to address these challenges [14]. Schools and educators must implement effective language development programs that provide intensive instruction in language skills, including vocabulary, grammar, and conversational abilities [15]. Additionally, teachers may need to adopt differentiated instructional strategies and provide additional resources, such as visual aids or bilingual support, to help students overcome their language barriers [16].

3.3 Significance of the Relationship Between Classroom Structure Schemes of Teachers and Language Communication Difficulties of Secondary school Students

Table 3. *Significance of the Relationship Between Classroom Structure Schemes of Teachers and Language Communication Difficulties of Secondary School Students*

Variables	r-value	Degree of Correlation	p-value	Decision (Ho)
Classroom Structure Schemes	-0.763	High Correlation	0.00	Rejected
Language Communication Difficulties				

As presented in Table 3, there is a significant relationship between classroom structure schemes of teachers and the language communication difficulties of secondary school students, with an overall computed r-value of -.763 and a corresponding tabular value of 0.00 at an α level of 0.05. Since the overall computed value is significantly higher than the tabular value, the null hypothesis is rejected. Therefore, it can be stated that there is a significant relationship between the classroom structure schemes of teachers and the language communication difficulties of secondary school students in Cluster 13, Division of Davao City. This implies that the more structured the classroom schemes implemented by teachers, the lower the language communication difficulties experienced by secondary school students in this region.

This finding supports the study of Houston [17], who argued that well-organized and structured classroom environments significantly enhance students' ability to overcome language barriers and engage more effectively with the curriculum. Their research demonstrated that clear classroom routines and expectations help students navigate learning challenges more efficiently, leading to improved communication skills and academic performance.

Additionally, this finding aligns with the work of Bhagwani Hemnani [18], which emphasizes the critical role of structured teaching approaches in supporting English learners. The study highlighted that a well-structured classroom setting not only aids in language acquisition but also mitigates language communication difficulties by providing students with a consistent and supportive learning environment. According to Alharbi [19], such environments allow students to understand better and use the language, thereby reducing communication challenges and enhancing overall learning outcomes.

3.4 The Domains of Classroom Structure Schemes Significantly Influence Language Communication Difficulties

Table 4. *The Domains of Classroom Structure Schemes Significantly Influence Language Communication Difficulties*

Model	r- Squares	Degrees of Freedom	Sig	Decision (Ho)
Regression	-0.736	3	0.00	Rejected
Residual Total		134		
		147		

Note: Significance when $P < 0.05$ (2T)

As presented in Table 4 is the domains of classroom structure schemes of teachers significantly influence language communication difficulties of secondary school students with an overall computed r-value of -0.736 with an equivalent tabular value 0.00 at $\alpha 0.05$ of significance set in this study. Since the overall computed value is much higher than the tabular value. This indicates that the null hypothesis is rejected and it could be stated therefore, that domains of classroom structure schemes of teachers significantly influence language communication difficulties of secondary school students in Cluster 13, Division of Davao City. This implies that effective classroom structure schemes across various domains play a crucial role in reducing language communication difficulties. Improved classroom structuring can lead to enhanced language acquisition and communication skills among students, thereby facilitating a more effective and supportive learning environment.

This finding validates the Sociocultural Theory by Vygotsky [20], which posits that learners acquire knowledge and develop skills through social interactions within a structured environment. Vygotsky emphasized the role of scaffolding and guided interaction in learning, suggesting that a well-organized classroom provides the necessary support for students to internalize new language skills and concepts. In this context, structured classroom schemes facilitate meaningful interactions that enhance language acquisition, thereby addressing communication difficulties.

Additionally, Bronfenbrenner's Ecological Systems Theory [21] reinforces this finding by illustrating how different layers of a student's environment impact their development. According to Bronfenbrenner, the classroom is a crucial microsystem within the broader ecological framework that directly affects students' learning experiences. A structured and supportive classroom environment creates a positive microsystem that helps mitigate language barriers and fosters effective communication, thereby improving overall academic performance.

Furthermore, the Classroom Management Theory proposed by Emmer and Evertson [22] supports this finding by highlighting the importance of effective classroom management in promoting a productive learning environment. Their theory asserts that a well-structured classroom, characterized by clear routines, rules, and organizational strategies, minimizes disruptions and enhances student engagement. By providing a structured setting, teachers can better address language communication difficulties, facilitate language development, and create an environment conducive to learning and personal growth.

4.0 CONCLUSION

The findings of this study reveal that classroom structure schemes employed by teachers in Cluster 13, Davao City, are extensive across all dimensions, including set expectations, accountability, simplicity, preparation, and building reputation. Consequently, these schemes are frequently observed in the classrooms. Moreover, secondary school students in the same cluster exhibit a high prevalence of language communication difficulties in terms of dialects, speech, word choice, and grammar.

A significant relationship was established between teachers' classroom structure schemes and students' language communication difficulties, thereby rejecting the null hypothesis. Furthermore, the individual components of classroom structure schemes significantly influence students' language communication challenges, leading to the rejection of the null hypothesis for each domain.

5.0 RECOMMENDATIONS

This study suggests that school heads can enhance classroom structure schemes by focusing on key areas such as set expectations, accountability, simplicity, preparation, and building reputation. Regular adjustments to expectations throughout the year are crucial. Additionally, ensuring the appropriate allocation of resources like classrooms, textbooks, and technology is essential. Effective coordination at the school or district level, including well-aligned schedules, can significantly improve instructional delivery.

To address students' language communication difficulties, teachers are advised to simplify instructional materials, present content clearly, and meticulously review lesson plans. A strong emphasis on effective presentation is crucial.

School heads can further enhance both classroom structure and language communication by targeting areas with lower performance, such as consistently delivering high-quality lessons. A combination of strategies, maintained over time, is essential for building a strong teaching reputation. Incorporating students' native dialects can also support language development.

To achieve significant improvements in classroom structure and address language communication difficulties, school heads should focus on areas with lower performance. This involves empowering teachers to enhance students' emotional, cognitive, and mental capacities. Effective communication skills, including appropriate word choice, sentence structure, and grammar, are essential for overall success and social interaction.

CONSENT (WHERE EVER APPLICABLE)

In conducting this study, utmost attention was given to ethical considerations to ensure the protection and dignity of all respondents. Informed consent was obtained from all individuals involved, ensuring they were fully aware of the study's purpose, procedures, and any potential risks. Confidentiality was strictly maintained, with all data anonymized and securely stored to prevent unauthorized access. Respondents had the right to withdraw from the study at any point without any consequences. Additionally, the study adhered to all relevant ethical guidelines and standards as established by the institutional review board, ensuring that the research was conducted with integrity and respect for human rights.

Disclaimer (Artificial intelligence)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

REFERENCES

1. Bailey AL, Carroll PE. Assessment of English language learners in the era of new academic content standards. *Review of Research in Education*. 2015 Mar;39(1):253-94.
2. Khong TD, Saito E. Challenges confronting teachers of English language learners. *Educational Review*. 2014 Apr 3;66(2):210-25.
3. DiCerbo PA, Anstrom KA, Baker LL, Rivera C. A review of the literature on teaching academic English to English language learners. *Review of educational research*. 2014 Sep;84(3):446-82.
4. Murray, D. E., & Christison, M. (2019). *What English language teachers need to know volume I: Understanding learning*. Routledge.
5. Sulistiyo U. English language teaching and EFL teacher competence in Indonesia. *Proceedings of ISELT FBS Universitas Negeri Padang*. 2016 Aug 28;4(2):396-406.
6. Barrot JS. English curriculum reform in the Philippines: Issues and challenges from a 21st century learning perspective. *Journal of Language, Identity & Education*. 2019 May 4;18(3):145-60.
7. Akhavan N. Accelerated Language Learning (ALL) with the Lit Six (grades 6-8): Comprehensive ELD units to ensure student language acquisition, grades 6-8. Gatekeeper Press; 2023 Jul 13.
8. Aimimtham S. The Complexity of Managing.
9. Pregoner JD. Research Approaches in Education: A Comparison of Quantitative, Qualitative and Mixed Methods. *IMCC Journal of Science*. 2024 Jul 22;4(2):31-6.
10. Anderson L, Bowen J. *The Supportive Classroom: Trauma-sensitive Strategies for Fostering Resilience and Creating a Safe, Compassionate Environment for All Students*. Simon and Schuster; 2020 Jul 28.
11. Franklin H, Harrington I. A review into effective classroom management and strategies for student engagement: Teacher and student roles in today's classrooms. *Journal of Education and Training Studies*. 2019.
12. Flower A, McKenna JW, Haring CD. Behavior and classroom management: Are teacher preparation programs really preparing our teachers?. *Preventing School Failure: Alternative Education for Children and Youth*. 2017 Apr 3;61(2):163-9.
13. Aziz AA, Kashinathan S. ESL learners' challenges in speaking English in Malaysian classroom. *Development*. 2021;10(2):983-91.
14. Harackiewicz JM, Priniski SJ. Improving student outcomes in higher education: The science of targeted intervention. *Annual review of psychology*. 2018 Jan 4;69(1):409-35.
15. Ebbels S. Effectiveness of intervention for grammar in school-aged children with primary language impairments: A review of the evidence. *Child Language Teaching and Therapy*. 2014 Feb;30(1):7-40.
16. Pregoner JD, Baguio JB. Learning strategies and readiness towards blended learning in english subjects as predictors of students' satisfaction during the COVID-19 pandemic. *Asian Journal of Education and Social Studies*. 2024 Mar 6;50(4):170-84.
17. Houston L. Efficient strategies for integrating Universal design for learning in the online classroom. *Journal of Educators Online*. 2018 Dec;15(3):n3.
18. Bhagwani Hemnani BM. *The Development of Oral Interaction: The Use of Functional Language to Achieve Communicative Efficiency in the EFL Classroom*.
19. Alharbi HA. Improving Students' English Speaking Proficiency in Saudi Public Schools. *International journal of instruction*. 2015 Jan;8(1):105-16.
20. Vygotsky LS. Socio-cultural theory. *Mind in society*. 1978;6(3):23-43.

21. Bronfenbrenner U. The ecology of human development: Experiments by nature and design. Harvard university press; 1979.
22. Emmer ET, Evertson CM. Effective management at the beginning of the school year in junior high classes.

UNDER PEER REVIEW