

Language Communication and Students' Class Participation in English Towards an Intervention Program Guide

Eleazar Celso

ehlycelso93@gmail.com

Philippine Christian University

Manila, Philippines

Abstract

The study aims to identify the language communication and students' class participation in English. Specifically, it assesses the factors associated in the area of ability to speak, choice of words, mother tongue interference, and pronunciation. This includes the measure of the level of students' class participation inside the classroom in terms of manner of questioning, comprehension of words, limited vocabulary, and confidence in speaking. The descriptive quantitative research design is used in the study to quantify and measure the variables of the study. On the other hand, purposive sampling is also utilized in the study which is a non-probability sampling technique process. The study comprised sixty (60) respondents from the group of various educators in the school system. Results show that ability to speak require benchmark output structure in the language communication ability to equip students during class participation specially on the proper usage of creativity, consistency, and grammar in the language, show that choice of words have a big impact among students' strategy in the language communication, show that mother tongue interference is designed for students to learn the second language acquisition which is important in the communication process, pronunciation show that it requires the process of complex production in speaking intended to convey the meaning based on pronunciation. In addition, manner of questioning shows to enable students develop relevant measures in their English language towards class participation during interaction of the lesson, word comprehension shows to help in the coding of words, concept, and interactive to explore the English language communication during class participation, lexical diversity, and complexity, limited vocabulary shows that they have thoughts in minds at the back of their head but cannot express due to limited vocabulary to explore ideas during class participation, and confidence in speaking shows that it helps to overcome students' shyness, nervousness, and the ability to speak and increases the proficiency of students to build learning. Findings show that there is no significant correlation between the factors associated with the English communication language of students as assessed towards their class participation and the extent of students' class participation inside the classroom as observed by the respondents.

Keywords: *Language communication, student class participation, ability to speak, choice of words, mother tongue interference, pronunciation, manner of questioning, comprehension of words, limited vocabulary, and confidence in speaking*