

# Barriers to Communication, Challenges and the Teaching Performance of English Teachers

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## Abstract

The research study focused on the barriers to communication, other challenges and the teaching performance of English Teachers. Specifically, it aimed to determine the significant relationship of the profile and barriers to communication to the teaching performance of English Teachers from the SDO Biñan City, Laguna.

The research involved one-hundred thirteen (113) teachers teaching English subjects using Simple Random Sampling technique (Slovin's Formula). Descriptive research method design was used in this study in gathering and treating the data. A researcher-made questionnaire was used as the main instrument in order to obtain the necessary data. The primary data-gathered instrument used was a questionnaire with 5-point Likert Scale with ratings of (5) Strongly Agree/Very High Barriers/ Very High Challenge/ Very High Expertise, (4) Agree/ High Barriers/ High Challenge/ High Expertise, (3) Moderately High Barriers/ With Moderate High Challenge/Moderate High Expertise, (2) Disagree/Low Barriers/ Low Challenge/ Low Expertise, and (1) Strongly Disagree/Very Low Barriers/ Very Low Challenge/ Low Expertise.

Weighted Mean and Standard Deviation was used to determine the barriers to communication, other challenges and the teaching performance of English Teachers. In addition, One-Way ANOVA and PEARSON Product-Moment Correlation was used to determine the significant relationship between the profile and barriers to communication to the teaching performance of English Teachers.

The results of the study revealed that most of the English Teachers in terms of the barriers to communication, most of the teachers have "Very High Barriers". Also, English teachers in SDO Biñan City perceive other challenges in teaching with "Very High Challenge" as well as the teaching performance of English Teachers with "Very High Expertise."

The relationship between the Barriers to Communication and other challenges has a Significant Relationship with the Teaching performance of English Teachers in terms of Cultural Barriers, Language Barriers, Perceptual Barriers, Interpersonal Barriers, Gender Barriers, and Emotional Barriers. On the other hand, physical barriers have no Significant Relationship with the Teaching Performance of the English Teachers.

Keywords: Barriers to Communication; Challenges; Teaching Performance

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## 1. Main text

### Introduction

One of the languages that should be acquired in the Philippines is the English language. It is in accordance with Executive Order No. 210 – Establishing the Policy to Strengthen the Use of the English Language as a medium of Instruction in the Educational System, whereas Sec. 7, Article XIV of the 1987 Constitution provides that for purposes of communication and instruction, the official languages of the Philippines are Filipino and, until otherwise provided by law, English. English is not only taught as a course from elementary to higher education in the Philippines; it is also employed as the medium of instruction for

practically all topics. This technique could also be based on the idea that the earlier English is taught, the better. Because of this, Koo (2008) seen English as the language of progress. To be able to gain communicative competence of the language at the school, teachers should be the first one to speak it well for students to acquire it too.

But reality in the academe shows that students and even teachers in the Philippines are still not very comfortable in using the English language, most especially during times when they are required to do impromptu oral presentations, recite and report in class, and even engage in casual conversations. These are some of the scenarios where barriers and challenges in communicating happens that may affect the teaching performance of teachers in teaching the subject.

Even in other fields, there are inhibitions and constraints Filipinos may encounter since Philippines use English as the second language only. Just like in hospitals, ineffective communication between nurses and patients might be hampered by competing expectations, a lack of privacy, and background noise. The ability of patients to communicate effectively may be hampered by their condition, medicine, discomfort, and/or worry.

Even from other countries like in Malaysia, barriers can happen. Just like the results of the study of Yusof & Ragmat (2020) that looked into verbal disagreements between native and non-native English speakers revealed that native speakers had two different perspectives on having non-native English colleagues as co-workers. Some of them said they were happy with hiring non-natives, but the majority saw this as a source of difficulty for them, particularly in communication, citing the foreign accents of those workers as a source of miscommunication.

Since education has the biggest role of learning the English language, and teachers are the main source of learning, it is hereby decided that the study determine the barriers to communication, challenges and the teaching performance of English teachers to be aware with the things that may hinder teachers from doing well. This barriers and challenges have big impacts on how the teachers teach the subject with the students. It is important that hindrances and limitations be known to create a more productive teaching-learning environment.

## **Theoretical Framework**

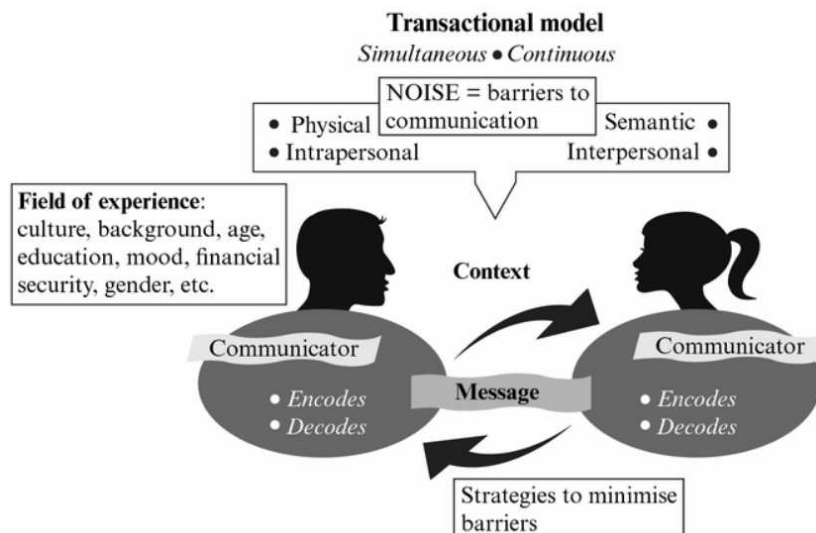
Shannon and Weaver (1949) proposed the first primitive communication which described transmission. This linear model was fairly mechanical, and it effectively reflected the assumption that the sender and recipient had minimal influence over the message's interpretation, which was essentially independent. If this were true, one would be able to understand the countless signals delivered without any explanation every time going to a lecture. Of course, if one is sleepy, preoccupied, overwhelmed, or hesitant, the message won't go through the way it was intended. The two-way nature of communication was also not reflected in this approach. However, it did introduce the concept of the communication barrier in a restricted way. Physical noise was defined as anything that interfered with a message's transmission, such as static on a radio connection or computer malfunctioning or even noise in a classroom setting or the environment itself.

The linear model clearly has flaws in terms of explaining how communication works, and new models have evolved to better describe communication. Nonetheless, the linear model served as a good starting point, and it helped to define a few key words that have since been incorporated into other models, such as: sender/receiver is the source or destination; the information being sent is referred to as the message; code refers to the system that is utilized to convey information, such as words, graphs, and nonverbal communication; channel is the means through which the code is communicated, for example, it may be better to show complex data in a graph rather than using the written word and noise is a hindrance to communication.

One of the new models in communication is the transactional model of communication which included a few key components, such as the nature of communication being simultaneous and continuous. It

also included an interpersonal barrier, which is crucial to human communication. The communication process is also closed off with communication methods. Because everyone does not speak in a vacuum, people bring their sphere of experience to the communication experience.

The study is anchored in this theory for the researcher determined the different barriers to communication of teachers as well as the other challenges teachers may encounter. From the model itself, there are barriers that teachers may encounter while teaching the English subject.



**Figure 1. The Transactional Model of Communication**

The indicated model has barriers being experienced by the communicators. Just like in a teaching-learning setting there are various barriers that can happen during the communication. According to Zaine (2010 Cited in Kapur 2018), the common language barriers that are part of the communication are first, the Perceptual Barriers. These are the barriers that occur as a result of differences in opinion between two people; disparities in opinions prove to be a significant barrier, therefore these differences necessitate excellent communication; any disagreement between two people is unhealthy for the organization's operation.

The next barrier is the Emotional Barriers. People may lose interest in talking with their co-workers as a result of sentiments of fear, mistrust, wrath, or frustration that may occur in their brains, and these are referred to as emotional barriers.

Another barrier is the Language Barriers. Language is the most effective technique of communicating with others, according to experts. The language facilitates comprehension of the content that a person wants to express or discuss with others. When two people or groups of people communicate with one other and utilize a common language that is understood by everyone, their goals will be met and the communication process will be more effective. It is critical to have a common language within an organization in order to communicate effectively. When overseas students come to India to study, they are unfamiliar with the local language, hence English is regarded the common language that everyone understands.

The next barrier is the Cultural Barriers. Individuals from various nationalities, regions, cultures, religions, castes, creeds, and status groupings are employed together inside a company. These people are

sometimes aware of other people's cultures and backgrounds, but other times they are completely clueless. A cultural barrier occurs when people from different cultures are unable to interact effectively with one another, and this inability can be caused by a variety of causes including different backgrounds, languages, customs, opinions, ideas, and thoughts.

The fifth barrier is the Physical Barriers. It is critical to have team spirit inside an organizational structure, and individuals should work in concert with one another and cooperate with one another. Within an organization, official and informal communication occurs. Within an organizational structure, proximity is one of the most important elements. There is a hierarchy, and those at the top of the hierarchy have closed doors, offices, and cabins, and are physically separated from their subordinates; as a result, their subordinates are unable to speak with them, creating a physical barrier to efficient communication.

Another one is the Interpersonal Barriers. These barriers are what ultimately keep anyone to reach out each other because some are unable to form genuine connections with people.

The last one is the Gender Barriers. These barriers are the result of the different ways in which various genders communicate with one another and are expected to communicate. Gender stereotypes assumed gender roles can lead to unhealthy communication.

### Statement of the Problem

The study aimed to determine the barriers to communication, challenges and the teaching performance of English teachers.

Specifically, it answered the following problems:

1. What is the mean level of the barriers to communication in terms of the following:
  - 1.1 Physical Barriers
  - 1.2 Cultural Barriers
  - 1.3 Language Barriers
  - 1.4 Perceptual Barriers
  - 1.5 Interpersonal Barriers
  - 1.6 Gender Barriers
  - 1.7 Emotional Barriers
2. What are the other challenges of English Teachers in teaching the subject?
3. What is the level of teaching performance of English teachers in terms of:
  - 3.1. Content Expertise
  - 3.2. Instructional Design Skills
  - 3.3. Instructional Delivery Skills
  - 3.4. Instructional Assessment Skills
  - 3.5. Course Management Skills
4. Do barriers to communication have significant relationship to the teaching performance of English teachers?

### Research Methodology

The research was administered using quantitative method of research by the use of a questionnaire carefully developed to collect data about the barriers to communication in terms of physical barriers, cultural barriers, language barriers, perceptual barriers, interpersonal barriers, gender barriers, and emotional barriers, other challenges, and the teaching performance of English teachers in terms of content expertise, instructional design skills, instructional delivery skills, instructional assessment skills, and course management skills.

Based on the procedure stated above, the researcher was fully convinced that descriptive (quantitative) was essential to the kind of investigation she presumed to undertake.

The respondents in the study were determined using Simple Random Sampling technique. It is a fundamental sampling strategy in which we choose a set of participants (a sample) for research from a larger group (a population). Everyone in the sample is picked totally by chance, and everyone in the population has an equal chance of being included. It is feasible to select any sample of a certain size from all potential samples.

The researcher used Slovin's Formula to determine the estimated target respondents on the total population of English teachers in SDO Biñan City. Using Slovin's formula, the researcher can sample the population with a certain level of accuracy. It will tell the researcher how large a sample size is required to provide a fair level of accuracy in the results. From a total population of 158 English teachers in SDO Biñan City, a total of 113 teachers were chosen as respondents for the conduct of the study.

The researcher utilized survey-type questionnaire to gather information on the barriers to communication, other challenges, and the teaching performance of English teachers. Survey was administrated at the SDO Biñan City, Laguna, using printed questionnaire or using the google form for convenience to gather the data even they were in Alternative Work Arrangement. The distribution of the survey was conducted by the author and with the assistance and approval of the school heads and the Schools Division Superintendent of Biñan City.

The questionnaire survey was prepared and designed by the researcher herself based on the study research questions. English was the language used in preparing the surveys as it is the language that is easily communicated to educators.

Necessary letter and permits to conduct the study were first secured. A letter of approval addressed to the office of Schools Division Superintendent (SDS), twelve (12) public secondary School Heads from SDO Biñan City, Laguna for the permission of conducting the study. The conduct of the survey with the respondents was scheduled. Afterwards, analysis of the data results was done using quantitative method.

The data to be collected were tallied, tabulated, analyzed, and interpreted. Weighted Mean and Standard Deviation was used to determine the barriers to communication for physical barriers, cultural barriers, language barriers, perceptual barriers, interpersonal barriers, gender barriers, emotional barriers and other challenges, as well as the teaching performance of English Teachers in terms of content expertise, instructional design skills, instructional delivery skills, instructional assessment skills and course management skills. Spearman Rho (Correlation Coefficient) was used to determine if the profile and communication barriers have significant relationship to the teaching performance of English teachers.

## Results and Discussion

**Table 1.** Mean Level of the Barriers to Communication in terms of Physical Barriers

| STATEMENT           | MEAN | SD   | Verbal Interpretation    |
|---------------------|------|------|--------------------------|
| Classroom           | 4.58 | 0.74 | Very High Barriers       |
| New Set of Students | 3.04 | 1.15 | Moderately High Barriers |
| Longer Lessons      | 3.65 | 0.97 | High Barriers            |
| Class Noise         | 4.08 | 1.06 | High Barriers            |
| Big Crowds          | 3.37 | 1.19 | Moderately High Barriers |

**Overall Mean = 3.74**

**Standard Deviation = 1.17**

**Verbal Interpretation = High Barriers**

Table 1 illustrates teacher's level of barriers to communication in terms of Physical Barriers. Teachers considers teaching from other classroom rather than their own classroom as High Barriers (M=4.58, SD=0.74) as well as noise (M=4.08, SD=1.06).

Overall, the mean level of the barriers to communication in terms of Physical Barriers attained a mean score of 3.74 and a standard deviation of 1.17 and was High Barriers among the respondents. This implies that most of the English teachers encountered such barriers especially most of the classrooms in Biñan City are divided for two grade levels, one grade level for the morning class and one grade level for the afternoon class due to the big population of students in the city.

Smith (2015) stated that physical barriers are hurdles against the goal of effective communication. Most people agree that they need their own personal areas in the workplace. This own space can create better and comfortable space for a better performance just like in education, teachers are performing well if there is a feeling of comfort and safe space.

**Table 2.** Mean Level of the Barriers to Communication in terms of Cultural Barriers

| STATEMENT            | MEAN | SD   | Verbal Interpretation |
|----------------------|------|------|-----------------------|
| Flexibility          | 4.66 | 0.58 | Very High Barriers    |
| Fairness             | 4.86 | 0.37 | Very High Barriers    |
| Norms and Beliefs    | 4.81 | 0.45 | Very High Barriers    |
| Cultural Differences | 4.81 | 1.42 | Very High Barriers    |
| Equality             | 4.79 | 0.45 | Very High Barriers    |

**Overall Mean = 4.79**

**Standard Deviation = 0.46**

**Verbal Interpretation = Very High Barriers**

Table 2 illustrates teacher's level of barriers to communication in terms of Cultural Barriers. Accordingly, fairness of teachers to students shows Very High Barriers (M=4.86, SD=0.37); as well as respect of teachers in the norms and beliefs of students (4.81, SD=0.37); and teachers considering cultural differences (M=4.81, SD=1.42).

Overall, the mean level of the barriers to communication in terms of Cultural Barriers attained a mean score of 4.79 and a standard deviation of 0.46 and was Very High Barriers among the respondents. This can be concluded that English Teachers from Biñan City really experience cultural barriers since most of the teachers even the students came from different places in the Philippines.

Kapur (2018) stated that communication takes place between people of various nationalities, religions, castes, creeds, races, ethnicities, and so on; in other words, when two people communicate with each other, their cultural backgrounds may differ. It is critical to overcome any hurdles that may arise during the communication process. It is important to make people be aware of their own culture when talking with them. It is also significant to develop an awareness and acceptance of another person's culture through dialogue. Likewise in education, teachers must be careful to avoid cultural indifferences.

**Table 3.** Mean Level of the Barriers to Communication in terms of Language Barriers

| STATEMENT     | MEAN | SD   | Verbal Interpretation |
|---------------|------|------|-----------------------|
| Explaining    | 3.74 | 1.12 | High Barriers         |
| Speaking      | 4.55 | 0.58 | Very High Barriers    |
| Dialect       | 3.72 | 1.16 | High Barriers         |
| Jargon        | 4.20 | 0.79 | Very High Barriers    |
| Encouragement | 3.75 | 1.15 | High Barriers         |

**Overall Mean = 3.99**

**Standard Deviation = 1.40**

**Verbal Interpretation = High Barriers**

Table 3 illustrates teacher's level of barriers to communication in terms of Language Barriers. Teachers encouraging students to speak in L2 ( $M=4.55$ ,  $SD=0.58$ ) and teachers adjusting with student's jargon ( $M=4.20$ ,  $SD=0.79$ ) are perceived as High Barriers.

Overall, the mean level of the barriers to communication in terms of Language Barriers attained a mean score of 3.99 and a standard deviation of 1.40 and was High Barriers among the respondents. This indicates that language barriers are faced by the English Teachers of Biñan City since students also came from different places outside from the city which only implies that there is a high chance of misunderstanding in communication due to this barrier.

Many challenges or obstacles in health care, aviation, maritime, business, and education are caused by language barriers. For example, providing safe and quality healthcare necessitates effective communication between healthcare providers, patients, and families. Patients and interpreters described experiences where language barriers contributed to inferior patient assessment, misdiagnosis, delayed treatment, incomplete understanding of patient condition, risks of medication errors and complications, and prescribed treatment, according to the findings of a Canadian study on the negative impact of language barriers on quality of care and patient safety (Bowen, 2015). In the second case, aviation experts pointed out that human error is to blame for more than 60% of aircraft incidents (Sexton & Helmreich, 2000). In relation to education, teachers should also be cautious with the language to be used especially in front of the class.

**Table 4.** Mean Level of the Barriers to Communication in terms of Perceptual Barriers

| STATEMENT               | MEAN | SD   | Verbal Interpretation |
|-------------------------|------|------|-----------------------|
| Dress Code              | 4.74 | 0.50 | Very High Barriers    |
| Time Management         | 4.55 | 0.73 | Very High Barriers    |
| Consistent Rules        | 4.76 | 0.54 | Very High Barriers    |
| Student's Participation | 4.77 | 0.48 | Very High Barriers    |
| Positive Feedback       | 4.80 | 0.48 | Very High Barriers    |

**Overall Mean = 4.71**

**Standard Deviation = 0.56**

**Verbal Interpretation = Very High Barriers**

Table 4 illustrates teacher's level of barriers to communication in terms of Perceptual Barriers. Teacher's positive feedback on students ( $M=4.80$ ,  $SD=0.48$ ) and teachers gaining more confidence through student's active participation ( $MD=4.77$ ,  $SD=0.48$ ) are remarked as Very High Barriers.

Overall, the mean level of the barriers to communication in terms of Perceptual Barriers attained a mean score of 4.71 and a standard deviation of 0.56 and was Very High Barriers among the respondents. It only means that perceptions of students matter to the English Teachers in Biñan City.

Kapur (2018) also pointed out that it is critical to grasp different perspectives on a topic, an issue, or a problem when communicating. When communicating on a certain topic, condition, problem, issue, circumstance, challenge, stress, or concept, several levels of perceptions are involved. A lack of comprehension of different levels of perception could be a stumbling block. It is critical to obtain the 'perception of reality,' which refers to information about facts, knowledge, figures, actuality, and what is true, in order to conduct effective communication. It is critical that teachers should be open, flexible, and transparent when communicating.



**Table 5.** Mean Level of the Barriers to Communication in terms of Interpersonal Barriers

| STATEMENT             | MEAN | SD   | Verbal Interpretation |
|-----------------------|------|------|-----------------------|
| Student's Performance | 3.43 | 1.25 | High Barriers         |
| Sharing of Thoughts   | 4.61 | 0.54 | Very High Barriers    |
| Use of Positive Words | 4.65 | 0.51 | Very High Barriers    |
| Organization of Class | 4.66 | 0.51 | Very High Barriers    |
| Review of Lesson      | 4.78 | 0.44 | Very High Barriers    |

**Overall Mean = 4.43****Standard Deviation = 0.87****Verbal Interpretation = Very High Barriers**

Table 5 illustrates the mean level of the barriers to communication in terms of Interpersonal Barriers. Teachers have Very High Barriers in reviewing the lesson before the class (MD=4.78, SD=0.44) and teachers organized their class correctly (MD=4.66, SD=0.51).

Overall, the mean level of the barriers to communication in terms of Interpersonal Barriers attained a mean score of 4.43 and a standard deviation of 0.87 and was Very High Barriers among the respondents. This shows that interaction of students is significant for the English Teachers in Biñan City. Since implementation of face-to-face are now happening in the city, it is very important for students to feel safe and comfortable interacting in the class.

In an article from Harappa (2021), interpersonal barriers are very common in the workplace. New recruits may be too shy to participate in important meetings. There can be managers who dominate the conversation, discouraging others from speaking at all. The reason might be a person's individual qualities or the general environment in an organization. Leaders need to be mindful of establishing protocols that support an open and honest communication network. It can be associated of learners being shy in front of teachers, thus, creating this kind of barriers that hinder students from maximizing their full potential.

**Table 6.** Mean Level of the Barriers to Communication in terms of Gender Barriers

| STATEMENT        | MEAN | SD   | Verbal Interpretation    |
|------------------|------|------|--------------------------|
| Communication    | 2.85 | 1.41 | Moderately High Barriers |
| Girl's Attention | 3.14 | 1.33 | Moderately High Barriers |
| Limitations      | 3.28 | 1.40 | Moderately High Barriers |
| Boy's Shyness    | 3.01 | 1.28 | Moderately High Barriers |
| Hesitations      | 2.81 | 1.35 | Moderately High Barriers |

**Overall Mean = 3.01****Standard Deviation = 1.36****Verbal Interpretation = Moderately High Barriers**

Table 6 illustrates teacher's level of barriers to communication in terms of Gender Barriers. Teachers have Moderately High Barriers when giving limitations in communicating to students with the opposite gender (M=3.28, SD=1.40) and it is more accessible for teachers to catch girl's attention in class (M=3.14, SD=1.33).

Overall, the mean level of barriers to communication in terms of Gender Barriers attained a mean score of 3.01 and a standard deviation of 1.36 and was Moderately High Barriers among the respondents. This shows that student's gender reasonably matters to the English Teachers of Biñan City.

For the teaching-learning process to fulfill its goals, gender variations in communication must be examined. Also, to ensure that women, who are becoming a larger share of the workforce, are not discriminated against. Preserved at a rudimentary level of development and economic life, therefore keeping



half of mankind tethered to the beginning point while the other half runs it (The Guardian, 1988, cited in Abosede, 2017). This means that boys and girls will grow up to be men and women who will both contribute to the nation's progress. As a result, teachers must be equipped with suitable communication styles for dealing with obstacles that may develop in classroom teaching and learning activities in order to offer the necessary favorable environment for both boys and girls in achieving the school's objectives (Abosede, 2017).

**Table 7.** Mean Level of the Barriers to Communication in terms of Emotional Barriers

| STATEMENT                    | MEAN | SD   | Verbal Interpretation |
|------------------------------|------|------|-----------------------|
| Trust                        | 4.17 | 0.82 | High Barriers         |
| Work & Life Balance          | 4.65 | 0.61 | Very High Barriers    |
| Impulsive Words and Decision | 4.59 | 0.59 | Very High Barriers    |
| Composure                    | 4.72 | 0.45 | Very High Barriers    |
| Calmness                     | 4.70 | 0.48 | Very High Barriers    |

**Overall Mean = 4.56**

**Standard Deviation = 0.64**

**Verbal Interpretation = Very High Barriers**

Table 7 illustrates teacher's level of barriers to communication in terms of Emotional Barriers. Teacher's composure in class (M=4.72, SD=0.45) and Teacher's calmness despite difficulties (M=4.70, SD=0.45) are remarked as Very High Barriers.

Overall, the mean level of the barriers to communication in terms of Emotional Barriers attained a mean score of 4.56 and a standard deviation of 0.64 and was Very High Barriers among the respondents. This confirms that English Teachers from Biñan City deals with feelings in order to portray and to execute better the teaching and learning process.

Kapur (2018) stated that people may lose interest in talking with their coworkers as a result of sentiments of fear, mistrust, wrath, or frustration that may occur in their brains, and these are referred to as emotional barriers. In relation with education, this barrier takes a big role since emotional stability is important both for the teacher and the students.

**Table 8.** Other Challenges of English Teachers in teaching the Subject

| STATEMENT                            | MEAN | SD   | Verbal Interpretation |
|--------------------------------------|------|------|-----------------------|
| Working Styles in Pandemic           | 4.77 | 0.44 | Very High Challenge   |
| Difficulty in Delivering Lessons     | 4.07 | 1.01 | High Challenge        |
| Recitations in L2                    | 4.31 | 0.73 | Very High Challenge   |
| Limited Time in Checking             | 4.09 | 0.95 | High Challenge        |
| Simultaneous Trainings and Seminars  | 4.34 | 0.79 | Very High Challenge   |
| Technology-based teaching strategies | 4.41 | 0.83 | Very High Challenge   |
| Authentic performance tasks.         | 3.87 | 1.05 | High Challenge        |
| Drills for Comprehension Skills      | 3.93 | 1.05 | High Challenge        |
| Class Control                        | 3.96 | 1.13 | High Challenge        |
| Interest of Students                 | 4.18 | 0.94 | High Challenge        |

**Overall Mean = 4.19**

**Standard Deviation = 0.94**

**Verbal Interpretation = High Challenge**

Table 8 illustrates other challenges of English teachers in teaching the subject. Teachers adjusting

working styles due to pandemic ( $M=4.77$ ,  $SD=0.44$ ) as well as teachers learning additional technology-based teaching strategies ( $M=4.41$ ,  $SD=0.83$ ) are remarked as High Challenge.

Overall, the other challenges of English teachers in teaching the subject attained a mean score of 4.19 and a standard deviation of 0.94 and was High Challenge among the respondents. This concludes that there are many challenges faced by the English Teachers of Biñan City.

Studies revealed that teachers of various courses frequently change the language of instruction from English to Kiswahili or their native dialect, either because they lack proficiency in English or to ensure that the students comprehend the subject matter. As a result, there is very little exposure to the language (Aleksandrak, 2011). Given that language learning necessitates a lot of exposure, as proposed by Cummins (1992), the English teacher is left with the sole responsibility of assisting learners in developing English competence within a 35-minute lesson, because the language spoken outside the classroom and at home is primarily Kiswahili in cities and other local languages in rural areas. This can be relevant with the scenario in the Philippines wherein teachers are experiencing difficulties in teaching the English subject with the students.

**Table 9.** Level of Teaching Performance of English Teachers in terms of Content Expertise

| STATEMENT              | MEAN | SD   | Verbal Interpretation |
|------------------------|------|------|-----------------------|
| Lesson Preparation     | 4.81 | 0.40 | Very High Expertise   |
| Reading of Topics      | 4.80 | 0.40 | Very High Expertise   |
| Additional Information | 4.77 | 0.42 | Very High Expertise   |
| Helpful Trivia         | 4.73 | 0.50 | Very High Expertise   |
| Discussion             | 4.81 | 0.44 | Very High Expertise   |

**Overall Mean = 4.78**

**Standard Deviation = 0.44**

**Verbal Interpretation = Very High Expertise**

Table 9 illustrates the level of teaching performance of English teachers in terms of Content Expertise. Teachers have Very High Expertise in preparing lessons ahead of time ( $M=4.81$ ,  $SD=0.40$ ) and in discussing helpful facts and information about the lesson ( $M=4.81$ ,  $SD=0.40$ ).

Overall, the level of teaching performance of English teachers in terms of Content Expertise attained a mean score of 4.78 and a standard deviation of 0.44 and was Very High Expertise among the respondents. This implies that English Teachers make sure that knowing the content of the lessons to be taught is very important.

Pedagogical content knowledge (PCK) is relatively new research in various disciplines, despite the importance of all knowledge components in teacher development. Shulman (1987), the term's creator, stated that this type of knowledge is essential for effective teaching since it pertains to the ability to express and formulate content in a discipline in ways that students can grasp. The PCK is concerned with how instructors tie subject matter knowledge (what they know about what they teach) to pedagogical knowledge (what they know about teaching), as well as how subject matter information is related to the pedagogical reasoning process (Shulman, 1987).

**Table 10.** Level of Teaching Performance of English Teachers in terms of Instructional Design Skills

| STATEMENT              | MEAN | SD   | Verbal Interpretation |
|------------------------|------|------|-----------------------|
| Technology Integration | 4.73 | 0.49 | Very High Expertise   |
| Software Applications  | 4.47 | 0.73 | Very High Expertise   |
| Catchy Presentations   | 4.59 | 0.61 | Very High Expertise   |

|                              |      |      |                     |
|------------------------------|------|------|---------------------|
| Additional Printed Materials | 4.53 | 0.63 | Very High Expertise |
| Presentation Designs         | 4.62 | 0.57 | Very High Expertise |

**Overall Mean = 4.59**

**Standard Deviation = 0.62**

**Verbal Interpretation = Very High Expertise**

Table 10 illustrates the level of teaching performance of English teachers in terms of Instructional Design Skills. Teachers have Very High Expertise when it comes to technology integration in teaching ( $M=4.73$ ,  $SD=0.49$ ) and designing of presentations related to the topic ( $M=4.62$ ,  $SD=0.57$ ).

Overall, the level of teaching performance of English teachers in terms of Instructional Design Skills attained a mean score of 4.59 and a standard deviation of 0.62 and was Very High Expertise among the respondents. This shows that planning and preparation is done by the English Teachers of Biñan City.

According to Nagler (2016), classroom management is intended to provide students with more opportunities to learn of all things that a teacher does to organize students, space, time, and materials so that the student's learning can take place. Students should be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns. Teachers must deal with unexpected events and have the ability to control student behavior, using effective classroom management strategies. Effective classroom management and positive classroom climate construction are essential goals for all teachers.

In addition, Putra (2013 cited in Rosyada & Ramadhianti 2017) found that the existence of positive English language teaching and learning environment were important aspects for the teachers to support the success of English learning in the classroom setting. The classroom setting could be created by the influence of the teachers' teaching style, the physical environment of the classroom, and the consideration of the use of their learners' native language in class.

**Table 11.** Level of Teaching Performance of English Teachers in terms of Instructional Delivery Skills

| STATEMENT                                 | MEAN | SD   | Verbal Interpretation |
|---|------|------|-----------------------|
| Goals and Directions                      | 4.73 | 0.46 | Very High Expertise   |
| Non-verbal Cues                           | 4.65 | 0.52 | Very High Expertise   |
| Expression of Opinions                    | 4.70 | 0.57 | Very High Expertise   |
| Interactive Teaching and Learning Process | 4.73 | 0.45 | Very High Expertise   |
| Different Teaching Styles                 | 4.73 | 0.44 | Very High Expertise   |

**Overall Mean = 4.71**

**Standard Deviation = 0.49**

**Verbal Interpretation = Very High Expertise**

Table 11 illustrates the level of teaching performance of English teachers in terms of Instructional Delivery Skills. Teachers have Very High Expertise when explaining goals and directions clearly ( $M=4.73$ ,  $SD=0.46$ ); applying interactive teaching and learning process ( $M=4.73$ ,  $SD=0.45$ ) and in using different teaching styles ( $M=4.73$ ,  $SD=0.44$ ).

Overall, the level of teaching performance of English teachers in terms of Instructional Delivery Skills attained a mean score of 4.71 and a standard deviation of 0.49 and was Very High Expertise among the respondents. This shows that English Teachers from Biñan City execute lessons well.

Denton (2008) formulated five guiding principles for positive language in supporting effective language teaching classroom, namely: 1) be direct; 2) convey faith in students' abilities and intentions; 3) focus on actions, not abstractions; 4) keep it brief, and 5) know when to be silent. She believed that the more teachers use positive language in their classrooms, the more students are influenced by the positive climate of

their classrooms. Once the climate of positive classrooms is created, the teachers can be called Effective Teachers.

In addition to the effective teachers, another research in Korea held by Park and Lee (2006 as mentioned in Rosyada & Ramadhianti 2017), perceived by 169 teachers and 339 students. The research concluded that there were at least sixteen characteristics of effective teachers in managing their classrooms. The main three characteristics were namely: 1) being knowledgeable of world events; 2) knowing students' ways in which they learn best, and 3) knowing how to teach students in which they learn best.

**Table 12.** Level of Teaching Performance of English Teachers in terms of Instructional Assessment Skills

| STATEMENT                      | MEAN | SD   | Verbal Interpretation |
|--------------------------------|------|------|-----------------------|
| Software Applications          | 4.26 | 0.83 | Very High Expertise   |
| HOTS Questions                 | 4.58 | 0.56 | Very High Expertise   |
| Positive Comments and Feedback | 4.71 | 0.48 | Very High Expertise   |
| Immediate Formative Assessment | 4.50 | 0.64 | Very High Expertise   |
| Authentic Performance Tasks    | 4.64 | 0.55 | Very High Expertise   |

**Overall Mean = 4.53**

**Standard Deviation = 0.64**

**Verbal Interpretation = Very High Expertise**

Table 12 illustrates the level of teaching performance of English teachers in terms of Instructional Assessment Skills. Teachers have Very High Expertise in providing positive comments and feedback (M=4.71, SD=0.48) and letting students experience authentic performance tasks (M=4.64, SD=0.55).

Overall, the level of teaching performance of English teachers in terms of Instructional Assessment Skills attained a mean score of 4.53 and a standard deviation of 0.64 and was Very High Expertise among the respondents. It can be concluded that English Teachers from Biñan City take good considerations of how students should be evaluated.

Stiggins (2004) suggested that educators replace their assessment of learning with a more balanced approach, using not only assessment of learning but also assessment for learning. That is, teachers should use assessment not only to measure a learner's progress actively and continuously but also to acquire useful data to inform their own instructional practice. More recently, assessment discourse has shifted to assessment as learning that identifies feedback to students as being central to the teaching and learning process.

**Table 13.** Level of Teaching Performance of English Teachers in terms of Course Management Skills

| STATEMENT                              | MEAN | SD   | Verbal Interpretation |
|--|------|------|-----------------------|
| Trainings and Seminars                 | 4.65 | 0.55 | Very High Expertise   |
| Programs and Activities                | 4.62 | 0.54 | Very High Expertise   |
| Facilitator of Activities and Training | 4.12 | 1.01 | High Expertise        |
| Planning of Schedule                   | 4.59 | 0.66 | Very High Expertise   |
| Post-graduate Studies                  | 4.35 | 0.95 | Very High Expertise   |

**Overall Mean = 4.47**

**Standard Deviation = 0.79**

**Verbal Interpretation = Very High Expertise**

Table 13 illustrates the level of teaching performance of English teachers in terms of Course Management Skills. Teachers have High Expertise in attending training and seminars related to the field of specialization (M=4.65, SD=0.55) as well as joining programs and activities to develop skills (M=4.62,

SD=0.54).

Overall, the level of teaching performance of English teachers in terms of Course Management Skills attained a mean score of 4.47 and a standard deviation of 0.79 and was Very High Expertise among the respondents. This indicates that English Teachers from Biñan City are all participating programs and trainings for professional career growth.

Professional development is described as actions that build an individual's abilities, knowledge, competence, and other traits as a teacher. (TALIS, 2009). The definition acknowledges that development can take many forms, from formal to informal. It can be made available through external expertise in the form of seminars, workshops, or formal qualification programs, collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks), or collaboration within the schools where teachers operate. Development can be provided in this last situation through coaching/mentoring, collaborative planning and teaching, and sharing of best practices.

**Table 14.** Significant Relationship between Barriers and the Teaching Performance of the English Teachers

| Barriers      | Teaching Performance     | Computed r-value | Strength  | p-value | Analysis        |
|---------------|--------------------------|------------------|-----------|---------|-----------------|
| Physical      | Content                  | 0.133            | Very Weak | 0.162   | Not Significant |
|               | Instructional Design     | 0.052            | Very Weak | 0.587   | Not Significant |
|               | Instructional Delivery   | 0.149            | Very Weak | 0.115   | Not Significant |
|               | Instructional Assessment | 0.034            | Very Weak | 0.719   | Not Significant |
|               | Course Management        | 0.183            | Very Weak | 0.053   | Not Significant |
| Cultural      | Content                  | 0.256            | Weak      | 0.006   | Significant     |
|               | Instructional Design     | 0.249            | Weak      | 0.008   | Significant     |
|               | Instructional Delivery   | 0.361            | Weak      | 0.000   | Significant     |
|               | Instructional Assessment | 0.371            | Weak      | 0.000   | Significant     |
|               | Course Management        | 0.303            | Weak      | 0.001   | Significant     |
| Language      | Content                  | 0.160            | Very Weak | 0.090   | Not Significant |
|               | Instructional Design     | 0.005            | Very Weak | 0.961   | Not Significant |
|               | Instructional Delivery   | 0.249            | Weak      | 0.008   | Significant     |
|               | Instructional Assessment | 0.195            | Weak      | 0.038   | Significant     |
|               | Course Management        | 0.216            | Weak      | 0.022   | Significant     |
| Perceptual    | Content                  | 0.325            | Weak      | 0.000   | Significant     |
|               | Instructional Design     | 0.205            | Weak      | 0.029   | Significant     |
|               | Instructional Delivery   | 0.381            | Weak      | 0.000   | Significant     |
|               | Instructional Assessment | 0.328            | Weak      | 0.000   | Significant     |
|               | Course Management        | 0.243            | Weak      | 0.009   | Significant     |
| Interpersonal | Content                  | 0.336            | Weak      | 0.000   | Significant     |
|               | Instructional Design     | 0.228            | Weak      | 0.015   | Significant     |
|               | Instructional Delivery   | 0.359            | Weak      | 0.000   | Significant     |
|               | Instructional Assessment | 0.277            | Weak      | 0.003   | Significant     |
|               | Course Management        | 0.322            | Weak      | 0.000   | Significant     |
| Gender        | Content                  | 0.154            | Very Weak | 0.103   | Not Significant |

|                  |                          |       |           |       |                 |
|------------------|--------------------------|-------|-----------|-------|-----------------|
| Emotional        | Instructional Design     | 0.168 | Very Weak | 0.075 | Not Significant |
|                  | Instructional Delivery   | 0.193 | Very Weak | 0.040 | Significant     |
|                  | Instructional Assessment | 0.210 | Weak      | 0.025 | Significant     |
|                  | Course Management        | 0.269 | Weak      | 0.004 | Significant     |
|                  | Content                  | 0.507 | Moderate  | 0.000 | Significant     |
|                  | Instructional Design     | 0.366 | Weak      | 0.000 | Significant     |
|                  | Instructional Delivery   | 0.503 | Moderate  | 0.000 | Significant     |
|                  | Instructional Assessment | 0.489 | Moderate  | 0.000 | Significant     |
|                  | Course Management        | 0.246 | Weak      | 0.009 | Significant     |
|                  | Content                  | 0.249 | Weak      | 0.008 | Significant     |
| Other Challenges | Instructional Design     | 0.111 | Very Weak | 0.241 | Not Significant |
|                  | Instructional Delivery   | 0.381 | Weak      | 0.000 | Significant     |
|                  | Instructional Assessment | 0.208 | Weak      | 0.027 | Significant     |
|                  | Course Management        | 0.206 | Weak      | 0.029 | Significant     |

Legend:

| Range     | Verbal Interpretation |
|-----------|-----------------------|
| 0.80-1.00 | Very Strong           |
| 0.60-0.79 | Strong                |
| 0.40-0.59 | Moderate              |
| 0.20-0.39 | Weak                  |
| 0.00-0.19 | Very Weak             |

Table 15 presents the significant relationship between the barriers and the teaching performance of the English teachers. There is significant relationship between cultural barriers, perceptual barriers, interpersonal barriers, emotional barriers to the teaching performance of the English teachers in terms of Content ( $r=0.256$ ) ( $r=0.325$ ) ( $r=0.336$ ) ( $r=0.507$ ); Instructional Design ( $r=0.249$ ) ( $r=0.228$ ) ( $r=0.366$ ), Instructional Delivery ( $r=0.361$ ) ( $r=0.381$ ) ( $r=0.359$ ) ( $r=0.503$ ), Instructional Assessment ( $r=0.371$ ) ( $r=0.328$ ) ( $r=0.277$ ) ( $r=0.489$ ), and Course Management ( $r=0.303$ ) ( $r=0.243$ ) ( $r=0.322$ ) ( $r=0.246$ ).

On the other hand, there is significant relationship between language barriers and gender barriers to the teaching performance of the English Teachers in terms of Instructional Delivery ( $r=0.249$ ) (0.193); Instructional Assessment ( $r=0.195$ ) (0.210) and Course Management ( $r=0.216$ ) ( $r=0.269$ ), while other challenges have significant relationship with the teaching performance of the English Teachers in terms of Content ( $r=0.249$ ), Instructional Delivery ( $r=0.381$ ), Instructional Assessment ( $r=0.208$ ), and Course Management ( $r=0.206$ ). Meanwhile, physical barriers were observed to have no significant relationship to the teaching performance of English teachers.

From this information, it can be concluded that barriers to communication and other challenges are significantly related with the teaching performance of English Teachers in Biñan City. Teachers just like any other human being are bound to experience such barriers that are significant with their teaching performance. As opined by Benson (2016 as mentioned in Pekkarinen et. al 2020), to be able to teach complex subjects, they require more competent skills. They require specific preparation in order to display professionalism, as well as workshops, seminars, meetings, conferences, and other national-level activities.



## Summary of Findings

Different significant points were found after the conduct of the research. Based on the different findings of the study, the following findings are hereby enumerated based on the statement of the problem:

1. In terms of Barriers to Communication, most of the teachers perceive “Very High Barriers” in terms of Cultural Barriers, Perceptual Barriers, Interpersonal Barriers, and Emotional Barriers. Meanwhile, Physical Barriers, and Language Barriers perceive as “High Barriers” and “Moderately High Barriers” for Gender Barriers. This only means that teachers in SDO Biñan City are experiencing these barriers to communication.
2. Most of the English teachers encountered other challenges and rated as “High Challenge” in adjusting with the working styles due to pandemic. Since pandemic is really a challenging time for everyone even in education, teachers in SDO Biñan City have adjusted the working styles to cope up with the pandemic.
3. The Teaching Performance of English Teachers in terms of Content Expertise, Instructional Design Skills, Instructional Delivery Skills, Instructional Assessment Skills and Course Management Skills are distinguished as “Very High Expertise.” This only means that English Teachers in SDO Biñan City are actively improving and developing professionally for a better teaching and learning process.
4. The relationship between the Barriers to Communication and other challenges has a Significant Relationship with the Teaching performance of English Teachers in terms of Cultural Barriers, Language Barriers, Perceptual Barriers, Interpersonal Barriers, Gender Barriers, and Emotional Barriers.

## Conclusion

Based on the different findings of the study, the following are hereby concluded based on the statement of the problem:

Most of the teachers experience very high barriers in terms of cultural barriers, perceptual barriers, interpersonal barriers, and emotional barriers. Meanwhile, physical barriers, and language barriers perceive as high barriers and moderately high barriers for Gender Barriers;

Most of the English teachers encountered other challenges and rated as high challenge. Since pandemic is really a challenging time for everyone even in education, teachers in SDO Biñan City have adjusted the working styles to cope up with the pandemic;

The teaching performance of English teachers in terms of content expertise, instructional design skills, instructional delivery skills, instructional assessment skills and course management skills are distinguished as very high expertise. This only means that English Teachers in SDO Biñan City are actively improving and developing professionally for a better teaching and learning process.

Barriers to communication and challenges is significantly related with the teaching performance of English Teachers. Therefore, the null hypothesis “There is no significant relationship between the profile and barriers to communication to the teaching performance of English Teachers” is rejected.

## Recommendations

From the said conclusions, the following recommendations were presented:

1. The Department of Education, specifically the Division or School may continue or give additional trainings for the English Teachers to improve and to develop more their capabilities in teaching the subject. This could be in the form of School Learning Action Cells (SLACs), In-Service Training (INSET) or even a Webinar or Physical attendance to Seminars. DepEd may also provide



additional/complete package of gadgets for teachers and provide additional buildings for a 1:1 capacity ratio of classroom for every section and grade level.

2. Aspiring English Teachers may participate trainings & programs ahead of time to professionally grow and beat these barriers and challenges for the betterment of the teaching and learning process in the future.
3. Private Sectors may offer professional programs and workshops that will help English Teachers' career development.
4. Future Researchers may get a wider scope of study about the barriers to communication, challenges and the teaching performance of English teachers for more accurate results.
5. Future writers may get information that will help to make a great content related to the research study.

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