

**A COMPARATIVE STUDY
OF THE INSTRUCTIONAL COMMUNICATION
IN GENERAL AND SPECIAL EDUCATION:
A CASE STUDY OF LAS PIÑAS MONTESSORI SCHOOL**

A thesis submitted
in partial fulfillment
of the requirements for the degree
Bachelor of Arts in Organizational Communication

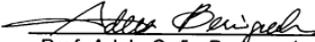
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APPROVAL SHEET

This thesis entitled, "A Comparative Study of the Instructional Communication in General and Special Education: A Case Study of Las Piñas Montessori School," prepared by Katrina May Y. Zapanta in partial fulfillment of the requirements for the degree Bachelor of Arts in Organizational Communication is approved.

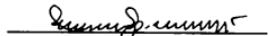

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A Comparative Study of the Instructional Communication in General and Special Education: A Case Study of Las Piñas Montessori School

(Abstract)

Communication is an inevitable aspect of daily living. It is known as the exchange of knowledge, information, meaning, feelings, etc. between sender and receiver by using channels to achieve a purpose or a goal. It occurs within a context and is affected by noise. Communication can be verbal or nonverbal and may take place between or among two to fifteen people in close distance with each other. Interpersonal communication can either be dyadic or small group.

Communication plays a key role in all aspects of society. One critical contributor in shaping the members of the society through communication is the school. Through education, knowledge, skills, and values are acquired through systematic teaching and experience of students.

Many have viewed communication and education as two separate entities until the emergence of instructional communication, which looks at education from the perspective of communication. This recent Western concept, however, lacks focus in the Philippine context.

Thus, this research examines the similarities and differences in instructional communication as applied in general and special education by describing the nature of Las Piñas Montessori School (LPMS), its teachers and students. It also identifies the content, instructional strategies, and evaluation procedures used in the general education and special education of LPMS.

Discussion on communication is limited to verbal and nonverbal communication, as well as dyadic and small group of interpersonal communication. The communication model of Gamble and Gamble (1990: 15-16) was used to explain the elements of communication. In education, concepts are limited to general and special education and its students. Concepts in instructional communication are limited to the instructional communication model presented by Richmond and Gorham (Stewart & Roach 1993: 429) and its components.

To meet the objectives of this study, the researcher used the exploratory-descriptive design. The subjects of this research were the students, teachers and principal of Grades 1, 2 and 4 of general education and Junior and Senior classes of special education. The respondents were selected through purposive sampling. For data gathering, library research, documentary research, in-depth interviews, and participatory observation were conducted. Data were analyzed using content analysis and presented thematically.

Based on the interpreted data, it is concluded that LPMS fosters open communication among its members by providing a familial atmosphere while fulfilling its goal of producing competitive and service-oriented students. Due to the physical characteristics of the school, environmental noise cannot be avoided. Teachers of general and special education use verbal communication

similarly but differ in the use of nonverbal communication particularly in paralanguage. On the other hand, students of general and special education use verbal and nonverbal communication but vary in terms of their abilities and limitations. The content, instructional strategies and evaluation procedures, also known as the message, channel and feedback, in general education are more difficult and complex than their counterparts in special education. Noise comes in the form of inadequacy in learning materials and the preference for small group discussion in special and general education, respectively.

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Chapter 1

INTRODUCTION

The first chapter presents the background, statement of the problem, objectives, significance, and scope and limitations of this research.

Background

Over the years, the importance of communication cannot be overemphasized. It has proven to be an inevitable aspect of daily life.

Communication is known as the exchange of knowledge, information, meaning, feelings, etc. between sender and receiver by using channels to achieve a purpose or a goal. It occurs within a context and is affected by noise. It can be done with or without the use of words. Verbal communication conveys meaning through words that are either spoken or written. On the other hand, nonverbal communication is equally important because it affects the verbal message by using body movements, space, touch, vocal sounds, physical appearance, and time. Communication that takes place between or among two or more people in relatively close distance is called interpersonal communication. Dyadic communication happens between two people while small group communication occurs among three to fifteen people.

Communication plays a key role in all aspects of society. One critical contributor in shaping the members of the society through communication is the school. With formal education as its goal, the school employs teachers to attend to the learning needs of the students. Education is described as the acquisition

of knowledge, skills, and values through systematic teaching and experience of students.

Students are not the same. The fact that they have varying needs deems it necessary to classify education into four types, namely: general, special, adult, and vocational. General education aims to teach universal knowledge, skills, and values to average students. Meanwhile, special education aims to provide opportunities for learning of gifted or handicapped students.

Inasmuch as students are not alike, teachers too are different. They have distinguishing qualifications that suit the needs of their students. They set goals, identify educational objectives, apply instructional strategies, and evaluate student performance that are appropriate to the requirements of the students.

Much has been studied in the rich fields of communication and education. However, these established knowledge on communication and education are mutually exclusive of each other. Many have viewed communication and education as two separate entities until the emergence of instructional communication, which looks at education in the perspective of communication. The model of Richmond and Gorham (Stewart & Roach 1993:249) best explains the components and processes of instructional communication. This concept, however, is relatively recent and needs focus on the Philippine context. This study thus far attempts to address the aforementioned issues.

Statement of the Problem

In order to contribute to existing knowledge and to promote understanding on communication in general and special education, this study seeks to answer the

main problem: **What are the similarities and differences in instructional communication as applied in general and special education?** The sub-problems of this study are:

- a. What is the nature of Las Piñas Montessori School (LPMS)?
- b. What is the nature of the teachers in LPMS?
- c. What is the nature of the students in LPMS?
- d. What are the content, instructional strategies, and evaluation procedures used in the general and special education of LPMS?

Objectives

The general objective of the research was to compare how instructional communication is applied in general education and special education of LPMS. To aid in fulfilling the said general objective, the following specific objectives were met:

- a. To describe the nature of LPMS;
- b. To describe the nature of the teachers of LPMS;
- c. To describe the nature of the students of LPMS;
- d. To identify the content, instructional strategies, and evaluation procedures used in the general education and special education of LPMS.

Significance of the Study

This research aimed to contribute to the existing knowledge on both communication and education as it explores the concept of instructional communication and its application in the Philippine setting. More specifically, it sought to help the administrators and teachers of LPMS to become aware of and

understand how communication works in their profession, thus opening a door for improvement in their teaching.

Also, it sought to aid communicologists in recognizing the occurrence of communication in the field of education as most researches were conducted in the corporate setting. Moreover, it hoped to instigate further research on instructional communication as the topic poses a rich area to be studied.

Scope and Limitations

This research studies communication, education, and instructional communication. Concepts on communication were limited to verbal (i.e. oral and written) and nonverbal communication. Also, only interpersonal communication, i.e. dyadic and small group, was used among the various levels of communication. Although other communication models are more representative of the instructional communication model, the Gamble and Gamble communication model was instead used in this research due to the presence of the elements of communication observed in the said school (Gamble & Gamble 1990: 15-16). Such elements are sender, message, channel, receiver, feedback, context and noise. In education, concepts are limited to general and special education and its students. The instructional communication model presented by Richmond and Gorham was used to explain on the components of instructional communication (Stewart & Roach 1993: 429). However, since the model has its limitations, additional concepts in communication were included to provide a better discussion of instructional communication. Finally, communication situations were limited to teacher-student communication only.

This study concerns the teachers and students of the general and special education of LPMS. Specifically, the study examined Grades 1, 2 and 4 of general education vis-à-vis the Junior and Senior self-contained classes in special education. Grade 3, comprising three special children introduced to the mainstream program of the school, was excluded from the study as it may cause inconsistency in the findings. The Grades 1, 2 and 4 classes, though also having mainstreamed special children, adhere to the general education program. The mainstreamed special children are the ones who adapt to the program, thus, not sacrificing the regular students. In the self-contained classes, the cognitive levels of the Junior and Senior classes are comparable to the said elementary levels.

This research did not aim to generalize findings from general and special education of all schools. It merely presents, analyzes, and compares data gathered from LPMS. Moreover, it reflects information only from the time of the data gathering. What may be true and existent at the present may not be the same in the future.

This research also studied how communication works in the Philippine educational setting. Since the area of instructional communication is yet to be explored in the Philippines, local resources regarding the topic are wanting. Thus, most of the literature used in this research was written by Western authors.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter includes related concepts from published works in communication, education and instructional communication.

Communication

Communication is inevitable so much so that it is part of everyday life. Friends talking over the phone, a mother writing a note to her children, people asking for and giving road directions, and even silence are just a few examples of communication.

Furthermore, the presence of communication over time has not been left unnoticed. In fact, many proponents have come up with their own models that attempt to examine and understand the vast knowledge that is communication.

Definition

Communication is derived from the Latin word *communis*, which means common. Communication is the exchange of messages between sender and receiver through the use of channels to achieve a purpose or a goal ("Readings," 1992: 32; McArthur 1992: 238).

Gamble and Gamble Communication Model

Authors Teri Kwal Gamble and Michael Gamble explain the process of communication as a two-way interaction between or among people. Communicators take turns in being sender/s and receiver/s of information called message. The message is transmitted from one communicator to another

through single or multiple channels. Such interaction happens within a context and may be interrupted or distorted by noise. Noise can manifest itself in the message, channel or context (Gamble & Gamble, 1990: 15-16). As the process is perceived to be two-way, there underlies the presence of the element of feedback.

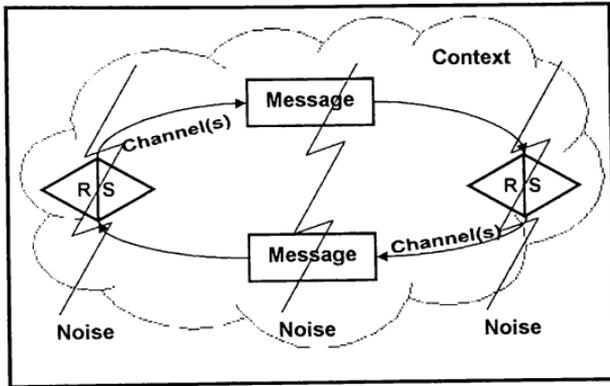


Figure 1. Communication Model by Gamble and Gamble

(Source: Gamble & Gamble, 1990:16)

Elements of Communication

The sender is the source or creator of the message (DeVito, 1997: 443). The sender can be a teacher giving a written or oral exam or a student raising his or her hand and asking some questions. The second element of communication is message. It includes the ideas, feelings, information, etc. transmitted by the sender (McArthur, 1992: 652). The channel is any medium by which the message is transferred from the sender to the receiver. Channels can take many forms and may be used simultaneously to send a single message. For example,

when a teacher gives a lecture, he or she may speak while writing on the chalkboard, thus using vocal and visual channels at the same time (DeVito, 1997: 10). The receiver is the element of communication that takes in the message of the sender (441). The receiver can be a person listening to the stories of a friend or a person watching television. The feedback is the information that comes from the receiver as a response to the message given by the sender. Feedback is also known as effect. Through feedback, the roles of the communication participants interchange. The receiver of the first message now becomes the sender of the second message or feedback message while the sender of the first message becomes the receiver of the feedback message (10). Context is the environment, situation or setting where the communication takes place. It affects the interaction in three aspects, which are physical context, social context and cultural context (King, 1991: 38). Noise is any interference that distorts or disrupts the communication process (Gamble & Gamble, 1990: 10). It may be present in the message, channel or context (16).

Kinds of Communication

Communication can be classified into two kinds, namely: verbal and nonverbal communication.

Verbal Communication. Verbal communication is the transfer of messages through language. It includes any form of communication that uses an arbitrary system of representing ideas or messages by organizing letters, words, sounds, and other symbols. Examples of verbal communication are spoken

language, written language, sign language, and Braille (Gouran, Weithoff, Doelger, 1994: 83).

Oral communication, also known as speech communication, is the exchange of messages using the speech organs (McArthur, 1992: 965; Mandell & Gold, 1985: 186).

Written communication, on the other hand, is the exchange of messages represented in written language (Mandell & Gold, 1984: 291).

Nonverbal Communication. Nonverbal communication is the transfer of messages without the use of language. It is used to "repeat, complement, accent, substitute, contradict, and regulate verbal messages" (Gouran, Weithoff, Doelger, 1994: 141). There are several dimensions of nonverbal communication.

Kinesics, also known as body language, is the study of the actions of the body such as eye, facial, hand movements and posture and its role in communication (128). Proxemics is the study of the function of space and distance in communication (Gouran, Weithoff, Doelger, 1994: 131; Devito, 1997: 173). Haptics refers to the use of the sense of touch in communication. Examples are handshake, hug, and pat on the shoulder. Touching behavior varies depending on the context and purpose (Gouran, Weithoff, Doelger, 1994: 134-135). Paralanguage is the study of the nonverbal elements in oral communication, particularly the voice. It includes intonation, pitch, volume, pronunciation, cough, gasp, silence, "um"s, etc. (136-137). Physical appearance refers to the effect of body figure, grooming, skin color, facial characteristics, etc. to communication (138). Objectics studies the use of objects and its role in

communication (Tubbs & Moss, 1981: 179-180). Chronemics is concerned with the use of time and how people interpret the message it conveys based on their psychological and/or cultural orientation (Gouran, Weithoff, Doelger, 1994: 140-141; DeVito, 1997: 164-169).

Levels of Communication

There are several levels of communication, namely: intrapersonal communication, interpersonal communication, intercultural communication, public communication, mass communication, development and organizational communication.

Interpersonal Communication. Interpersonal communication is the sending and receiving of verbal and nonverbal messages between or among two or more people in close distance with one another (Tubbs & Moss, 1981: 5). It can either be in the form of dyadic or small group communication.

Dyadic communication is the exchange of messages between two participants to "simultaneously influence and be influenced" (Pace, Peterson, Burnett, 1979: 26). There are three forms of dyadic communication that ranges in formality, purpose and familiarity, namely: conversation, dialogue, and interview (26-28).

Small group communication refers to communication among a small number of participants – usually three to fifteen – for the purpose of sharing input and/or come up with a decision ("Readings," 1992: 199-202).

Education

One of the essential players in the shaping of the society is education. It allows the increase in knowledge, values and capabilities of a person. Ideas and information can be acquired informally by observing, discussing, asking, etc. during interactions with other people like family, friends, colleagues and strangers. It can also be through the use of media such as books, newspapers, magazines, Internet, television and radio. In a more formal sense, education is obtained from different levels in the school. Regardless of the manner in which education is present, it remains to be a vital element in the development of not only an individual but also a nation.

Definition

Education is derived from the Latin word, *educere* meaning "to lead forth" or "to direct" (Panopio, Cordero, Raymundo, 1978: 238).

Education is the teaching and learning of "knowledge, skills, habits, values or attitudes" ("Education," 1988: 84).

Types of Education

In a field of study as broad as education, it is deemed necessary to classify such knowledge into several types. In this research, education is classified according to method and according to goal.

According to method. Education can be classified according to method, namely: formal and informal education. Formal education is the systematic instruction given in schools, colleges, and universities. Informal education is a less systematic instruction such as those provided by television programs,

parents, non-academic organizations, and the environment ("Education," 1988: 84).

The Montessori Method of teaching is a formal type of education aimed at training children to learn independently. Developed in the early 1900's by an Italian educator, Maria Montessori, it emphasizes the use of various teaching materials and learning tasks to stimulate the senses of the children, which are sight, sound, smell, taste and touch. In this program, children are allowed to explore and discover ideas on their own, thus promoting learning. According to the Montessori Method, the use of the senses through working with special materials and activities combined with independent learning "develop positive learning attitudes and habits in children from about 3 to 6 years of age, an age when they are best able to form them" ("Montessori method," 1988: 768).

According to goal. Education can be classified according to goal, namely: general and special education. General education is the teaching of universal knowledge, skills, values, etc. to average students ("Education," 1988: 86). Average or normal students have few or no significant disabilities or exceptional qualities, thus, making them capable of learning through general education. It is also important to note that although average students belong to the typical range of students, they are just as unique as others (Myers & Myers, 1995: 189, 255).

Special education is an "intensive systematic instruction" given to exceptional children in order to prevent further handicaps, remedy disorders, and compensate for abilities (Heward & Orlansky, 1992: 20-23). Exceptional children

refer to "children with learning and/or behavior problems, children with physical disabilities, and children who are intellectually gifted." Exceptional children have characteristics that are above or below the normal range, thus, requiring a specialized type of instruction for them to fulfill their needs or maximize their potential (Heward & Orlansky, 1992: 20-23). Some of the more common exceptionalities are mental retardation, learning disability and autism. Mental retardation is an "observed performance deficit" that causes a person with this condition to function intellectually and behave socially below the expectations of people his/her age (88). Learning disability is a condition in which the child has "[1] a severe discrepancy between potential ability and actual achievement; [2] have learning problems that cannot be attributed to other handicapping conditions, such as blindness or mental retardation; and [3] need special educational services to succeed in school" (181). Autism is a behavioral disorder characterized by one or more of the following: "apparent sensory deficit, severe affect isolation, self-stimulation, tantrums and self-mutilation, muteness or psychotic speech, and behavioral deficiencies" (229).

Despite the risks in labeling students, educators usually categorize the students to determine the type of teaching that fits them best. Students are often grouped based on intelligence, learning abilities or difficulties, behavior disorders and emotional disturbance, and sensory handicaps. These sets of characteristics have a "normal" range (Myers & Myers, 1995: 192). Average students have characteristics that belong to the normal range. On the other

hand, exceptional children possess characteristics that are outside the normal range.

Instructional Communication

Instructional communication studies the role and functions of communication in the process of teaching and learning (Darling, 1992: 207; Sprague, 1992: 1).

It first gained the interest of communication and education professionals in 1972 through conventions in America initiated by the Speech Communication Association (Darling, 1992: 207; Sprague, 1992: 1). Since then, instructional communication evolved from a single idea into a rich and remarkable area of knowledge worthy of studying. Many researchers have been conducted to learn more about the theories and practice of instructional communication (Darling, 1992: 204-205).

Definition

The process of instructional communication is best explained in the model of Richmond and Gorham. According to the model,

...instructional communication is a process in which the teacher selects and arranges what the students are to learn, decides how best to help them learn, and determines how success in learning will be determined and how the student's progress will be communicated by and to them (Stewart & Roach, 1993: 429).

Components of Instructional Communication

Instructional communication consists of five components namely: teacher, student, content, instructional strategies, and evaluation.

Teacher. The teacher is one of the participants in the communication process. Teachers join the communication possessing their "own experiences, biases, personality, and communicative styles." They have the responsibility to plan, prepare, and implement what the students must learn, and evaluate their performance (Stewart & Roach, 1993: 429).

Student. The student is the other participant in the communication process. Like teachers, students join the communication possessing their "own experiences, biases, personality, and communicative styles" (429).

Content. Content is the subject matter taught in schools vital to student learning and classroom instruction. It can be classified into three dimensions, namely: knowledge, skills, and affective learning (Myers & Myers, 1995: 414).

Knowledge refers to the disciplines, basic facts, concepts, and general principles that the students must learn (416-421).

Skills refer to the capacities of the students to perform tasks well. This dimension of content requires the students to understand and to do (424, 442).

Affective learning includes "values, feelings, sensitivities, and choices." Students are expected to learn the values appropriate to their culture and society, discover their own and others' feelings, be sensitive to others, and make good decisions (433).

Instructional Strategies. Instructional strategies are the manner of implementation of content to help the students meet the objectives (Lasley II & Matczynski, 1997: 80).

Evaluation. Evaluation or feedback is the assessment of student performance to determine their development and to allow the teacher to make the necessary adjustments in teaching methods or strategies (McArthur, 1992: 400). In the said event, evaluation occurs not only from teacher to student but also from student to teacher (Stewart & Roach, 1993: 429).

Chapter 3

METHODOLOGY

This chapter states the research design, subjects, tools, and data analysis methods used and included in this study.

Research Design

To fulfill the objectives of this paper, a descriptive-exploratory research design was used. The research describes the nature of LPMS, its teachers, and its students. It also describes how certain concepts of the study apply to the said organization. More importantly, this research covers a relatively new field of study in the Philippines, particularly in the learning organization.

Research Subjects

The subjects of the research are the students of Grades 1, 2 and 4 of general education and Junior and Senior classes of special education. Also included are the teachers of the said students and the principal of LPMS. Purposive sampling will be used to determine respondents.

Research Tools

To gather data for the study, library research was performed to define and explain concepts, theories and other existing literature. Documentary research was carried out to gather data from the school's written documents. In-depth interviews were also conducted with the principal and teachers to enable a more comprehensive exchange of questions and answers. Also, participatory research was carried out in order to observe the students and how the concepts at study

are applied in the classroom setting. Lastly, analytical research was implemented to allow for the systematic explanation of the data.

Data Analysis

All data gathered using the aforementioned tools were analyzed thematically. These were grouped together according to the defined sub-problems of this study.

Chapter 4

PRESENTATION AND ANALYSIS

This chapter presents and analyzes the information gathered from LPMS and the respondents.

Nature of School

Las Piñas Montessori School (LPMS) was founded in 1985 by Rowena Lorenzo, Claire Ambion, Helen Bustos, and Tessie Ortinero. It is owned by Cosmic Educators, Inc. with Rowena Lorenzo as the directress.

Initially, LPMS offered only general education using the Montessori pedagogy for preschool and grade school. Eventually, they also accepted special children into the school with knowledge that applying the Montessori approach would also be advantageous to the children. In time, more regular and special students enrolled in LPMS. Presently, LPMS caters to more than 100 students with ages ranging from 2 ½ to 22 years old.

Aside from an increase in population, there have also been revisions in the programs offered. Today, the Montessori approach remains to be the guide in teaching preschool students while the eclectic approach – a combination of the Montessori and traditional approaches – is used for the grade school students.

To suit the development needs of every child, LPMS offers several programs for both regular and special students.

The Regular Program is suited for children who do not have physical, mental, and behavioral disabilities and disorders. They are enrolled in the Casa

Program and Elementary Program. The Casa Program, also known as preschool, teaches children ages 2 ½ to 6 the Montessori way. It maximizes the potential of the children through working with their different sensitive periods. The Elementary Program teaches children from grades 1 to 6 using both the Montessori and traditional approaches.

The Special Education Program teaches children who have physical, mental, or behavioral disabilities and disorders. LPMS offers Mainstream Education, Learning Assistance Program (LAP), and Vocational Programs.

Mainstream Education allows special children to learn and mingle with regular children through three sub-units, namely: Full Mainstream, Partial Mainstream, and Self-contained Class. In Full Mainstream, a special child gets his/her academic and non-academic subjects in a regular class. In Partial Mainstream, a special child joins regular classes only in subjects where he/she can catch up with regular students. He/She attends special classes to receive interventions he/she may still need especially in other subjects. A Self-contained Class consists of five to seven special children and one teacher.

Learning Assistance Program (LAP) teaches children with learning disabilities. These children do not have mental retardation but instead finds difficulties in words and numbers.

Vocational Program trains special children in the field of cafeteria management i.e. food preparation, serving, inventory control, marketing, and sanitation.

LPMS has its own guiding principles to assist in the accomplishment the school's duties. Its vision is to produce children who are scholastically competitive at the same time having a sense of service to others. Several aspects are comprised in the mission of LPMS. First, LPMS aims to provide quality education using the Montessori pedagogy to all children regardless of belief, culture, and social status. Second, it seeks to provide equal opportunity to special children ensuring that they are developed in the least restrictive environment. Third, the school aspires to instill the values of love, patience, mastery, and selflessness. Fourth, it aims to train special children skills that will ensure them in having a productive life and give them self-worth. Last, LPMS aspires to involve parents and the community to work hand in hand in developing both regular and special children.

The school compound is within a subdivision and is composed of two buildings, a playground, and a relatively spacious open area for outdoor activities such as flag ceremonies, Physical Education classes, and the like. One building houses the administration office, high school classrooms and the canteen. The other building comprises the preschool and elementary classrooms at the ground floor and the self-contained special education classroom and audio-visual room at the second floor. With a relatively small land area and a minimal number of buildings, LPMS provides an environment like that of a home, where the children can play and learn at the same time.

Given the limited area, all grade levels, which have no more than one section each, hold their classes in only one big room or hall. Classes are divided

by blackboards, whiteboards, bulletin boards, and lockers. Furthermore, sounds coming from the adjacent classes can very well be heard. For example, as second graders diligently and silently do their seatwork, they could hear the loud voices of the teacher and students from the Grade 1 class beside them or the rowdy playing of the fourth graders at the other class. Such noise or barrier can be distracting for the students and teachers but is unavoidable because of the structural limitations of the classroom. The Junior and Senior classes, on the contrary, have their own classroom at the second floor of the same building. Thus, there is less distraction from the other students.

In the perspective of communication, the nature of LPMS provides the context for all communication events in the school. More often than not, the messages of the teachers to the students, in terms of academics, are drawn from the principles and ideals of the school. All other communication messages are still related, directly or indirectly, to the context of LPMS.

The school compound accommodates a relatively small yet diverse population, thus, offering a familial environment where the teachers and students are like one family. This kind of atmosphere fosters more open communication between the teacher and students.

However, due to the structural limitations of the school, classes in the elementary levels are conducted simultaneously in hall. This results to the presence of a considerable degree of physical or environmental noise in the communication processes of each class. Fortunately, one small classroom is provided for the special children whose Junior and Senior classes are held every

morning and afternoon, respectively. In this setting, there is less environmental noise because the area is closed and one storey away from the other classes.

Nature of Teachers

Teachers play a key role in the education of the students. Just the same, the function of teachers in the communication process is equally significant as they are senders as well as receivers of messages.

At the time of writing, LPMS employs a total of six teachers. Four of them specialize in general education while two specialize on special education. The latter, however, also have teaching loads in the regular class. The teachers have varied teaching experience ranging from one year to more than a decade. All of them are college graduates and have units in education, if not a degree. Some are taking post-graduate studies in education to further increase their knowledge in the field.

To enhance the performance and aid in the development of the teachers, LPMS provides training for them. Every summer, the school holds a one-month seminar on different topics such as behavior modification, spotting differences in children, making Individualized Educational Programs (IEP) also known as lesson plans, classroom management, and other suggested trainings. Occasionally during the school year, trainings and seminars are held in and out LPMS.

According to Ms. Leslie Rodriguez, principal of LPMS, regular and special teachers are similar in most ways. All of them require sufficient knowledge of the subject, good voice modulation, patience, and the like. They only differ in a few

aspects. A licensed regular teacher can teach special education only after some training while a sped teacher can teach general education at any time. The required patience and effort in teaching sped students is also twice as much as teaching regular students. Sped teachers need to adjust to the different behaviors and exceptionalities of the students in order to determine the necessary approach for each child.

Also, due to the physical structure of the grade school classrooms mentioned earlier, teachers of general education need to increase the volume of their voices and speak very clearly in order for the students to hear and understand them. Conversely, teachers of special education require less effort in their voice modulation because a normal speaking voice is audible enough in their small room.

Generally, teachers are the evident senders in the communication process. They are the source of the knowledge, ideas, feelings, values, and the like that are transferred to the students. As they hold a lecture, write on the board, give instructions for an exam, seatwork or homework, ask questions, call the name of a student, etc., they engage in communication and become senders of messages. Furthermore, there are less obvious instances of communication in the school where the teachers act as the senders. Some examples are frowning at a noisy class, approaching a student sitting alone during break time and starting a conversation, gesturing at a student to come near, coaching the students one-on-one during seatwork, and many others.

In spite of the apparent role of teachers as the senders in communication, one must not be oblivious to the fact that teachers too are receivers of knowledge, ideas, feelings, values, etc. Some instances are paying attention to the students' answers during discussions, observing their behavior, listening to the children as they ask questions or as they tell problems in school or at home, reading the results of the students' examinations, etc.

Therefore, the teacher can become both a sender and a receiver.

As communication participants, LPMS teachers have their own backgrounds in the field of education and experiences in teaching. They are involved in the communication process through the sending and receiving of messages.

Basically, they become sources of messages through the act of teaching itself. Knowledge, skills, values, etc. are transferred from the teachers to the students. However, teachers also serve as senders even when they are not teaching and merely interacting with the students.

More than being senders, teachers are also receivers in the process of communication. They take in messages from students whether during classes or not.

Teachers communicate both verbally and nonverbally. Because of the Montessori orientation of LPMS, there is a combination in the use of oral and written communication in general and special education. Among the various types of nonverbal communication, there is a significant difference in the paralanguage initiated by the teachers of general education compared to that of

the teachers of special education. Regular teachers need to modulate their voices well because of the relatively high level of environmental noise brought about by the adjacent classes. Special teachers need not speak very loudly because they are enclosed in one classroom.

Nature of Students

The most important people in a learning institution are the students. They are the ones who seek to gain knowledge, experience and values from the school. The participation of students in the communication process is crucial as it helps the school in determining the achievement of its mission and goals.

LPMS caters to regular students in the preschool, grade school and high school levels. Several special children are mainstreamed fully or partially in these regular classes when, after assessment, the teacher feels that a student is academically and socially ready. On the other hand, special children who still need to be further developed are taught in self-contained classes, which are the Junior and Senior Classes. High school is entirely for sped students aged 17 to 22 and/or those who have graduated from the Senior Class.

In this study, students from grades 1, 2, and 4 of general education and Junior and Senior Classes of special education were observed. The average ages of the grades 1, 2 and 4 regular students are seven, eight, and ten years old, respectively. The Junior Class consists of seven special children with ages ranging from seven to ten years old. This class handles four students with autism, two with mental retardation due to Down's syndrome and hydrocephalus, and one with learning disability. The Senior Class, on the other hand, includes

six students ages 12 to 16. One child has autism while five have mental retardation.

The regular students have acquired various skills in different areas of study. They are able to speak in complete sentences and can write in cursive well. Most of them can read several paragraphs. Comprehension, however, can still be improved. They can perform addition, subtraction, and multiplication of static and dynamic numbers. They can also do simple division. The second graders know how to spell multi-syllabic words such as "frankincense," "manger," "gold," and "rainbow". The fourth graders can compute for the greatest common factor (GCF) and the least common multiple (LCM) of a pair of numbers. Most of the students learn the lessons at a regular rate. In any case that the target skills are not met by the students at the end of the school year, they have to take summer classes or be retained in the same grade level until all skills are achieved.

Aside from academic skills, the students also learn values in school. They acquire these directly or indirectly through their subjects, particularly Christian Living, interactions with their teacher and classmates inside and outside the classroom, etc. So far, most of the students manifest these values. Moreover, the regular students learn about feelings and are able to identify and show these feelings to their teachers and classmates. They also learn about empathy and show it to their classmates and schoolmates, especially to those who have disabilities. Also, the regular students can make choices and decide for themselves in many aspects.

The special children, on the other hand, acquire several skills in their class. All of them can write – most in cursive, some in print. In exception of a few, they can read simple words. Their speaking skills vary from very good to hardly intelligible. Often, the speech of the autistic students is hard to understand because they tend to garble and repeat the words. Juniors can add and subtract static or simple numbers while Seniors can perform simple multiplication and division. These mathematical operations are done individually with the aid of drawings, popsicle sticks, and for those who have difficulties, calculators. They also given easy lessons in Science such as land forms and water forms. The special students can learn simplified lessons but at a considerably slow rate. They are not taught new skills until they learn the previous one.

They also manifest certain values such as sharing, honesty, respect and gratefulness. Further, they express feelings like happiness, sadness and anger. However, these children are not aware of the concept of such values and feelings. Most of them, except those with autism, can empathize with others though only at a little extent. Nevertheless, these special children can make choices and decisions on very simple matters such as what to eat, what do to after eating, which toys to play, etc.

As mentioned earlier, the more manifest scenario is the teachers being the senders in the process of communication, which makes the students as the receivers. When the students listen to the lecture, receive their checked test papers, accept instructions, see the assuring smile of their teacher, feel the pat

on their shoulders, hear pieces of advice, etc., they become recipients of messages from their teachers.

Likewise, students can become senders of knowledge, ideas, values, and feelings. They raise their hands to ask questions or give answers. They approach the teacher to clarify an item in the seatwork. They tell stories, smile, laugh and cry. All of these are manifestations of the students as senders in the communication process.

Therefore, the student also plays an important part in communication not only as the receiver but also as the sender.

The students observed in this research possess knowledge, skills, values and feelings respective to their educational level. Naturally, the abilities and limitations of regular and special children vary from one to another. Nevertheless, these still serve as background on their role as senders and receivers in the communication process.

Students are both sources and recipients of messages in different communication situations. The transfer of messages can occur verbally through oral and written communication. Nonverbal communication is also used particularly chronemics. The length of time it takes for a student to understand a lesson gives an idea on his/her intellectual abilities or difficulties. Communication could also be in the form of dyadic communication as when interacting with only the teacher or in the form of small group communication as when interacting with the class.

Noise among the communicators comes primarily in the form of the exceptionalities of the special students. Such disabilities pose more difficulty in teacher-student communication.

Content, Instructional Strategies and Evaluation Procedures

In communication, content is the message that is conveyed by the sender to the receiver. In the field of education, content is the subject matter taught to the students. This includes knowledge, skills, and affective learning.

LPMS uses the Minimum Learning Continuum of DECS as a basis for their curriculum. However, the school makes numerous additions to the suggested scope because it is very low. The curriculum of the Junior Class is patterned according to the curricula of the primary level, i.e. Grades 1, 2 and 3, of the regular class. On the other hand, the Senior Class is modeled after those of Grades 4, 5 and 6. In addition to the curriculum, each child is assessed and an Individualized Educational Program (IEP) is designed for him/her.

The goals and instructional objectives of LPMS in teaching Grades 1, 2 and 4 students vary from subject to subject. Basically, these are set according to the curriculum and the students' IEP's. The general objective of the school is to meet the varied target skills specified in each student's IEP. Included in the target skills are reading with comprehension, speaking in English and Filipino in complete sentences, writing in cursive, addition, subtraction, multiplication of static and dynamic numbers, and division of simple numbers, etc. These skills are integrated in the subjects that are taught, which are English Language & Arts (ELA), Reading, Math, Science, Sibika, Filipino, Christian Living, Music, and

Physical Education. In special education, the target skills of the students are reading with comprehension, speaking clearly in complete sentences, writing in cursive or in print (depending on the capabilities of the child), basic mathematical operations of simple static numbers, etc. Moreover, they must learn how to groom themselves independently. After eating snacks, they should wash their hands, brush their teeth, and change their shirt (for boys only). These skills are incorporated in the different subjects that are taught to the special children. These are Math, Science, Reading and ELA.

More than skills, LPMS also teaches their students values. This is achieved directly, through the Christian Living subject, or indirectly, through class discussions or social interactions. For the regular students, some of these values are honesty, courtesy, respect, obedience, thriftiness, punctuality, loyalty, service, sharing, etc. For the special children, honesty, respect, kindness and the like are taught. Further, emphasis is placed on courtesy and independence because these are useful when they interact inside and outside the school. Other than values, LPMS teaches the students concerning feelings like joy, sadness, anger, surprise, etc. Special children are also introduced to the concept of simple feelings such as happiness and sadness.

Part of the school's mission statement is the giving of importance to empathy. In LPMS, the students are exposed to a diverse group of people at a young age. They are taught to understand the uniqueness of each person and to help those who need assistance. Instead of making fun of children with disabilities and disorders, as others are predisposed to do, the regular students

empathize with the special children and treat them as equal. The special children also empathize with each other, although in a less obvious manner. For example, the autistic student in the Senior Class is called by the teacher and he does not seem to pick up. His classmates with mental retardation would call then call his name and even nudge him a little to call his attention. However, students with autism fail to empathize at all because they usually don't interact with the other children.

In LPMS, children are encouraged to make their own choices and to stand up for themselves. The teachers are there to give the pros and cons of each choice but can only do so much. The child has control over the final decision and the teacher can only ask why he/she made such a choice. Students from both general and special education are persuaded to make their own decisions. The difference only lies in the degree of decision-making that the students have to undertake. Special children can choose which toy to play or what to do after snacks while regular children can go as far as deciding to join the quiz bee or not.

In order to efficiently teach the students, the teachers use several instructional strategies. These techniques and methods are channels that enable the teachers and students to communicate with each other. Since LPMS employs the eclectic approach in grade school, both Montessori and traditional techniques are used. The teachers use concrete materials such as popsicle sticks, colored beads, building blocks, and the like. They also perform simple experiments to help students understand difficult concepts especially in Science.

They also use visual aids in the form of posters, drawings, film showing, computer, etc. Despite these, there is still a need for a greater supply of learning materials especially in special education to hasten the development of the students.

For Grades 1, 2 and 4, small group communication is balanced between oral and written communication. After a brief lecture or discussion, the teacher proceeds to giving a class exercise or an experiential learning through one or more of the aforementioned techniques. As in most classroom settings, the teachers and students use the chalkboard or whiteboard during class discussions and activities. Because of time constraints, dyadic communication is limited. The teachers can do one-on-one method only while the students are working individually or need coaching. Thus, there is a preference of small group communication over dyadic communication because of convenience. During small group discussions, the teacher usually stands at the center or in front of the class approximately three to ten meters away from the students. Because of the distance, there is minimal touching behavior between the teacher and the students.

In special education, the teacher leads a short small-group discussion at the start of every class. Here, she can ask the students what date and day it is and whether it is a sunny or cloudy day. The class can also check the attendance by enumerating who are present and/or absent. Also, the teacher can give a brief review on past lessons. These may be done while the teacher is standing approximately one to four meters away from the students or while sitting

with the students around the table. After the discussion, the class may be given a seatwork or an exercise that they can do simultaneously. Dyadic communication is facilitated in most lessons. This is done through the use of different materials such as popsicle sticks, beads, flashcards, Manila paper, whiteboard, posters, models, drawings, art materials, etc. It is apparent that dyadic communication is favored over small group discussion among special children. This is because one-on-one communication allows the teacher to determine the individual abilities and difficulties of the child and to make the necessary adjustments to enhance his/her development. Special children need special attention. Such attention cannot be provided by the teacher if communication is to be done with a group of special children with different exceptionalities. It is also through dyadic communication that the teachers can interact with and guide the students more by touching behavior such as hugging, leading the hand of the student while writing, using the fingers in counting, and many others.

To evaluate the performance of the regular students, the teacher gives oral, written, and experiential quizzes and examinations as well as homework. The written examinations can be through identification, matching type, multiple choice, sequencing, simple analysis, etc. Teachers even give exams in the form of games. All students each have a portfolio and quiz chart where all their examinations are filed and recorded. These enable the teacher and the parents monitor the progress of the children. In communication, the results from these measures are considered as feedback.

For special children, oral, written, and experiential quizzes and examinations are also given. However, they are in much simpler forms, i.e. with the help of visual aids and drawings, less number of items, without analysis. If the child is unable to read, the teacher reads the questions to the child or the teacher records the questions for the child to playback and answer later. Homework is also given in order to make up for lost time in school and to allow follow up at home.

The students can considerably give the correct answers to the examinations. For those who have difficulty in passing the exams, follow up measures are administered.

In the study of communication, content, instructional strategies and evaluation procedures can be translated into message, channel and feedback, respectively.

Messages transferred from teachers to students and vice versa are related to the target knowledge, skills, and affective learning that the students must acquire. Certainly, the messages in general and special education differ. Because of the evident advantage of regular students over special students, the messages exchanged in general education are naturally more complex than those in the special education.

Instructional strategies used in the eclectic approach of LPMS are the channels that convey the messages from one communication participant to the other. The teachers and students use several media and visual aids to help them communicate. Special students use more of these materials especially in

Math because they find memorization difficult. However, to adhere to the Montessori Method of teaching, there is a need for more educational materials in LPMS particularly for the special children. This inadequacy in learning materials act as a noise in the communication processes in special education. Dyadic communication and small group communication are practiced in both general and special education of LPMS. In special education, however, there is prevalence and preference of dyadic communication because it allows a more focused interaction between the teacher and the student. Conversely, small group communication is favored in general education because of the convenience it offers. However, the use of small group communication as a channel for communicating with regular students can also serve as a noise because it cannot monitor the performance and progress of each child as much as dyadic communication can, thus, an uncertainty that the messages get across. Nonverbal communication, particularly proxemics, haptics and objectics, are employed more in special education. Regarding proxemics, there is greater distance among the communication participants in general education than in special education. Further, touching behavior or haptics is more frequent in special education than in general education. Lastly, objectics, or the use of objects in communication, is more required in special education than in general education.

Feedback in the study education can be solicited by means of oral, written, and experiential examinations as well as homework. Such evaluation procedures are administered to both regular and special students. There are

only less number of items, simpler questions and easier types of examinations in special education. There may be a need to use special materials to aid them during examinations. Naturally, in both general and special education, most students pass while some, unfortunately, do not.

Elements of Communication	General Education	Special Education	Findings
Sender-Receiver	Regular teachers with special teachers; regular students	Special teachers; special students	Different with slight overlap
Message	General curriculum (more complex knowledge, skills, and affective learning)	Special curriculum (simplified knowledge, skills, and affective learning)	Different
Channel	Verbal; nonverbal with emphasis on paralanguage; predominantly small group communication	Verbal; nonverbal with emphasis on haptics, proxemics and objectics; predominantly dyadic communication	Different
Feedback	Complex verbal communication (written and oral evaluation procedures); nonverbal communication	Simplified verbal communication (written and oral evaluation procedures); nonverbal communication	Different
Noise	More physical noise; preference of small group communication (channel)	Less physical noise; lacking in application of objectics (channel); disabilities of the students	Different
Context	Nature of school	Nature of school	Similar

Table 1. Matrix of Communication Elements in General and Special Education

Chapter 5

FINDINGS, CONCLUSION, IMPLICATION, RECOMMENDATIONS

This chapter discusses the findings and drawn from the gathered data. It concludes the problems raised prior to the conduct of the research. Further, it explains the implication of the study to the aforementioned issues. Lastly, it provides recommendations for further research.

Findings

The context of all communication in LPMS revolves around a school that projects a familial atmosphere aiming to fulfill its goals of producing competitive and service-oriented students. When it comes to noise, there is more physical noise in general education than in special education because of the limitations in the physical structure of LPMS.

Teachers of both general and special education use verbal (oral and written) and nonverbal communication when dealing with the students. In nonverbal communication, though, there is a difference in the teachers' use of paralanguage, particularly the voice. Because of the abovementioned physical noise, there is a need to exert much effort in modulating the voice in general education than in special education.

Students of general and special education both use verbal and nonverbal communication during interactions with their teachers. Particularly in nonverbal communication, chronemics aids in giving an idea on the level of intellectual ability or disability of a student. Generally, the difference lies in the abilities and

limitations of these students as regular students are usually more capable than special students in cognitive, affective, and behavioral aspects. The disabilities of the special students are manifestations of noise.

Because the messages transferred are associated with the abilities and limitations of the students, thus, the complexity of the messages in general education is higher than those in special education. With respect to the different channels used, a variety of techniques and methods are applied in general and special education. However, the use of educational materials is more frequent in special education due to the needs of the children. Both general and special education employ dyadic communication and small group communication. In general education, small group communication is favored while dyadic communication is preferred in special education. Noise comes in the forms of inadequacy of learning materials in special education and the preference for small group discussion in general education. Nonverbal communication, particularly haptics, proxemics and objectics, are more applied in special education than in general education. The types of evaluation measures used to draw feedback from the regular and special students are similar. The distinction is in the complexity and length of the examinations for those administered in special education must be easier because of the nature of the students.

Conclusion

LPMS fosters open communication among its members by providing a familial atmosphere while fulfilling its goal of producing competitive and service-

oriented students. Due to the physical characteristics of the school, environmental noise cannot be avoided.

Teachers of general and special education use verbal communication similarly but differ in the use of nonverbal communication particularly in paralanguage.

Students of general and special education use verbal and nonverbal communication but vary in the level of difficulty. The use of nonverbal communication, specifically chronemics, aids in distinguishing the intellectual abilities and disabilities of the students. The disabilities of the special children serve as a noise in the communication process.

The content, instructional strategies and evaluation procedures, also known as the message, channel and feedback, in general education are more difficult and complex than their counterparts in special education. Haptics, proxemics, and objectics are manifested differently between general and special education. Noise in special education comes in the form of inadequacy in learning materials, thus, the need for more application of objectics. On the other hand, the noise in general education emerges in its preference for small group discussions.

Therefore, instructional communication applied in general and special education of LPMS is similar and different in several aspects. The context of communication is the same. Conversely, the complexity of verbal messages, kinds of nonverbal messages, manifestations of noise and levels of communication used are different.

Implication

Communication manifests itself in every aspect of human life. In almost the same manner, education also plays an important part in shaping the society. These two broad and rich systems of knowledge have been studied exclusive of one another for several decades. With the advent of instructional communication in Western countries, communication was finally examined in the realm of education. However, because of its contemporary nature, relatively few researches on instructional communication have been performed to examine its existence in these countries, much less in the Philippines. Also, the model developed by Richmond and Gorham (Stewart & Roach, 1993: 429) presents a limiting scope of instructional communication.

In this research, it was implied that both teachers and students act as senders and receiver, contrary to the notion that teachers serve only as the senders while the students are only the receivers. Also, the use of nonverbal communication is as significant as the use of verbal communication in education.

Recommendations

With the discussion of instructional communication in general and special education in this research, abundant topics still remain to be studied to further the improvement of instructional communication in the Philippines. The following are some recommendations:

1. On nonverbal communication in education
 - A study be made on the role of nonverbal communication in educating students

2. On noise as an element of communication in education
 - A study be made on how physical, physiological, psychological and cultural noise influence the effectiveness of education
3. On interpersonal communication in education
 - A study be made on how teacher-teacher relationships affect teaching
 - A study be made on how student-student relationships affect learning
4. On intercultural communication in education
 - A study be made on the role of culture differences not only in communication but also in education

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APPENDIX A
ONE-TO-ONE CORRESPONDENCE

SUB-PROBLEM	CONCEPTS	DEFINITION	OPERATIONALIZATION	QUESTIONS
1. What is the nature of School X?	Nature	Fundamental qualities of a person or thing; identity or essential character	History Goals Mission-vision Location Number of students Types of students taught Types of education offered Ownership (public or private) Physical structure Organizational structure	<ol style="list-style-type: none"> 1. When was this school established? 2. Who is the founder of this school? 3. Who is the owner of this school? Is it private or public owned? 4. What is the mission vision of your school? 5. What are the goals of your school? 6. What is the organizational structure of this school? Is it tall or flat? 7. What types of education does this school offer? 8. How many students is this school handling this school year?
2. What is the nature of the teachers in School X?	Nature Teacher	Fundamental qualities of a person or thing; identity or essential character "individuals engaged in the activity...of informing or	Name Experience Educational background Special training	<ol style="list-style-type: none"> 9. What is your name? 10. How many years have you been teaching? 11. What course/s or degree/s did you take up in college? 12. What makes a general

<p>3. What is the nature of the students in School X?</p>	<p>Nature</p> <p>Student</p> <p>Average student</p>	<p>instructing, providing guidance, and suggesting and supplying materials to stimulate learning." "one who has learned to pass along and the interest to impart it someone with a need or desire to know." ("Teacher and Teaching", 1984: 535)</p> <p>Fundamental qualities of a person or thing; identity or essential character</p> <p>"a person following a course of study, as in a school, college, university, etc." (Collins English Dictionary)</p> <p>a student who has no significant disabilities or exceptional qualities, thus capable of learning through general education (Myers & Myers, 1995: 189, 255)</p>	<p>Type of student</p> <p>Grade level</p> <p>Age</p> <p>Gender</p> <p>Skills</p> <p>Abilities</p> <p>Limitations</p> <p>I.Q.</p>	<p>education teacher different from a special education teacher? (or vice versa)</p> <p>13. Does the school provide any training to improve on the teaching performance of the faculty?</p> <p>14. When and how does a teacher become a sender/receiver?</p>
<p>15. What type of students do you teach? General or special? If special, what types of special children do you teach?</p> <p>16. What grade level do you teach?</p> <p>17. What is the age range of the students?</p> <p>18. Among your students, which is bigger in population? Boys or girls?</p> <p>19. Do they pass your subject?</p> <p>20. Do they meet the target skills?</p> <p>21. Do they manifest the values that you teach them?</p> <p>22. Do they show the feelings that</p>				

<p>4. What are the content, instructional strategies, and evaluation procedures used in the general education and special</p>	<p>Exceptional children</p>	<p>children with learning problems, behavior problems, physical disabilities, or intellectual gifts (Heward & Orlansky, 1992: 8)</p>		<p>you teach them? 23. Do the students have the ability to empathize with others? 24. Do the students have the ability to make their own choices and decisions? 25. In what areas do you find your students easy to teach? 26. In what areas do you find your students difficult to teach? 27. What is the average I.Q. of the students? 28. When and how does a student become a sender/receiver?</p>
<p>4. What are the content, instructional strategies, and evaluation procedures used in the general education and special</p>	<p>General education Special education</p>	<p>The teaching of universal knowledge, skills, and values, etc. to regular students ("Education", 1988: 84) "individually planned, systematically supplemented, and carefully evaluated instruction to help exceptional children achieve the greatest</p>	<p>Goals and instructional objectives Subjects Skills Values Feelings Empathy Choices or decisions Curriculum (scope and sequence) Lecture</p>	<p>29. What are your goals and instructional objectives in teaching your students? 30. What are the subjects taught to the students? 31. What subject do you teach? 32. What are the target skills that the students must acquire at their age? 33. What values do you teach your students?</p>

<p>education of School X?</p>	<p>possible personal self-sufficiency and success in present and future environments." (Heward and Orlansky, 1992: 28)</p> <p>"children with learning and/or behavior problems, children with physical disabilities and children who are intellectually gifted" (Heward and Orlansky, 1992: 8)</p> <p>the subject matter taught in schools vital to student learning and classroom instruction (Myers & Myers, 1995: 414)</p> <p>"facts and ideas that students are expected to acquire" (416)</p> <p>"abilities to do things" (424)</p> <p>"consists of values, feelings, sensitivities, and choices" (433)</p>	<p>Discussion Peer Tutoring Games Homework Drills Instructional materials Written exam Oral exam Practical exam</p>	<p>34. What feelings do you teach your students?</p> <p>35. Do you teach your students to empathize with others?</p> <p>36. Do you teach your students to make their own choices or decisions?</p> <p>37. What are the curriculum or scope and sequence in that subject?</p> <p>38. What techniques or methods do you use in teaching your subject?</p> <p>39. What materials do you use when doing these techniques/methods?</p> <p>40. How do you evaluate the performance of the students?</p> <p>41. What kinds of examinations do you give?</p>
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	<p>Instructional strategies</p>	<p>"course of action that facilitates student accomplishment of objectives" (Lasley II & Matczynski, 1997: 80)</p>		
	<p>Evaluation procedures</p>	<p>methods of assessing student development through analysis of their performance (Haring & Schiefelbusch, 1976: 106)</p>		

APPENDIX B
INTERVIEW SCHEDULE

1. When was this school established?
2. Who is the founder of this school?
3. Who is the owner of this school? Is it private or public owned?
4. What is the mission vision of your school?
5. What are the goals of your school?
6. What is the organizational structure of this school? Is it tall or flat?
7. What types of education does this school offer?
8. How many students is this school handling this school year?

9. What is your name?
10. How many years have you been teaching?
11. What course/s or degree/s did you take up in college?
12. What makes a general education teacher different from a special education teacher?
(or vice versa)
13. Does the school provide any training to improve on the teaching performance of the faculty?
14. When and how does a teacher become a sender/receiver?

15. What type of students do you teach? General or special? If special, what types of special children do you teach?
16. What grade level do you teach?
17. What is the age range of the students?
18. Among your students, which is bigger in population? Boys or girls?
19. Do they pass your subject?
20. Do they meet the target skills?
21. Do they manifest the values that you teach them?
22. Do they show the feelings that you teach them?
23. Do the students have the ability to empathize with others?

24. Do the students have the ability to make their own choices and decisions?
25. In what areas do you find your students easy to teach?
26. In what areas do you find your students difficult to teach?
27. What is the average I.Q. of the students?
28. When and how does a student become a sender/receiver?

29. What are your goals and instructional objectives in teaching your students?
30. What are the subjects taught to the students?
31. What subject do you teach?
32. What are the target skills that the students must acquire at their age?
33. What values do you teach your students?
34. What feelings do you teach your students?
35. Do you teach your students to empathize with others?
36. Do you teach your students to make their own choices or decisions?
37. What are the curriculum or scope and sequence in that subject?
38. What techniques or methods do you use in teaching your subject?
39. What materials do you use when doing these techniques/methods?
40. How do you evaluate the performance of the students?
41. What kinds of examinations do you give?