

Teachers' Politeness Strategies and Communication Styles on the Students' Learning Environment and Performance in English

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Abstract— This study investigated the relationship and predictive effects of teachers' politeness strategies and communication styles on the learning environment and academic performance of Grade 11 students at Cavinti Integrated National High School. Specifically, it aimed to determine the level of teachers' politeness strategies and communication styles, assess the students' learning environment and English performance, examine the relationship between politeness strategies and learning environment, determine the relationship between communication styles and learning environment, and identify the effects of politeness strategies and communication styles on students' academic performance. The study utilized a quantitative descriptive-correlational research design. The respondents were 130 purposively selected Grade 11 students from Cavinti Integrated National High School. Data were gathered using adapted and validated Likert-scale questionnaires and official academic grades. Mean and Standard Deviation were used to determine the level of the variables, Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized to test the relationships among variables, and Simple Linear Regression was employed to determine the effects of teachers' politeness strategies and communication styles on students' academic performance. The findings revealed that teachers frequently utilized positive politeness strategies and demonstrated effective communication styles, which contributed to a positive and inclusive learning environment. Results further showed a significant positive relationship between positive, negative, and off-record politeness strategies and the learning environment. In terms of communication styles, non-verbal gestures showed a significant relationship with the learning environment, indicating that students highly value teachers' physical cues and classroom presence. However, regression analysis revealed that teachers' politeness strategies and communication styles did not produce a statistically significant effect on students' English academic performance. The study concludes that teachers' politeness strategies and communication styles significantly contribute to establishing a supportive and inclusive learning environment. However, these variables do not significantly influence students' academic performance in English, suggesting that academic achievement is affected by other instructional and learner-related factors. Therefore, while effective communication and politeness strengthen teacher-student rapport and classroom engagement, they are not the sole determinants of students' academic success. Based on the findings, it is recommended that teachers continue utilizing positive politeness strategies and enhance their non-verbal communication practices to maintain student engagement and foster a conducive learning environment. Future researchers may explore other factors, such as teaching strategies, motivation, and learner characteristics, that may directly influence academic performance.

Keywords— Politeness Strategies, Communication Styles, Learning Environment, Academic Performance, Teacher-Student Interaction.

I. INTRODUCTION

Education involves more than just imparting knowledge; it also involves developing relationships, forming character, and creating an environment that supports learning. Communication, the main instrument teachers use to impart knowledge, mentor students, and create long-term connections, is at the center of this process. As the miniature version of society, the classroom illustrates how language may either inspire or demotivate students. Students' impressions of themselves, their peers, and the learning experience as a whole can be significantly influenced by the words, tone, and gestures that teachers employ.

In this sense, politeness strategies are becoming continually acknowledged as key components of successful instruction. These tactics consist of utilizing language that is kind, polite, and encouraging while considering the needs, feelings, and viewpoints of the kids. Teachers can lessen the perceived power gap between themselves and their pupils through the use of politeness strategies like complimenting, making indirect requests instead of giving direct orders, or using humor to ease heated discussions. Thus, students feel more comfortable participating in class without worrying about criticism or shame.

Furthermore, the necessity of a warm and positive learning atmosphere is especially important in senior high school settings, as students go through major physical, emotional, and social developmental shifts. Teenagers are more sensitive to the treatment they receive from those in positions of authority and so educators who treat them with respect and empathy are more likely to motivate them, give them more self-assurance, and encourage cooperation. On the other hand, arrogance in communication can lead to confrontation, resistance, or disengagement, which hinders academic success and classroom harmony.

A deeper understanding of diversity and inclusivity is further needed in the classroom of the 21st century. Teachers must modify their communication methods to accommodate pupils' distinct cultural, linguistic, and socioeconomic backgrounds while upholding authority and discipline. By using politeness strategies, educators can strike a balance between authority and approachability, transforming them

from the providers of knowledge into role models for social interaction.

Therefore, the purpose of this study is to investigate how teachers employ politeness strategies and how they contribute to create a supportive learning atmosphere. The study aims to focus on approaches designed to encourage cooperation, engagement, and better learning results by examining the various strategies and communication styles teachers use. In the end, the study supports the concept that language may be an effective tool in developing respectful and conducive learning environments as well as for instruction when it is implemented properly.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the relationship between the teachers' politeness strategies and communication styles on the students' learning environment and performance in English.

Specifically, to sought the answers in the following questions:

1. What is the level of the Teachers' Politeness Strategies in terms of:
 - 1.1 Positive Politeness;
 - 1.2 Negative Politeness;
 - 1.3 Bald On-Record Politeness;
 - 1.4 Off-Record Politeness;
 - 1.5 Supportive Feedback?
2. What is the level of Teachers' Communication Style in terms of:
 - 2.1 Tone of Voice;
 - 2.2 Non-Verbal Gestures;
 - 2.3 Level of Formality in Speech;
 - 2.4 Use of Humor;
 - 2.5 Adaptability in Communication?
3. What is the level of Students' Learning Environment in terms of:
 - 3.1 Student Engagement;
 - 3.2 Respect and Rapport;
 - 3.3 Classroom Discipline and Cooperation;
 - 3.4 Student Motivation;
 - 3.5 Sense of Inclusion?
4. What is the level of Students' Performance in English in terms of Grade?
5. Is there a significant relationship between the Teachers' Politeness Strategies and the Students' Learning Environment?
6. Is there a significant relationship between the Teachers' Communication Style and the Students' Learning Environment?
7. Is there a significant effect between the Teachers' Politeness Strategies and the Students' Performance in English?
8. Is there a significant effect between the Teachers' Communication Style and the Students' Performance in English?

II. METHODOLOGY

The study utilized a quantitative descriptive-correlational research design. The respondents were 130 purposively selected Grade 11 students from Cavinti Integrated National High School. Data were gathered using adapted and validated Likert-scale questionnaires and official academic grades. Mean and Standard Deviation were used to determine the level of the variables, Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized to test the relationships among variables, and Simple Linear Regression was employed to determine the effects of teachers' politeness strategies and communication styles on students' academic performance.

III. RESULTS AND DISCUSSION

This part presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship between Teachers' Politeness Strategies, Communication Style and the Students' Learning Environment and significant effect between the Teachers' Politeness Strategies, Communication Style and the Students' Performance in English. In particular, the study sought to address the following:

Level of Teachers' Politeness Strategies

In this study, the level of Teachers' Politeness Strategies refers to Positive Politeness, Negative Politeness, Bald-On Record Politeness, Off-Record Politeness, and Supportive Feedback as perceived by the respondents in the classroom setting.

The following tables present the mean, standard deviation, remarks, and verbal interpretation based on the responses of the participants regarding the said variables.

Teachers' Politeness Strategies play a significant role in establishing a respectful and supportive classroom environment. These strategies influence how students perceive teacher communication, classroom interaction, and the overall learning atmosphere. When teachers appropriately apply politeness strategies, students are more likely to feel valued, respected, and encouraged to participate in classroom activities. Thus, analyzing these strategies provides important insight into their contribution to creating an effective and conducive learning environment.

Table 1 shows the level of Teachers' Politeness Strategies in terms of Positive Politeness.

The teacher expresses appreciation for students' participation in lessons. The ($M = 4.54$) suggests a very high level of Teachers' Politeness Strategies in terms of Positive Politeness and supported with ($SD = 0.60$). Also, displays a friendly facial expression or positive non-verbal gestures when addressing the class. While the mean is lower ($M = 4.11$) with ($SD = 0.97$), it still indicates the teacher acknowledges the students' contributions even when their answers are not entirely correct. Overall, the results imply that positive politeness is consistently practiced in the classroom,

contributing to a supportive and encouraging learning environment.

Table 1. Level of Teachers' Politeness Strategies in terms of Positive Politeness

Statement My teacher...	Mean	SD	Remarks
...praises the students for their accomplishments during class.	4.25	0.82	Strongly Agree
...expresses appreciation for students' participation in lessons.	4.54	0.60	Strongly Agree
...shows interest in students' opinions and ideas during discussions.	4.45	0.71	Strongly Agree
...uses encouraging statements to motivate students to learn.	4.44	0.65	Strongly Agree
...displays a friendly facial expression or positive non-verbal gestures when addressing the class.	4.48	0.72	Strongly Agree
...acknowledges the students' contributions even when their answers are not entirely correct.	4.11	0.97	Agree
...creates a welcoming atmosphere to maintain students' comfort during lessons.	4.33	0.69	Strongly Agree
Weighted Mean	4.37		
SD	0.75		
Verbal Interpretation	Very High		

The level of Teachers' Politeness Strategies in terms of Positive Politeness attained a weighted mean score of 4.37 and a standard deviation of 0.72 and was verbally interpreted as very high among the respondents.

In summary, the findings indicate that teachers exhibit a significant degree of positive politeness strategies, especially when thanking students for their participation. Nonverbal cues consistently acknowledge students' contributions, even though they received a somewhat lower score. Overall, the results show that educators sustain a positive and encouraging learning atmosphere.

The level of Teachers' Politeness Strategies in terms of Negative Politeness is displayed in Table 2.

Table 2. Level of Teachers' Politeness Strategies in terms of Negative Politeness

Statement My teacher...	Mean	SD	Remarks
...makes requests in a way that minimizes pressure on students.	3.57	1.04	Agree
...uses polite expressions such as "please" or "kindly" when assigning tasks.	4.34	0.75	Strongly Agree
...refrains from using commanding tones when giving instructions.	4.07	0.87	Agree
...shows respect for students' time when asking for their attention.	4.34	0.85	Strongly Agree
...employs indirect language when giving corrective feedback.	4.30	0.85	Strongly Agree
...gives options to students rather than imposing one way to do tasks.	4.08	0.89	Agree
...apologizes or show understanding when making additional demands on students.	4.18	0.79	Agree
Weighted Mean	4.12		
SD	0.90		
Verbal Interpretation	High		

The teacher shows respect for students' time when asking for their attention. The ($M = 4.34$) suggests a very high level of Teachers' Politeness Strategies in terms of Negative Politeness and supported with ($SD = 0.85$). Also, the teacher

uses polite expressions such as "please" or "kindly" when assigning tasks got the mean of ($M = 4.34$) with ($SD = 0.75$) that suggests a very high level of Negative Politeness. While the mean is lower ($M = 4.07$) with ($SD = 0.87$), it still indicates the teacher refrains from using commanding tones when giving instructions.

The level of Teachers' Politeness Strategies in terms of Negative Politeness attained a weighted mean score of 4.12 and a standard deviation of 0.86 and was verbally interpreted as high among the respondents.

In summary, the findings demonstrate that teachers use a lot of negative politeness strategies, particularly when it comes to respecting students' time and using respectful language. Respectful communication is still demonstrated even though avoiding demanding tones received a slightly lower score. In general, teachers take a thoughtful and non-threatening approach in the classroom.

Table 3 shows the level of Bald-On Record Politeness in Teachers' Politeness Strategies.

Table 3. Level of Teachers' Politeness Strategies in terms of Bald On-Record Politeness

Statement My teacher...	Mean	SD	Remarks
...uses direct instructions when there is no need for elaboration.	4.25	0.76	Strongly Agree
...gives clear and concise commands during classroom routines.	4.25	0.72	Strongly Agree
...corrects students immediately when necessary to maintain order.	4.32	0.76	Strongly Agree
...employs straightforward language to ensure understanding.	4.45	0.77	Strongly Agree
...addresses classroom disruptions directly and promptly.	4.25	0.80	Strongly Agree
...applies explicit examples to clarify difficult concepts.	4.49	0.70	Strongly Agree
...minimizes unnecessary small talk when handling time-sensitive activities.	4.15	0.90	Agree
Weighted Mean	4.31		
SD	0.78		
Verbal Interpretation	Very High		

The teacher applies explicit examples to clarify difficult concepts. The ($M = 4.49$) suggests a very high level of Teachers' Politeness Strategies in terms of Bald-On Record Politeness and supported with ($SD = 0.70$). Also, the teacher employs straightforward language to ensure understanding got the mean of ($M = 4.45$) with ($SD = 0.77$) that suggests a very high level of Bald-On Record Politeness. While the mean is lower ($M = 4.15$) with ($SD = 0.90$), it still indicates the teacher minimizes unnecessary small talk when handling time-sensitive activities.

The level of Teachers' Politeness Strategies in terms of Bald-On Record Politeness attained a weighted mean score of 4.31 and a standard deviation of 0.75 and was verbally interpreted as very high among the respondents.

In summary, the results indicate that teachers exhibit a relatively high level of bald-on-record politeness, especially when it comes to using clear and explicit examples. Additionally, they minimize unnecessary discussion during time-sensitive tasks while using plain language to guarantee students' comprehension. All things considered, this suggests

that teachers place a high importance on efficiency and clarity in classroom communication.

The level of Off-Record Politeness in Teachers' Politeness Strategies is displayed in Table 4.

The teacher guides students to correct answers through questions instead of statements. The ($M = 4.33$, $SD = 0.75$) suggests a very high level of Teachers' Politeness Strategies in terms of Off-Record Politeness. Also, the teacher allows the students to infer the right response instead of stating it outright ($M = 4.28$, $SD = 0.86$) that suggests a very high level of Off-Record Politeness. While the mean is lower ($M = 4.00$, $SD = 0.85$), it still indicates the teacher implies expectations rather than impose them explicitly, suggesting that students are encouraged to think critically and engage in deeper cognitive processing when responding to classroom questions. This further reflects that indirect communication techniques are consistently used to scaffold students' understanding of lesson content.

Table 4. Level of Teachers' Politeness Strategies in terms of Off-Record Politeness

Statement	Mean	SD	Remarks
My teacher...			
...uses hints or suggestions rather than direct orders when appropriate.	4.11	0.78	Agree
...guides students to correct answers through questions instead of statements.	4.33	0.75	Strongly Agree
...applies metaphors or examples to imply ideas indirectly.	4.22	0.83	Strongly Agree
...allows the students to infer the right response instead of stating it outright.	4.28	0.86	Strongly Agree
...refrains from directly pointing out mistakes but instead encourages self-correction.	4.00	0.94	Agree
...incorporates humor to soften potentially critical remarks.	4.25	0.76	Strongly Agree
...implies expectations rather than impose them explicitly.	4.00	0.85	Agree
Weighted Mean	4.17		
SD	0.83		
Verbal Interpretation	High		

The level of Teachers' Politeness Strategies in terms of Off-Record Politeness attained a weighted mean score of 4.17 and a standard deviation of 0.80 and was verbally interpreted as high among the respondents.

In summary, by guiding students through questions and letting them determine the right answers, teachers show a high level of off-record politeness, according to the research. Implying expectations received a somewhat lower grade, but it still demonstrates a non-direct communication style. All things considered, this implies that teachers encourage critical thinking while maintaining a balanced and encouraging teaching approach.

Table 5 shows the level of supportive feedback in teachers' politeness strategies.

The teacher provides positive comments after a student answer. The ($M = 4.46$) suggests a very high level of Teachers' Politeness Strategies in terms of Supportive Feedback and supported with ($SD = 0.72$). Also, the teacher follows up on students who need additional support got the mean of ($M = 4.34$) with ($SD = 0.83$) that suggests a very high level of Supportive Feedback. While the mean is lower ($M =$

4.08) with ($SD = 0.91$), it still indicates the teacher delivers verbal and nonverbal affirmations when student participates.

Table 5. Level of Teachers' Politeness Strategies in terms of Supportive Feedback

Statement	Mean	SD	Remarks
My teacher...			
...provides positive comments after a student answer.	4.46	0.72	Strongly Agree
...reinforces learning by acknowledging effort even when answers are incorrect.	4.25	0.80	Strongly Agree
...expresses belief in students' potential to perform well.	4.32	0.82	Strongly Agree
...gives constructive feedback aimed at improvement.	4.15	0.81	Agree
...follows up on students who need additional support.	4.34	0.83	Strongly Agree
...encourages peer appreciation and supportive remarks during group work.	4.30	0.80	Strongly Agree
...delivers verbal and nonverbal affirmations when student participates.	4.08	0.91	Agree
Weighted Mean	4.27		
SD	0.82		
Verbal Interpretation	Very High		

The level of Teachers' Politeness Strategies in terms of Supportive Feedback attained a weighted mean score of 4.27 and a standard deviation of 0.79 and was verbally interpreted as very high among the respondents.

In summary, the findings indicate that teachers produce a very high level of supportive feedback, especially when it comes to encouraging remarks and providing students with follow-up assistance. Despite receiving less scores, verbal and nonverbal affirmations nevertheless provide constant support during engagement. All things considered, this suggests that teachers provide a stimulating and encouraging learning environment.

Level of Teachers' Communication Style

In this study, the level of Teachers' Communication Styles refers to Tone of Voice, Non-Verbal Gestures, Level of Formality in Speech, Use of Humor, and Adaptability in Communication.

The subsequent tables present the statements alongside their corresponding mean, standard deviation, remarks, and verbal interpretations based on the responses of the respondents.

The teacher's communication style in terms of tone of voice is displayed in Table 6.

The teacher raises their tone only when necessary to gain attention. The ($M = 4.55$) suggests a very high level of Teachers' Communication Style in terms of Tone of Voice and supported with ($SD = 0.69$). Also, the teacher demonstrates through an expressive tone that makes learning interesting, encourages peer appreciation, and gives supportive remarks during group work got the mean of ($M = 4.45$) with ($SD = 0.81$) that suggests a very high level of Tone of Voice. While the mean is lower ($M = 4.22$) with ($SD = 0.89$), it still indicates the teacher maintains a tone of voice that influences student comfort during lessons.

The level of Teachers' Communication Style in terms of Tone of Voice attained a weighted mean score of 4.36 and a

standard deviation of 0.78 and was verbally interpreted as very high among the respondents.

Table 6. Level of Teachers' Communication Style in terms of Tone of Voice

Statement	Mean	SD	Remarks
My teacher...			
...speaks in a tone that captures my attention.	4.34	0.77	Strongly Agree
...changes her tone of voice depending on the situation.	4.25	0.85	Strongly Agree
...uses a calm tone when giving feedback.	4.32	0.86	Strongly Agree
...raises their tone only when necessary to gain attention.	4.55	0.69	Strongly Agree
...helps me understand the seriousness of the lesson with the tone of her voice.	4.42	0.71	Strongly Agree
...demonstrates through an expressive tone that makes learning interesting, encourages peer appreciation, and gives supportive remarks during group work.	4.45	0.81	Strongly Agree
...maintains a tone of voice that influences student comfort during lessons.	4.22	0.89	Strongly Agree
Weighted Mean	4.36		
SD	0.81		
Verbal Interpretation	Very High		

In summary, the results indicate that teachers have a very high level of effective tone of voice, especially when they use expressive tones to engage students and raise their voice only when necessary. Even though it received a slightly lower grade for maintaining comfort through tone, the classroom environment is still positive. In general, teachers intentionally employ tone to promote student comfort and involvement.

Table 7 shows the level of Teacher's Communication Style in terms of Non-Verbal Gestures.

The teacher maintains eye contact to keep students engaged. The ($M = 4.36$) suggests a very high level of Teachers' Communication Style in terms of Non-Verbal Gestures and supported with ($SD = 0.76$). Also, the teacher uses hand gestures to emphasize key points got the mean of ($M = 4.23$) with ($SD = 0.79$) that suggests a very high level of Non-Verbal Gestures. While the mean is lower ($M = 4.02$) with ($SD = 0.91$), it still indicates the teacher conveys nonverbal cues to show approval or disapproval.

Table 7. Level of Teachers' Communication Style in terms of Non-Verbal Gestures

Statement	Mean	SD	Remarks
My teacher...			
...uses hand gestures to emphasize key points.	4.23	0.79	Strongly Agree
...communicates through facial expressions to enhance understanding of the message.	4.16	0.79	Agree
...maintains eye contact to keep students engaged.	4.36	0.76	Strongly Agree
...moves around the classroom in a way that makes learning interactive.	4.18	0.82	Agree
...employs gestures to facilitate understanding of explanations.	4.15	0.84	Agree
...exhibits body language that encourages student participation.	4.12	0.90	Agree
...conveys nonverbal cues to show approval or disapproval.	4.02	0.91	Agree
Weighted Mean	4.18		
SD	0.83		
Verbal Interpretation	High		

The level of Teachers' Communication Style in terms of Non-Verbal Gestures attained a weighted mean score of 4.18 and a standard deviation of 0.81 and was verbally interpreted as high among the respondents. Overall, this implies that teachers consistently use non-verbal communication to support instruction and enhance student engagement in the classroom.

In summary, the results indicate that teachers exhibit a high level of effective nonverbal communication, especially when it comes to keeping eye contact and emphasizing important messages with hand gestures. Even if expressing praise or disapproval received rather lower grade, consistent usage of non-verbal cues is still evident. In general, teachers make good use of gestures to encourage participation and classroom communication. This suggests that nonverbal communication plays a key role in supporting effective classroom interaction and student engagement. It further reinforces the idea that nonverbal cues enhance clarity, attention, and overall classroom responsiveness.

Table 8 shows the level of Teacher's Communication Style in terms of Level of Formality in Speech.

Table 8. Level of Teachers' Communication Style in terms of Level of Formality in Speech

Statement	Mean	SD	Remarks
My teacher...			
...uses formal language when explaining lessons.	4.42	0.67	Strongly Agree
...shifts to a more relaxed tone during group discussions.	4.15	0.83	Agree
...implements appropriate titles and greetings when addressing students.	4.35	0.80	Strongly Agree
...speaks politely regardless of the situation.	4.32	0.84	Strongly Agree
...limits the use of overly casual words during class.	4.03	0.85	Agree
...balances formal and friendly communication.	4.35	0.72	Strongly Agree
...adjusts formality based on classroom activity.	4.35	0.78	Strongly Agree
Weighted Mean	4.28		
SD	0.79		
Verbal Interpretation	Very High		

The teacher uses formal language when explaining lessons. The ($M = 4.42$) suggests a very high level of Teachers' Communication Style in terms of Level of Formality in Speech and supported with ($SD = 0.67$). Also, the teacher implements appropriate titles and greetings when addressing students got the mean of ($M = 4.35$) with ($SD = 0.80$) that suggests a very high level of Level of Formality in Speech. While the mean is lower ($M = 4.03$) with ($SD = 0.85$), it still indicates the teacher limits the use of overly casual words during class. The findings suggest that maintaining appropriate formality in speech helps establish respect and clarity in classroom communication. This also contributes to a more structured and professional learning environment. It indicates that teachers' consistent use of formal speech reinforces discipline and effective learning interactions in the classroom.

The level of Teachers' Communication Style in terms of Level of Formality in Speech attained a weighted mean score

of 4.28 and a standard deviation of 0.76 and was verbally interpreted as very high among the respondents.

In summary, the results indicate that teachers show a high level of effective nonverbal communication, especially when it comes to keeping eye contact and emphasizing important messages with hand gestures. Even if expressing praise or disapproval received rather lower score, consistent usage of non-verbal cues is still evident. In general, teachers make good use of gestures to encourage participation and classroom communication. This implies that nonverbal communication remains an essential tool in enhancing understanding and maintaining student engagement during instruction. It highlights that these nonverbal strategies significantly contribute to clearer instruction delivery and more responsive classroom interaction.

Table 9 shows the level of Teacher's Communication Style in terms of Use of Humor.

The teacher knows when humor is appropriate in class. The (M = 4.37) suggests a very high level of Teachers' Communication Style in terms of Use of Humor and supported with (SD = 0.90). Also, the teacher tells funny yet relevant stories related to the lesson got the mean of (M = 4.35) with (SD = 0.78) that suggests a very high level of Use of Humor. While the mean is lower (M = 4.19) with (SD = 0.86), it still indicates the teacher uses humor to make lessons more enjoyable.

Table 9. Level of Teachers' Communication Style in terms of Use of Humor

Statement	Mean	SD	Remarks
My teacher...			
...uses humor to make lessons more enjoyable.	4.19	0.86	Agree
...tells funny yet relevant stories related to the lesson.	4.35	0.78	Strongly Agree
...delivers jokes to ease tension during discussions.	4.30	0.92	Strongly Agree
...demonstrates a sense of humor that keeps students interested in the subject.	4.32	0.78	Strongly Agree
...presents humor to reduce stress before exams.	4.28	0.79	Strongly Agree
...knows when humor is appropriate in class.	4.37	0.90	Strongly Agree
...projects humor that enhances participation and comfort.	4.22	0.89	Strongly Agree
Weighted Mean	4.30		
SD	0.85		
Verbal Interpretation	Very High		

The level of Teachers' Communication Style in terms of Use of Humor attained a weighted mean score of 4.30 and a standard deviation of 0.82 and was verbally interpreted as very high among the respondents.

In summary, teachers exhibit a very high degree of appropriate humor use, especially when it comes to knowing when humor is appropriate in the classroom and employing relevant jokes. Even though it received a somewhat lower score, increasing the enjoyment of lessons is nevertheless regularly noted. All things considered, humor is a useful tool for improving the learning environment and student engagement.

Table 10 shows the level of Teacher's Communication Style in terms of Adaptability in Communication.

Table 10. Level of Teachers' Communication Style in terms of Adaptability in Communication

Statement	Mean	SD	Remarks
My teacher...			
...changes their speaking style depending on the topic.	4.29	0.79	Strongly Agree
...simplifies difficult ideas when students are confused.	4.36	0.76	Strongly Agree
...repeats key points in different ways to aid understanding.	4.38	0.70	Strongly Agree
...adapts their communication for different types of learners.	4.28	0.83	Strongly Agree
...switches between English and Filipino to clarify points.	4.44	0.76	Strongly Agree
...modifies explanations based on students' reactions.	4.29	0.81	Strongly Agree
...adjusts their teaching approach depending on the class situation.	4.35	0.82	Strongly Agree
Weighted Mean	4.34		
SD	0.78		
Verbal Interpretation	Very High		

The teacher switches between English and Filipino to clarify points (M = 4.44, SD = 0.76), suggesting a very high level of adaptability in communication. The teacher also repeats key points in different ways to aid understanding (M = 4.38, SD = 0.70), which also indicates a very high level. While the mean is lower for adapting communication for different types of learners (M = 4.28, SD = 0.83), it still reflects a very high level. The results imply that adaptability in communication enhances students' comprehension by making lessons more accessible and reflects the teacher's responsiveness to diverse learning needs in the classroom. This further indicates that flexible communication strategies allow students to better grasp complex ideas through clearer explanations and language adjustments. Moreover, it suggests that when teachers adjust their communication style based on learners' understanding, students are more likely to stay engaged and participate actively in classroom discussions.

The level of Teachers' Communication Style in terms of Adaptability in Communication attained a weighted mean score of 4.34 and a standard deviation of 0.75 and was verbally interpreted as very high among the respondents.

In summary, teachers show a high level of adaptability in communication, especially when it comes to code-switching and restating important ideas to improve comprehension. Adapting to various learners was frequently seen, even though it rated slightly lower. In general, teachers successfully modify their communication to enhance students' understanding.

Level of Students' Learning Environment

In this study, the level of Students' Learning Environment refers to Student Engagement, Respect and Rapport, Classroom Discipline and Cooperation, Student Motivation, and Sense of Inclusion.

The following tables show the statements, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the respondents.

Table 11 shows the level of Student's Learning Environment in terms of Student Engagement.

The student tries to understand lessons even when they are difficult. The (M = 4.35) suggests a very high level of

Student's Learning Environment in terms of Student Engagement and supported with (SD = 0.83). Also, the student ask questions when they need clarification from the teacher got the mean of (M = 4.30) with (SD = 0.90) that suggests a very high level of Student Engagement. While the mean is lower (M = 4.08) with (SD = 0.95), it still indicates that the student stays focused during the entire class period. The findings imply that students demonstrate strong engagement, reflecting active participation and sustained attention in the learning process.

Table 11. Level of Students' Learning Environment in terms of Student Engagement

Statements	Mean	SD	Remarks
I actively participate in classroom activities initiated by my teacher.	4.21	0.81	Strongly Agree
I listen attentively during class discussions.	4.27	0.74	Strongly Agree
I am motivated to finish class tasks on time.	4.12	0.77	Agree
I enjoy interacting with my classmates during learning activities.	4.29	0.73	Strongly Agree
I try to understand lessons even when they are difficult.	4.35	0.83	Strongly Agree
I ask questions when I need clarification from the teacher.	4.30	0.90	Strongly Agree
I stay focused during the entire class period.	4.08	0.95	Agree
Weighted Mean	4.23		
SD	0.83		
Verbal Interpretation	Very High		

The level of Student's Learning Environment in terms of Student Engagement attained a weighted mean score of 4.23 and a standard deviation of 0.79 and was verbally interpreted as very high among the respondents.

In summary, the results indicate that students exhibit a very high level of student engagement, especially when attempting to understand challenging lessons and asking clarification through questions. Even though it received a slightly lower score, paying close attention in class is still regularly seen. In general, students continue to pay attention and actively engage in the process of learning.

Table 12 shows the level of Student's Learning Environment in terms of Respect and Rapport.

Table 12. Level of Students' Learning Environment in terms of Respect and Rapport

Statements	Mean	SD	Remarks
My teacher communicates with me respectfully at all times.	4.43	0.71	Strongly Agree
My teacher values my opinions and ideas in class.	4.34	0.82	Strongly Agree
My teacher shows appreciation for student effort and improvement.	4.38	0.75	Strongly Agree
My teacher shows respect and builds positive rapport with students.	4.52	0.70	Strongly Agree
I feel comfortable approaching my teacher with questions or concerns.	4.14	0.84	Agree
I trust my teacher to be fair in grading and feedback.	4.37	0.78	Strongly Agree
I believe my teacher genuinely cares about my learning progress.	4.47	0.70	Strongly Agree
Weighted Mean	4.38		
SD	0.77		
Verbal Interpretation	Very High		

The student believes that the teacher genuinely cares about their learning progress. The (M = 4.47) suggests a very high level of Student's Learning Environment in terms of Respect and Rapport and supported with (SD = 0.70). Also, the teacher communicates with the student respectfully at all times got the mean of (M = 4.43) with (SD = 0.71) that suggests a very high level of Respect and Rapport. While the mean is lower (M = 4.14) with (SD = 0.84), it still indicates that the student feels comfortable in approaching their teacher with questions or concerns. This suggests that respectful and supportive teacher-student interactions are consistently experienced by the students, contributing to a positive and encouraging learning environment. Overall, the results indicate that respect and rapport are strongly evident in the classroom and play a key role in fostering student comfort, trust, and engagement.

The level of Student's Learning Environment in terms of Respect and Rapport attained a weighted mean score of 4.38 and a standard deviation of 0.74 and was verbally interpreted as very high among the respondents.

Table 13 shows the level of Student's Learning Environment in terms of Classroom Discipline and Cooperation.

Table 13. Level of Students' Learning Environment in terms of Classroom Discipline and Cooperation

Statements	Mean	SD	Remarks
My teacher clearly explains classroom rules and expectations.	4.53	0.68	Strongly Agree
My teacher enforces discipline fairly and consistently.	4.51	0.67	Strongly Agree
My teacher promotes responsibility through shared classroom duties.	4.32	0.70	Strongly Agree
Our classroom environment encourages teamwork and respect.	4.24	0.81	Strongly Agree
Students listen and follow instructions without disruption.	4.25	0.79	Strongly Agree
Students in our class cooperate during group tasks.	4.07	0.98	Agree
Our class maintains order even during active learning activities.	4.16	0.90	Agree
Weighted Mean	4.30		
SD	0.81		
Verbal Interpretation	Very High		

The teacher clearly explains classroom rules and expectations. The (M = 4.53) suggests a very high level of Student's Learning Environment in terms of Classroom Discipline and Cooperation and supported with (SD = 0.68). Also, the teacher enforces discipline fairly and consistently got the mean of (M = 4.51) with (SD = 0.67) that suggests a very high level of Classroom Discipline and Cooperation. While the mean is lower (M = 4.07) with (SD = 0.98), it still indicates that the students in the class cooperate during group tasks. This implies that a well-structured classroom environment promotes both discipline and effective collaboration among students.

The level of Student's Learning Environment in terms of Classroom Discipline and Cooperation attained a weighted mean score of 4.30 and a standard deviation of 0.78 and was verbally interpreted as very high among the respondents.

In summary, the results show students have very high levels of classroom cooperation and discipline in the

classroom, especially when rules are clear and discipline is applied consistently and fairly. Even while students' cooperation during group projects received slightly lower scores, it is still noticeable. In general, the classroom setting encourages cooperation and order.

Table 14 shows the level of Student's Learning Environment in terms of Student Motivation.

Table 14. Level of Students' Learning Environment in terms of Student Motivation

Statements	Mean	SD	Remarks
I feel excited to attend my teacher's class.	4.36	0.66	Strongly Agree
My teacher's encouragement makes me confident to perform tasks.	4.24	0.76	Strongly Agree
The classroom atmosphere helps me concentrate on lessons.	4.28	0.72	Strongly Agree
I feel comfortable expressing my thoughts during recitation.	4.16	0.82	Agree
My teacher motivates me to do better every time.	4.31	0.77	Strongly Agree
I feel supported whenever I experience difficulties in learning.	4.28	0.77	Strongly Agree
My teacher's teaching style keeps me interested in the subject.	4.28	0.80	Strongly Agree
Weighted Mean	4.27		
SD	0.76		
Verbal Interpretation	Very High		

The student feels excited to attend their teacher's class. The ($M = 4.36$) suggests a very high level of Student's Learning Environment in terms of Student Motivation and supported with ($SD = 0.66$). Also, the teacher motivates the student to do better every time got the mean of ($M = 4.31$) with ($SD = 0.77$) that suggests a very high level of Student Motivation. While the mean is lower ($M = 4.16$) with ($SD = 0.82$), it still indicates that the student feels comfortable in expressing their thoughts during recitation. The findings imply that students are consistently motivated in the classroom, as reflected in their excitement to attend class, willingness to improve, and confidence in expressing their thoughts during recitation.

The level of Student's Learning Environment in terms of Student Motivation attained a weighted mean score of 4.27 and a standard deviation of 0.73 and was verbally interpreted as very high among the respondents.

In summary, the results indicate that students show a high level of student motivation, especially when it comes to being motivated to do better and feeling eager to attend class. Even though it received quite lower score, expressing opinions during recitation is still regularly seen. All things considered, the learning environment successfully encourages student participation and motivation.

Ryan and Deci (2020) revealed a similar conclusion in their work on Self-Determination Theory and Student Motivation in Education. According to the study, students become more motivated and engaged when teachers create a supportive classroom climate that fosters participation and acknowledges students' efforts. This is comparable to the current study in that both findings suggest that support from teachers and a favorable learning environment improve

students' motivation to attend class and actively participate in learning activities.

Moreover, the findings indicate that student motivation is consistently very high across indicators such as feeling excited to attend class, being encouraged by the teacher to improve, and expressing thoughts during recitation. The presence of teacher encouragement and a supportive classroom atmosphere promotes students' willingness to participate and engage in learning activities, suggesting that positive reinforcement and motivation from teachers contribute to increased student involvement.

Table 15 shows the level of Student's Learning Environment in terms of Sense of Inclusion.

Table 15. Level of Students' Learning Environment in terms of Sense of Inclusion

Statements	Mean	SD	Remarks
My teacher gives equal opportunities for everyone to participate.	4.45	0.75	Strongly Agree
My teacher treats all students fairly.	4.38	0.73	Strongly Agree
My teacher ensures everyone feels part of the learning process.	4.45	0.69	Strongly Agree
I feel that my contributions are valued in class discussions.	4.38	0.64	Strongly Agree
I feel included in class regardless of my background or performance.	4.41	0.68	Strongly Agree
I do not feel left out in any class activity.	4.33	0.80	Strongly Agree
I feel a sense of acceptance and belonging in our classroom.	4.35	0.84	Strongly Agree
Weighted Mean	4.39		
SD	0.73		
Verbal Interpretation	Very High		

The teacher gives equal opportunities for everyone to participate. The ($M = 4.45$) suggests a very high level of Student's Learning Environment in terms of Sense of Inclusion and supported with ($SD = 0.75$). Also, the teacher ensures that everyone feels part of the learning process and got the mean of ($M = 4.45$) with ($SD = 0.69$) that suggests a very high level of Sense of Inclusion. While the mean is lower ($M = 4.33$) with ($SD = 0.80$), it still indicates that the student does not feel left out in any class activity.

The level of Student's Learning Environment in terms of Sense of Inclusion attained a weighted mean score of 4.39 and a standard deviation of 0.71 and was verbally interpreted as very high among the respondents.

In summary, the results show that students have a very high level of sense of inclusion, especially when it comes to equal participation possibilities and making sure that everyone feels included in the educational process. It is still very noticeable even though the students didn't feel excluded in activities that received slightly lower scores. In general, the classroom encourages student participation and inclusivity.

According to the Johnson et al. (2024), students felt a strong sense of inclusion, belonging, and emotional support when teachers ensured that everyone was involved and given equal opportunity to participate. This is consistent with the current findings, which show a strong sense of inclusion in which children feel valued, involved, and not left out of classroom activities. This further supports the idea that

inclusive classroom practices are consistently observed across different learning contexts and contribute to a more positive and supportive learning environment.

Moreover, the findings indicate that sense of inclusion is consistently very high across indicators such as equal opportunities for participation, ensuring that students feel part of the learning process, and the absence of feelings of exclusion during classroom activities. The provision of equal participation opportunities promotes fairness, belongingness, and active involvement among students, suggesting that inclusive classroom practices contribute to a more supportive and participatory learning environment. Thus, maintaining equitable classroom interaction and ensuring active involvement of all learners may strengthen students' sense of belonging, engagement, and positive classroom experience.

Level of Students' Performance in English in terms of Grade

In this study, the level of Students' Performance in English in terms of Grade was examined.

The following tables show the statement, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the respondents.

Table 16 shows the level of Students' Performance in English in terms of Grade.

Table 16. Level of Students' Performance in English in terms of Grade			
Score	Grade		Descriptive Equivalent
	f	%	
90 - 100	25	19.23	Outstanding
85 - 99	41	31.54	Very Satisfactory
80 - 84	35	26.92	Satisfactory
75 - 79	29	22.31	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectation
Total	130	100	
Weighted Mean	84.54		
SD	5.75		
Verbal Interpretation	Very Satisfactory		

With a total population of one hundred thirty respondents, the score "85 - 89" receive the highest frequency of forty-two (42) or 32.31% of the total population having a descriptive equivalent of Very Satisfactory. And the score "80 - 84" with a frequency of thirty-four (34) or 26.15% of the total population have the descriptive equivalent of Satisfactory. While the score "75 - 79" receives the lowest frequency of twenty-five (25) or 19.23% of the total population having a descriptive equivalent of Outstanding.

With a total (Weighted Mean = 84.56, SD = 5.75) and (highest score = 97, lowest score = 75) showing the level of Students' Performance in English in terms of Grade with a descriptive equivalent of Very Satisfactory.

In summary, the findings show that students' performance in English is generally very satisfactory, with most students falling within the 85-89 grade range. A lower percentage attained satisfactory and exceptional levels, according to the data. Overall, a fairly satisfactory level of performance among the respondents is confirmed by the calculated weighted mean of 84.56.

At last, the findings suggest that students' performance in English is generally clustered within the "Very Satisfactory"

to "Satisfactory" range, indicating that most learners demonstrate an acceptable level of proficiency in the subject. This distribution implies that while a considerable number of students are able to meet expected academic standards, there are still variations in achievement levels that reflect differences in mastery of English competencies. It further implies that current instructional approaches are generally effective in supporting student learning outcomes, but may still require enhancement to elevate performance to higher proficiency levels. As such, there is a need to strengthen instructional strategies and provide targeted support for learners who are performing at lower levels. At the same time, enrichment activities may be implemented to further challenge and develop students who are already performing well. Overall, these findings highlight the importance of sustaining and improving teaching strategies to achieve more consistent and higher levels of student performance in English.

Significant Relationship between the Teachers' Politeness Strategies and the Students' Learning Environment

To test the significant relationship between the Teachers' Politeness Strategies and the Students' Learning Environment in terms of Student Engagement, Respect and Rapport, Classroom Discipline and Cooperation, Student Motivation, and Sense of Inclusion they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient. This approach ensured that the strength and direction of relationships between variables were accurately measured and interpreted.

Table 17. Significant Relationship between the Teachers' Politeness Strategies and the Students' Learning Environment

Teachers' Strategies	Politeness	SE	R&R	CD&C	SM	SoI
Positive Politeness	Pearson Correlation	.358**	.619**	.543**	.468**	.598**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	130	130	130	130	130
Negative Politeness	Pearson Correlation	.271*	.451**	.359**	.411**	.477**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	130	130	130	130	130
Bald On-Record Politeness	Pearson Correlation	.459*	.567	.483	.474	.586**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	130	130	130	130	130
Off-Record Politeness	Pearson Correlation	.406	.534**	.443**	.451**	.564**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	130	130	130	130	130
Supportive Feedback	Pearson Correlation	.432	.598**	.599	.531	.612**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	130	130	130	130	130

Table 17 shows the significant relationship between the Teachers' Politeness Strategies and the Students' Learning Environment.

A significant positive correlation was observed between Positive Politeness, Negative Politeness, Off-Record Politeness of Teachers' Politeness Strategies and the Students' Learning Environment, indicating that students who are more polite tended to achieve greater Students' Learning Environment ($r(129) p < .05$). This suggests that increased Positive Politeness, Negative Politeness, Off-Record Politeness of Teachers' Politeness Strategies is associated with better Students' Learning Environment.

No statistically significant correlation was found between Bald On-Record Politeness, Supportive Feedback of Teachers' Politeness Strategies and the Students' Learning Environment ($r(129) p > .05$). This indicates that, within this group, the Bald On-Record Politeness, Supportive Feedback of Teachers' Politeness Strategies did not significantly predict Students' Learning Environment, contrary to some anecdotal expectations.

Significant Relationship between the Teachers' Communication Style and the Students' Learning Environment

To test the significant relationship between the Teachers' Communication Style and the Students' Learning Environment in terms of Student Engagement, Respect and Rapport, Classroom Discipline and Cooperation, Student Motivation, and Sense of Inclusion they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 18 shows the significant relationship between the Teachers' Communication Style and the Students' Learning Environment.

A significant positive correlation was observed between Non-Verbal Gestures of Teachers' Communication Style and the Students' Learning Environment, indicating that students who are more aware tended to achieve a better Students' Learning Environment ($r(129), p < .05$). This suggests that increased use of non-verbal gestures in teachers' communication is associated with a more positive and supportive learning environment among students. Moreover, this implies that non-verbal cues such as facial expressions, eye contact, and hand movements play an important role in enhancing students' understanding, engagement, and overall classroom interaction.

No statistically significant correlation was found between Tone of Voice, Level of Formality in Speech, Use of Humor, Adaptability in Communication of Teachers' Communication Style and the Students' Learning Environment ($r(129) p > .05$). This indicates that, within this group, the Tone of Voice, Level of Formality in Speech, Use of Humor, Adaptability in Communication of Teachers' Communication Style did not significantly predict Students' Learning Environment, contrary to some anecdotal expectations.

Test of comparison between the means of the groups Teachers' Politeness Strategies and the Students' Performance in English

To test the significant effect between the Teachers' Politeness Strategies and the Students' Performance in English they were treated statistically using Real Statistics Data Analysis Tools using the Regression Analysis

Table 18. Significant Relationship between the Teachers' Communication Style and the Students' Learning Environment

Teachers' Style	Communication	SE	R&R	CD&C	SM	SoI
Tone of Voice	Pearson Correlation	.454**	.626	.577	.549**	.639
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	130	130	130	130	130
Non-Verbal Gestures	Pearson Correlation	.528	.558**	.592**	.503**	.601**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	130	130	130	130	130
Level of Formality in Speech	Pearson Correlation	.478	.655**	.578	.550	.639**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	130	130	130	130	130
Use of Humor	Pearson Correlation	.432	.582*	.476	.471	.566**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	130	130	130	130	130
Adaptability in Communication	Pearson Correlation	.434**	.724	.574	.472	.681
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	130	130	130	130	130

Table 19 shows the effect of Teachers' Politeness Strategies and the Students' Performance in English.

Table 19.		Grade
Teachers' Politeness Strategies		
.99Positive Politeness	t-stats	2.465
	Sig. (2-tailed)	0.015
	N	130
Negative Politeness	t-stats	1.516
	Sig. (2-tailed)	0.132
	N	130
Bald On-Record Politeness	t-stats	2.833
	Sig. (2-tailed)	0.005
	N	130
Off-Record Politeness	t-stats	1.392
	Sig. (2-tailed)	0.166
	N	130
.0Supportive Feedback	t-stats	1.552
	Sig. (2-tailed)	0.123
	N	130

Constant = 1.98

The analysis of variance indicated no significant difference in Performance in English, $F(5, 124) = 0.30, p = .912$, partial $\eta^2 = .012$. This suggests that Teachers' Politeness Strategies do not have a significant effect on Students' Performance in English. Post hoc analyses using Tukey's HSD criterion

revealed that the mean score ($M = 84.56$, $SD = 5.75$) did not significantly differ across the different levels of Teachers' Politeness Strategies. These findings imply that variations in teachers' politeness strategies were not associated with significant changes in students' academic performance in English.

Test of comparison between the means of the groups Teachers' Communication Style and the Students' Performance in English

To test the significant effect between the Teachers' Communication Style and the Students' Performance in English they were treated statistically using Real Statistics Data Analysis Tools using the Regression Analysis.

The current study investigated the effect of Teachers' Communication Style and the Students' Performance in English.

The analysis of variance indicated no significant difference in Performance in English, $F(5, 124) = 0.30$, $p = .912$, partial $\eta^2 = .018$. This suggests that Teachers' Communication Style does not have a significant effect on Students' Performance in English. Post hoc analyses using Tukey's HSD criterion revealed that the mean score ($M = 84.56$, $SD = 5.75$) did not significantly differ across the different levels of Teachers' Communication Style. These findings imply that variations in teachers' communication styles were not associated with significant changes in students' academic performance in English.

Table 20.

Teachers' Communication Style		Grade
Tone of Voice	t-stats	1.662
	Sig. (2-tailed)	0.010
	N	130
Non-Verbal Gestures	t-stats	0.536
	Sig. (2-tailed)	0.593
	N	130
Level of Formality in Speech	t-stats	1.482
	Sig. (2-tailed)	0.141
	N	130
Use of Humor	t-stats	3.189
	Sig. (2-tailed)	0.001
	N	130
Adaptability in Communication	t-stats	3.258
	Sig. (2-tailed)	0.001
	N	130

Constant = 1.98

IV. CONCLUSION AND RECOMMENDATIONS

Based on the summary of findings, the study revealed that there is a significant relationship between Teachers' Politeness Strategies and the Students' Learning Environment at Cavinti Integrated National High School. Specifically, Positive Politeness, Negative Politeness, and Off-Record Politeness showed significant relationships with the Students' Learning Environment, leading to the rejection of the null hypothesis for these variables. However, Bald On-Record Politeness and Supportive Feedback showed no significant relationship with

the Students' Learning Environment; thus, the null hypothesis for these variables is accepted.

In addition, the findings revealed that there is a significant relationship between Teachers' Communication Styles and the Students' Learning Environment, particularly in terms of Non-Verbal Gestures. This led to the rejection of the null hypothesis for Non-Verbal Gestures. However, Tone of Voice, Level of Formality in Speech, Use of Humor, and Adaptability in Communication showed no significant relationship with the Students' Learning Environment; therefore, the null hypothesis for these variables is accepted.

On the other hand, the study revealed that Teachers' Politeness Strategies have no significant effect on Students' Academic Performance in English, leading to the acceptance of the null hypothesis. Similarly, Teachers' Communication Styles also showed no significant effect on Students' Academic Performance in English, resulting in the acceptance of the null hypothesis.

Overall, it is concluded that Teachers' Politeness Strategies and Communication Styles significantly influence the Students' Learning Environment, particularly through Positive Politeness, Negative Politeness, Off-Record Politeness, and Non-Verbal Gestures. However, these variables have no significant effect on the students' academic performance in English. This indicates that while teacher communication contributes to a positive classroom environment, academic achievement is influenced by other factors beyond teacher interaction alone. These findings underscore the importance of strengthening instructional strategies alongside effective communication practices to further enhance students' academic outcomes. Thus, improving both pedagogical approaches and classroom interaction remains essential in promoting holistic student development.

In light of the conclusions drawn from the study, the following recommendations are hereby presented:

Teachers may consciously utilize Positive Politeness, Negative Politeness, and Off-Record Politeness in their classroom interactions, as these strategies were found to contribute to a more supportive and conducive learning environment. Teachers are also encouraged to maximize the use of Non-Verbal Communication such as facial expressions and hand gestures to reinforce instruction and enhance student engagement. Although Tone of Voice, Level of Formality in Speech, Use of Humor, and Adaptability in Communication were found to have no significant relationship with the learning environment, teachers may still consider integrating these with more effective strategies to further improve classroom interaction. Moreover, teachers are encouraged to balance the creation of a positive classroom atmosphere with the use of instructional strategies that directly support students' academic performance.

Students are encouraged to actively participate in classroom discussions and respond appropriately to teachers' politeness strategies, as these contribute to a more positive and interactive learning environment. They are also advised to be attentive to teachers' non-verbal cues to better understand lessons and improve classroom participation. In addition,

students may strengthen their academic performance in English by developing effective study habits and communication skills alongside classroom learning experiences.

Future Researchers are encouraged to explore other teacher-related and learner-related variables that may directly influence students' academic performance, considering that Teachers' Politeness Strategies and Communication Styles showed no significant effect on English achievement in this study. Further studies may also be conducted in different grade levels, subject areas, or educational settings to validate and extend the findings. Longitudinal research designs may be utilized to examine the long-term effects of teacher communication behaviors on both learning environment and

academic performance. In addition, incorporating qualitative data such as student perspectives may provide deeper insights into effective teaching communication strategies.

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