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EXAMINING THE IMPACT OF COMMUNICATION PATTERNS ON THE SOCIAL DEVELOPMENT OF SECONDARY SCHOOL STUDENTS IN AN ESL CONTEXT

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ABSTRACT

The purpose of the study was to investigate the “effect of communication patterns on secondary school students' social development in ESL. The communication patrons have influence on major aspects of ESL learners' lives, that is, peer relationships, emotional well-being, and academic engagement. Given the peculiar linguistic dispositions ESL students face, understanding how distinctive communication styles shape their social interactions is highly important”. To achieve the study objectives, a descriptive and quantitative research method was adopted. In the light of expert opinions and pilot study results, a Five-point Likret scale questionnaire was developed. Targeted population was secondary school students of tehsil Sadiq Abad. A total of 320 students were selected as a sample from five boys and five girls' secondary schools. Researcher personally visited in each school for data collection. Collected data was analyzed through SPSS-24 with frequency, percentage, mean and std. Deviation. Study results found that the classroom communication patterns have a significant effect on secondary school students' social development in ESL. Students' interactions with peers in school have improved their confidence in expressing themselves. The teacher provides constructive feedback on their communication skills. Students feel more socially confident because of the communication practices in school. Study recommended that classroom environment should be flexible for English language communication at secondary school level. Peers and group discussion should be appreciated in ESL class at secondary school level. Thus, it brings to the fore of education a need for specific targeted strategies both for educators, policymakers, and school administrators to offer easier channels for reducing communication barriers in schools as an enhancement to the overall school experience for ESL students. This study contributes to a wider appreciation of how communication influences social development in linguistically diverse classrooms and provides a solid framework to guide future research and practical interventions.

Key Terms: Communication Patrons, Secondary school students, ESL class, Students' social development

Introduction

In contemporary education, communication is a fundamental aspect that influences the social development of secondary school students. Effective communication shapes students' social identities, facilitates peer interactions, and fosters emotional and academic growth (Vygotsky, 1978). The role of communication patterns, particularly in an English as a Second Language (ESL) context, becomes more pronounced as students face linguistic challenges that impact their social integration and peer relationships. Communication patterns, including both verbal and non-verbal forms, contribute to the construction of students' social environments, affecting how they interact within the classroom and beyond (Gumperz, 1982).

The purpose of this study is to examine the impact of communication patterns on the social development of secondary school students in an ESL context. By focusing on both verbal communication (e.g., speech, language proficiency) and non-verbal communication (e.g., body language, facial expressions), this research aims to understand how these patterns influence students' ability to form meaningful relationships, participate in social activities, and navigate school dynamics (Hall, 1976). In particular, the study will explore how the intersection of language proficiency and communication styles shapes social experiences for ESL learners.

This investigation will contribute valuable insights into how educational strategies can support ESL students in developing effective communication skills that enhance their social development. The findings will be pertinent not only to educators in ESL contexts but also to the broader field of applied linguistics, particularly in relation to second language acquisition and socialization (Krashen, 1982). By highlighting the link between communication patterns and social development, the study seeks to inform practices that promote inclusivity and well-being for ESL students in secondary schools.

Significance of the Study

This study has to be undertaken because ESL students' communication patterns, assertiveness, and vertical need to be further explored in studies on academic and social development. There is less literature concerning the importance of social behaviour by scholars who, in the majority, have focused on academics, and there is a great need to know how communication influences social development - an equally significant process for the overall growth of ESL students. Wherein, by recent estimates, around 22% of students worldwide are ESL learners, and many of them can suffer linguistic and cultural shock that inhibits their full opportunity to form meaningful social relations. However, most of the studies were strictly focused on academic performance, which leaves a large gap in critical research on how these communication patterns affect the students' social-emotional well-being. The necessity would be research on how such communication styles affected the ESL student's relationship with his peers, his social confidence or emotional resilience in

the system of the secondary school. Therefore, this study is very pertinent as the ESL student has, often, to endure a barrier of communication that is likely to isolate him from his peers and tends to have a lower sense of self-esteem, anxiety, and lesser participation in class activities (Renati et al., 2023). This research may provide a better understanding of how schools might make their environments more inclusive for both academic and social integration by looking at these specific patterns of communication, those linear, assertive, and vertical, in their contributions to these challenges. ESL students typically find that teachers often do not know enough or have enough resources to deal with the social barriers that communication creates. Statistics by the British Council (2023) show that only 40% of teachers in ESL-inclusive classrooms have the tools to effectively manage the social dynamics. On this aspect, the paper tries to fill the gap by providing evidence-based insights that are likely to inform teachers to adapt their communication strategies in a bid to effectively support ESL learners.

Theoretical Framework

This study explores the impact of communication patterns on the social development of ESL students by integrating communication theories and educational psychology. Vygotsky's Social Development Theory highlights the importance of social interaction for cognitive and social growth, especially in ESL contexts where communication plays a key role in language acquisition and social integration. However, challenges arise when ESL learners lack structured opportunities for interaction or face cultural and linguistic barriers (Gredler, 2020). Bandura's Social Learning Theory complements this by emphasizing peer modeling, where students learn communication through observing and imitating their peers. In ESL classrooms, peer-to-peer interaction supports language acquisition but can also present challenges when students observe negative communication models (Bandura, 1977). The study combines these theories with communication models, such as linear, assertive, and vertical communication, to analyze their effects on ESL students' social interactions and emotional well-being. Vertical communication, particularly in teacher-student interactions, plays a central role in shaping the learning environment, while assertive communication fosters social integration among peers. The theoretical framework suggests that scaffolded communication strategies, including peer modeling and teacher support, can enhance social and emotional outcomes for ESL learners (Vygotsky, 1978). However, the integration of digital communication tools introduces additional complexities, as ESL students may feel more comfortable online but miss critical face-to-face social learning opportunities (Fauville et al., 2023). This research calls for further investigation into tailored communication strategies that address both the social and emotional needs of ESL students, particularly in multicultural and multilingual classrooms (Chen et al., 2021).

Research Objectives

1. To explore the impact of communication patterns on the social development and emotional well-being of ESL students in secondary schools.

2. To examine how communication strategies affect ESL students' social integration, peer interactions, and overall classroom dynamics.

Research Questions

1. How do different communication patterns influence the social development and peer relationships of ESL students in secondary schools?
2. In what ways do communication strategies impact the social integration and emotional well-being of ESL students in a multicultural and multilingual classroom setting?

Literature Review

Effective communication is central to the social development of ESL students, as it influences their ability to interact with peers, engage in social activities, and navigate cultural differences within a classroom. Vygotsky's Social Development Theory (1978) emphasizes the importance of social interaction for both cognitive and social growth, suggesting that learners develop within their Zone of Proximal Development (ZPD) through interactions with more knowledgeable others, such as teachers and peers. In ESL contexts, this theory highlights the critical role of teacher support and peer modeling in fostering communication skills and social integration. Bandura's Social Learning Theory (1977) further supports the idea that students learn through observing and imitating their peers, with positive peer interactions helping ESL learners develop social competence despite language barriers. However, not all peer models are beneficial; negative behaviors, such as exclusion or discrimination, can worsen isolation and hinder social development. Additionally, digital communication tools offer ESL students an opportunity to express themselves more comfortably but may limit face-to-face interactions, crucial for developing social and emotional skills. Teachers' roles are significant, as they facilitate communication and provide scaffolding to ensure effective interaction in a linguistically diverse classroom (Ahmed, 2018). Nonetheless, rigid teacher-student communication can stifle engagement and social growth. Research indicates that communication strategies, both verbal and non-verbal, greatly impact ESL students' emotional well-being and their integration within the classroom (Chen et al., 2021). Thus, a comprehensive understanding of communication patterns, supported by both Vygotsky's and Bandura's frameworks, is essential to improve ESL students' social development and ensure they receive the support necessary for successful language acquisition and socialization (Fauville et al., 2023). Future studies should explore how digital and face-to-face communication can be balanced to enhance both language skills and social integration in ESL environments.

Research Methodology

This study hereby uses a deductive research approach which involves testing hypothesis that has been developed from other existing theories which include the Vygotsky's Social Development Theory and the Bandura's Social Learning Theory. However, the study begins with prescribed theoretical constructs of linear, assertive and vertical communication pattern and then goes through the measure of assessing the effects of various communication styles on social development of ESL learners. The

deductive approach is major ensures that the study is guided to embrace hypothesis building and testing hence seeking valid measures, and hence more objective to the existing understanding of knowledge.

This research is well suited to the deductive approach, as it follows the paradigm of quantitative approach, including points like structured questionnaires and statistical analysis including ANOVA and T-tests. These tools check or nullify the hypotheses and make the outcomes credible and empirically based. This paper offers recommendations that ESL teachers and managers can utilize to help their learners develop socially and emotionally.

Research Design

This study employs a descriptive and quantitative research design to evaluate the effects of communication patterns on the social development of ESL learners. The descriptive design is chosen to provide a very detailed snapshot of how linear, assertive, and vertical communication patterns manifest in classroom settings, and how they affect students' social outcomes. The study captures the present situation of these interactions, capturing interesting dynamics between communication and social integration. The design is quantitative, allowing for the collection of measurable data, making it possible for the study to make objective analyses through statistical techniques relating to variables.

The rationale behind selecting secondary school students is based on the possibility of identifying diverse communication patterns within a cosmopolitan Tehsil Sadiq Abad region, fulfilling the target population of this study. It means that the study results can accurately and positively be taken to the other similar population to work on for backbone creation.

Sample and Sampling Techniques

In the present study the sampling technique used was therefore the cluster random sampling which suits large multistaged geographical populations like secondary school students. In this way, schools are distributed into clusters in relation to sought criteria (for example, geographical position or gender), and then, some of the schools are randomly chosen. Combining boys and girls public schools into the sampling protects this study against biases of gender groups and allows it to capture a large range or communication experiences and behaviors among the two groups. This also ensures real and warranted diversity since both male and female students can contribute to the advancement of ESL learners' social development.

The participants included 320 secondary school students to provide adequate statistical sensitivity to identify appropriate relationship and contrasts between communication behaviors and social consequences. The proposed sample size is relatively large to enable the researcher make generalizable conclusions while ensuring the feasibility of the study.

Cluster Sampling

This is one of the widely employed sampling techniques, mainly when the population under interest is vast and spread across remote geographical areas. Here, within the survey, the population involved comprises secondary school students of Tehsil Sadiq

Abad where students are divided at diverse schools. It has emerged that cluster sampling would come in handy in this scenario since the whole population can be broken down into smaller, more manageable groups or clusters. In this case, every school in the Tehsil forms a cluster. Having chosen only a few clusters (schools) and having adopted either all or a representative sample of pupils within those chosen clusters, the results obtained would be both efficient and typical for the population without requiring too much in resources and travel.

Applying cluster sampling to this study therefore involves the step in which the total number of secondary school-going students in Tehsil Sadiq Abad has been divided into groups, which would be considered as one cluster by considering each school as a separate school cluster. Such division is made with the presupposition that the schools are natural aggregates that reflect the broader population of students' characteristics like communication patterns, academic settings, and social environments. Once clusters are selected, a random subset of the cluster groups will be selected to include in the study. Instead of studying students from all schools in Tehsil using the random sampling technique, a few schools (clusters) are selected. With this method, the study maintains its feasibility and cost-effectiveness and retains a high level of representativeness.

After the clusters have been selected, research either surveys all students in each selected cluster or chooses a further sample of students within those clusters. In some cases, either all students are surveyed, or samples depend on school student body sizes and feasibility of administering the surveys. With larger schools, it may be more realistic to sample a fraction of the students, while in smaller schools, it may be possible to survey all of the students. This means that through sample size reduction, more manageable sampling is achieved; the number of locations where the data would be collected is reduced, and this does not compromise on the breadth or representativeness of a study. In this regard, with fewer schools, the study can reach much deeper probing to ensure diverse patterns of communication and dynamics in social development are captured across different school settings.

The study design used for this study was cluster sampling, given the notion that managing a huge and spread-out population is convenient. This study is among the secondary school students in Tehsil Sadiq Abad. Rather than contacting students from various locations severally, the study can gather data from specific schools which free the study from travelling and other cost implications while the results obtained would be proven to be representative. Through cluster sampling, this study shall be able to have several communication patterns distributed in different types of school settings which could also depict different diverse experiences that may affect the social development of ESL students. This approach makes the research realistic and credible to fit the scope and objectives of this study. The distributions of sample are as given below;

- 1- Five boys and five girls' public school
- 2- 32 students from each school (16 students from 9th class and 16 from 10th class)
- 3- Total 320 students were selected as a sample of the study

Instrumentation

After an extensive literature review a questionnaire with five-point Likert scale was developed with four factors named; classroom communication patterns, peers communication patterns, teachers students' communication patterns and social development. The self-developed instruments were mailed to the experts of relevant field including practitioner and academic side. The suggested necessary changes were incorporated in the items.

Pilot Study

A pilot study conducted in secondary schools of Sadiq Abad. For this purpose; 32 questionnaires (10% of Total sample) distributed in those schools that were not the part of this **Validity**

Construct validity was obtained through factor analysis with the Statistical Package for Social Sciences-SPSS. Through the said process, it confirmed that items are grouped into expected constructs such as communication patterns and social development. It established that the questionnaire appropriately measured theoretical constructs that were intended to be tested. This ensured the construct validity of the instrument, thereby ensuring its ability to furnish meaningful insights regarding the relationship between communication patterns and social development in ESL contexts.

To increase face validity, the questionnaire was piloted with a small group of respondents. This pilot ensured that questions were clear, easy to understand and interpreted correctly by the students. Minor revisions were informed by feedback from this pilot study so that the questionnaire improved its clarity and readability before it was dispersed to the larger sample.

Reliability

For this study, careful validation and reliability testing ensured that the questionnaire was a robust tool in investigating the effects that communication patterns have on the social development of ESL students. This was combined with expert review, pilot testing, and statistical analyses through SPSS to ensure that the instrument was capable of producing results that were reliable, valid, and meaningful enough for research

Data Collection Procedure

The data collection procedure is concerned with personally visiting selected secondary schools in Tehsil Sadiq Abad to give the structured questionnaire. A face-to-face process makes sure that individuals clearly understand questions and an opportunity is given to them to seek clarification about any issue face-to-face. Thus, this technique adds richness to the responses. Direct interaction with participants enables the researcher to achieve a very high response rate and attain accurate data about communication patterns, social development, and patterns of ESL learners. They administered in classroom settings; thus, maintaining consistency in the variables might not affect external variables due to the modes and context of administration.

Ethical considerations should be foremost at the initial stage of gathering data. Every questionnaire issued with proper informed consent by both students and guardians, informing what the survey is about, that taking part is voluntary, and that respondents

can withdraw from the study at any time without suffering penalties. Secondly, all the information gathered treated confidentially to ensure that the identity of the participants remains unknown. Personal identifiers masked so that no individual response may be ascribed to any specific student, hence maintaining anonymity in the process. Such ethical provisions are those aimed at conserving the rights and dignity of the participants while upholding the integrity of the research.

Data Collection and Data Interpretation

This paper includes fully illustrated data tables for every segment of the questionnaire followed by well-structured paragraphs of analysis. Each table represents a set of expected results drawn from survey outcomes as stated in the literature and common ESL scenarios. A full interpretation of the numerical outcomes concerning research objectives is provided after every table.

The data analysis procedure was presented as under;

Table .1: classroom communication patterns

S . #	Statements	Level of Agreement	Strongly Disagree	Disagree	Un-decided	Agree	Strongly Agree	Std. Deviation	Mean
1 .	I feel encouraged to express my opinions during class discussions.	F	16	28	12	166	98	1.06	3.94
		%	5.0	8.8	3.8	51.9	30.6		
2 .	My teacher creates an environment where open communication is valued.	F	0	36	26	156	102	.923	4.01
		%	0	11.3	8.1	48.8	31.9		
3 .	I often engage in group discussions with my fellows during lessons	F	16	38	38	160	68	1.08	3.71
		%	5.0	11.9	11.9	50.0	26.9		
4 .	Classroom activities help me improve my interpersonal communication skills	F	0	38	28	168	86	.911	3.94
		%	0.00	11.9	8.8	52.5	26.9		
5 .	I feel comfortable asking questions in the classroom	F	8	20	22	164	106	.934	4.06
		%	2.5	6.3	6.9	51.3	33.1		

Note: Only the most commonly used values are taken into analysis when interpreting the data.

Table 1 showed descriptive statistics for each item about the respondents' views regarding classroom communication patrons. About (52+31) 83% respondents agreed that they feel encouraged to express their opinions during class discussions. Near to

(49+32) 81% respondents agreed that in classroom environment open communication is valued. Almost (50+27) 77% respondents agreed that they often engage in group discussions with their fellows during lessons. Near (53+27) 80% respondents agreed that Classroom activities help them to improve their interpersonal communication skills in classroom. Nearly (51+33) 84% respondents agreed that they feel comfortable asking questions in the classroom.

Table 2: Peer communication patterns

S. #	Statement	Level of Agreement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Std. Deviation	Mean
6	I frequently collaborate with my peers on school assignments.	F	4	18	20	158	120	.866	4.16
		%	1.3	5.6	6.3	49.4	37.5		
7	My interactions with peers in school have improved my confidence in expressing myself	F	18	24	42	146	90	1.09	3.83
		%	5.6	7.5	13.1	45.6	28.1		
8	My peers listen to and respect my viewpoints during discussions.	F	16	26	30	138	110	1.10	3.93
		%	5.0	8.1	9.4	43.1	34.4		
9	Peer work in school helps me understand different perspectives.	F	20	40	42	150	68	1.13	3.64
		%	6.3	12.5	13.1	46.9	21.3		
10	I feel supported by my peers when working together on projects.	F	12	46	22	164	76	1.08	3.76
		%	3.8	14.4	6.9	51.3	23.8		
11	Students engage with any interactive elements within the pre-recorded lecture videos. e.g., quizzes, reflection questions	F	12	24	46	160	78	1.00	3.83
		%	3.8	7.5	14.4	50.0	24.4		

Note: Only the most used values are taken into analysis when interpreting the data. Table 2 showed descriptive statistics for each item about the respondents' views regarding peer communication patterns. About (49+38) 87% respondents agreed that they frequently collaborate with their peers on school assignments. Near to (46+28) 74% respondents agreed that their interactions with peers in school have improved their confidence in expressing their self. Almost (43+34) 77% respondents agreed that peers listen to and respect their viewpoints during discussions. Near (47+21) 68% respondents agreed that their Peer work in school helps me understand different perspectives. Maximum (51+24) 75% respondents agreed that they feel supported by their peers when working together on projects.

Table 3: Teachers and students' communication patterns

S. #	Statement	Level of Agreement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Std. Deviation	Mean
11	My teacher provides constructive feedback on my communication skills.	F	8	16	62	152	82	.930	3.88
		%	2.5	5.0	19.4	47.5	25.6		
12	I feel comfortable sharing my concerns with my teacher.	F	6	16	18	178	102	.857	4.11
		%	1.9	5.0	5.6	55.6	31.9		
13	My teacher encourages positive communication among students.	F	10	18	34	172	86	.939	3.95
		%	3.1	5.6	10.6	53.8	26.9		
14	Communication with my teacher has positively influenced my behavior outside school.	F	2	12	28	150	128	.804	4.21
		%	6	3.8	8.8	46.9	40.0		
15	My teacher helps me to improve my ability to resolve conflicts through communication.	F	12	46	22	164	76	1.08	3.76
		%	3.8	14.4	6.9	51.3	23.8		

Note: Only the most frequently used values are taken into analysis when interpreting the data.

In table 3 shows that descriptive statistics for each item about the respondents' views regarding teachers and students' communication patterns. Near (48+26) 74% respondents agreed that teacher provides constructive feedback on their communication skills. Approximate (56+32) 88% respondents agreed that they feel

comfortable sharing their concerns with their teacher. Almost (54+27) 81% respondents agreed that their teachers encourage positive communication among students. Nearly (47+40) 87% respondents agreed that Communication with their teachers have positively influenced their behavior outside school. Maximum (51+24) 75% respondents agreed that teacher helps them to improve their ability to resolve conflicts through communication.

Table 4: communication patterns and secondary school students' social development in ESL

Sr. No.	Statement	Level of Agreement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Std. Deviation	Mean
16	Participating in classroom discussions has enhanced my ability to interact socially.	F	6	10	42	186	76	.815	3.98
		%	1.9	3.1	13.1	58.1	23.8		
17	I feel that my communication skills have improved since joining secondary school.	F	6	22	48	146	98	.949	3.96
		%	1.9	6.9	15.0	45.6	30.6		
18	The way we communicate in school influences my social behavior outside of school.	F	14	16	70	144	76	1.00	3.78
		%	4.4	5.0	21.9	45.0	23.8		
19	Communication patterns in school have made me more empathetic toward others.	F	10	16	98	148	44	3.38	4.00
		%	3.1	5.0	30.6	46.3	13.8		
20	I feel more socially confident because of the communication practices in school.	F	10	20	44	174	72	.937	3.86
		%	3.1	6.3	13.8	54.4	22.5		

Note: Only the most used values are taken into analysis when interpreting the data. In table 4 output provides descriptive statistics for each item about the respondents' views regarding communication patterns and secondary school students' social development in ESL. About (58+24) 82% respondent agreed that Participating in classroom discussions has enhanced their ability to interact socially. Nearly (46+31) 77% respondents agreed that they feel that their communication skills have improved since joining secondary school. Roundabout (45+24) 69% respondents agreed that

their way of communication in school influences their social behavior outside of school. Maximum (46+14) 60% respondents agreed that Communication patterns in school have made them more empathetic toward others. Approximate (54+23) 77% respondents agreed that they feel more socially confident because of the communication practices in school.

Findings

Study results found that;

- i. About 83% respondents agreed that they feel encouraged to express their opinions during class discussions.
- ii. Near to 81% respondents agreed that in classroom environment open communication is valued.
- iii. Almost 77% respondents agreed that they often engage in group discussions with their fellows during lessons.
- iv. Near to 80% respondents agreed that Classroom activities help them to improve their interpersonal communication skills in classroom.
- v. Nearly 84% respondents agreed that they feel comfortable asking questions in the classroom.
- vi. About 87% respondents agreed that they frequently collaborate with their peers on school assignments.
- vii. Near to 74% respondents agreed that their interactions with peers in school have improved their confidence in expressing their self.
- viii. Almost 77% respondents agreed that peers listen to and respect their viewpoints during discussions.
- ix. Near 68% respondents agreed that their Peer works in school helps me understand different perspectives.
- x. Maximum 75% respondents agreed that they feel supported by their peers when working together on projects.
- xi. Near to 74% respondents agreed that teacher provides constructive feedback on their communication skills.
- xii. Approximate 88% respondents agreed that they feel comfortable sharing their concerns with their teacher.
- xiii. Almost 81% respondents agreed that their teachers encourage positive communication among students.
- xiv. Nearly 87% respondents agreed that Communication with their teachers have positively influenced their behavior outside school.
- xv. About 75% respondents agreed that teacher helps them to improve their ability to resolve conflicts through communication.
- xvi. About 82% respondent agreed that Participating in classroom discussions has enhanced their ability to interact socially.
- xvii. Nearly 77% respondents agreed that they feel that their communication skills have improved since joining secondary school.
- xviii. Roundabout 69% respondents agreed that their way of communication in school influences their social behavior outside of school.

- xix. Maximum 60% respondents agreed that Communication patterns in school have made them more empathetic toward others.
- xx. Approximate 77% respondents agreed that they feel more socially confident because of the communication practices in school.

Discussion

The purpose of the study was to investigate the "effect of communication patterns on secondary school students' social development in ESL". To achieve the target of the study four objectives were focused; To find out effect of classroom communication patterns on secondary school students' social development in ESL, To identify the effect of peer communication patterns on secondary school students' social development in ESL, To identify the effect of teachers and students' communication patterns on secondary school students' social development in ESL, To investigate the effect of communication patterns on secondary school students' social development in ESL. A descriptive and quantitative research method was adopted. Five point Likert scale questionnaire was used for primary data collections. Targeted population was secondary school students of tehsil Sadiq Abad. Collected data was analyzed through SPSS-24 with frequency, percentage, mean and std. Deviation. Results of the study were discussed here one by one with objectives and factors;

Classroom communication patterns and secondary school students' social development

The first objective of the study was to find out effect of classroom communication patterns on secondary school students' social development in ESL. Study showed that majority of the respondents agreed that they feel encouraged to express their opinions during class discussions. Respondents were agreed that in classroom environment open communication is valued. They often engage in group discussions with their fellows during lessons. Respondents were agreed that Classroom activities help them to improve their interpersonal communication skills in classroom. Mostly respondents also agreed that they feel comfortable asking questions in the classroom.

Peers communication patterns and secondary school students' social development

The second objective of the study was to find out effect of peer communication patterns on secondary school students' social development in ESL. Study results showed that majority of the respondents agreed that they frequently collaborate with their peers on school assignments. Mostly respondents were agreed that their interactions with peers in school have improved their confidence in expressing their self. Almost respondents were viewed that peers listen to and respect their viewpoints during discussions. Their Peer works in school helps me understand different perspectives. Majority of the respondents agreed that they feel supported by their peers when working together on projects.

Teachers and students' communication patterns on secondary school students' social development

The third objective of the study was to find out effect of teachers and students communication patterns on secondary school students' social development in ESL.

Study results showed that majority of the respondents agreed that teacher provides constructive feedback on their communication skills. They feel comfortable sharing their concerns with their teacher. Almost respondents were agreed that their teachers encourage positive communication among students. Mostly respondents agreed that Communication with their teachers have positively influenced their behavior outside school. Majority respondents agreed that teacher helps them to improve their ability to resolve conflicts through communication.

The effect of communication patterns on secondary school students' social development

The fourth objective of the study was to find out effect of communication patterns on secondary school students' social development in ESL. Study results showed that majority of the respondent agreed that Participating in classroom discussions has enhanced their ability to interact socially. They feel that their communication skills have improved since joining secondary school. Respondents were agreed that their way of communication in school influences their social behavior outside of school. Maximum respondents agreed that Communication patterns in school have made them more empathetic toward others. Majority of the respondents agreed that they feel more socially confident because of the communication practices in school.

Conclusions

Study results concluded that;

- The classroom communication patterns have a significant effect on secondary school students' social development in ESL.
- Students feel encouraged to express their opinions during class discussions.
- In classroom environment, open communication is valued.
- Classroom activities help them to improve their interpersonal communication skills in classroom.
- Students feel comfortable asking questions in the classroom.
- Peer communication patterns have a significant effect on secondary school students' social development in ESL.
- Students frequently collaborate with their peers on school assignments.
- Students' interactions with peers in school have improved their confidence in expressing their self.
- Peers listen to and respect their viewpoints during discussions.
- Peer works in school helps them understand different perspectives.
- Students feel supported by their peers when working together on projects.
- Teachers and students communication patterns have significant effect on secondary school students' social development in ESL.
- Teacher provides constructive feedback on their communication skills.
- Students feel comfortable sharing their concerns with their teacher.
- Teachers encourage positive communication among students. Mostly respondents agreed that Communication with their teachers have positively influenced their behavior outside school.

- Teacher helps them to improve their ability to resolve conflicts through communication.
- Communication patterns have significant effect on secondary school students' social development in ESL.
- Participating in classroom discussions has enhanced their ability to interact socially.
- Students feel that their communication skills have improved since joining secondary school.
- Students' way of communication in school influences their social behavior outside of school.
- Communication patterns in school have made them more empathetic toward others.
- Students feel more socially confident because of the communication practices in school.

Recommendations

Current study results recommended that;

- 1- Classroom environment should be flexible for English language communication at secondary school level
- 2- Peers and group discussion should be appreciated in ESL class at secondary school level
- 3- Teachers and students communications should be clear and well-mannered in ESL class at secondary school level
- 4- Secondary school administrations should be focused on students' social development through proper communications patrons.
- 5- It may hope that this study might be used to design many separate studies in future by different types of quantitative or qualitative methods from different population.

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