*Research Article*

# ENHANCING ENGLISH LANGUAGE ORAL PARTICIPATION: STRATEGIES USED BY GRADE 9 ENGLISH TEACHERS IN ZAMBOANGA DEL NORTE'S 3rd DISTRICT

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## ARTICLE INFO

## ABSTRACT

This study investigated the activities and approaches employed by Grade 9 English teachers to promote oral participation in schools within the 3rd District of Zamboanga del Norte. Using a descriptive research method, the study provided a complete summary of the methods used to enhance students' oral communication skills. Twenty Grade 9 English teachers participated as respondents, completing a checklist questionnaire for data collection. Statistical tools, including frequency counts and rankings, were used to analyze the data. The result revealed that activities such as oral quizzes, brainstorming, role playing, debate, and presentations were widely used in the classroom to foster English language oral participation. Similarly, teachers utilized various approaches, including reading, communicative language teaching, language-based, collaborative, personal-based, information-based, reflective, and task-based approaches. These findings highlighted the importance of employing engaging and effective strategies to foster active participation and proficiency in English communication among students. A sourcebook was gathered to provide effective teaching activities and approaches to promote English language oral participation among Grade 9 students.

## Introduction

English, as one of the medium languages used in the classroom, especially Mathematics, Science and English subjects, has become one of the challenges for secondary students, especially in the rural areas since the students are always using their mother tongue. They can used English language if they will participate in their classroom discussion. Oral participation stands as a foundation for enhancing students' communication skills. Interaction in the classroom provides collaborative efforts between educators and learners. However, this endeavour is partnered with challenges, ranging from diverse learning styles of the students, emotional barriers, culture, and many others.

Recognizing the fundamental role of educators in this journey highlights the necessity for advanced educational activities and approaches for the unique needs of the students. Oral participation develops as a powerful tool in this situation, stimulating critical thinking and eliciting comprehensive responses, thereby promoting energetic verbal interaction within the classroom. Zamboanga del Norte's Third District, Grade 9 represents a fundamental stage in students' linguistic development. In this context, this study investigates the practices of Grade 9 English teachers, examining the prevalent activities and approaches employed to enhance oral participation. Through thorough inquiry and targeted interventions, the research aims to shed light on effective instructional strategies that support a vibrant learning environment conducive to linguistic growth.

## Methodology

This research study wanted to examine how Grade 9 English teachers in selected areas of Zamboanga del Norte encourage oral participation in English classes. The researchers utilized a descriptive research method, which is intended to explain behaviours through data collection methods such as surveys and observations. A quantitative approach was considered appropriate for this study as it involved a survey with statistical analysis based on numerical evidence. It was chosen to identify the most common activities and approaches utilized by these teachers.

The research was conducted in several high schools within the Third District of Zamboanga del Norte, which are furnished with resources like libraries, English organizations, and school events

such as English festivals highlighting activities like speeches and storytelling, designed at enhancing students' oral communication skills.

The study involved Grade 9 English teachers from eight different high schools in the area, totaling 20 teachers, all of whom participated in the research.

With the help of their adviser, validators, and experts in the English subject, researchers developed a survey checklist questionnaire consisting of two parts: one focused on activities and another on approaches used by teachers. The questionnaire was designed based on insights gathered from teachers and relevant online resources. It provided examples and asked teachers to rate the effectiveness of various methods.

To ensure the survey's accuracy, teachers were asked to indicate which activities and approaches they employed and were given space for additional comments and suggestions in the questionnaire. The results were reviewed, and revisions were made based on feedback from the adviser and experts. The final survey included 25 activities and 24 approaches.

Statistical tools such as frequency and ranking were used to analyze the data. To address the first and third research objectives, which focused on identifying prevalent activities and approaches, ranking was used. To address the second and fourth research objectives, which aimed to determine how often these activities and approaches were employed by Grade 9 English teachers to promote oral participation in English language learning, frequency count was used.

**Results and Discussion**

*Table 1 Teaching-learning activities used by Grade 9 English teachers in the classroom*

| TEACHING-LEARNING ACTIVITIES | MEAN | RANK |
|---|---|---|
| Binggo | 2.35 | 25 |
| Brainstorming | 4.45 | 2.5 |
| Buzz Session | 4.05 | 6 |
| Cabbage Relay | 3.55 | 13 |
| Crossword Puzzle | 3.45 | 15 |
| Debate | 4.35 | 4 |
| Gallery Walk | 3.30 | 17 |
| Ice Breaker | 3.55 | 13 |
| Misconception Check | 3.70 | 9.5 |
| Oral Quizzes | 4.55 | 1 |
| Pass The Ball | 3.05 | 18 |
| Picture Narrating | 3.55 | 13 |
| Presentations | 4.25 | 5 |
| Problem Solving Activities for Learners | 4.00 | 7 |
| Road Map Puzzle | 2.45 | 23 |
| Role Play | 4.45 | 2.5 |
| Scrabble | 2.85 | 19.5 |
| Simon Says | 2.40 | 24 |
| Spin The Wheel | 2.70 | 21.5 |
| Stand Up and Sit Down | 2.85 | 19.5 |
| Storytelling | 3.60 | 11 |
| Think, Pair And Share | 3.80 | 8 |
| Whisper, Raise, Says | 2.70 | 21.5 |
| Who/What I Am | 3.70 | 9.5 |
| Wisdom From Another | 3.35 | 16 |

The result revealed that oral quizzes got the highest in rank with a mean of 4.55, followed by brainstorming and role play, which were ranked at 2.5th place with a mean of 4.45. These teaching learning activities that are in the first three ranks show that students are showing articulation in their ideas effectively. The similarity in rankings between brainstorming and role play shows the good strategies employed by teachers to promote oral participation, to the different learning preferences of the students.

Out of the 25 learning-teaching activities, oral quizzes, brainstorming, and role play served as the most favored choices for enhancing English language oral participation. These learning-teaching activities were specifically designed to cultivate critical thinking, effective expression, and fluency in English, making the learning process more engaging by integrating real-life contexts and cultural relevance since the students were tested on their abilities.

On the other hand, bingo ranked lowest with a mean of 2.35, followed closely by Simon Says at 2.40, indicating their insufficient use in promoting substantial oral participation in English classes. These results suggest that while game-based activities may have entertaining value, they might not contribute significantly to language acquisition compared to more interactive methods.

These results were similar to the previous studies by Apat, et.al. (2023), which emphasized the effectiveness of oral quizzes in promoting out-of-class reading and practice, thereby enhancing oral communication skills through tailored feedbacking. In addition, Unin and Bearing (2016) emphasized that brainstorming is a student-centered approach that fosters active participation and motivation among learners, findings that resonate with the current study's focus on promoting speaking engagement in ESL classrooms. Accordingly, Kareema (2016) emphasized the importance of role-play in the life of a student wherein it increases student communication skills, oral performance and most importantly self-confidence.

Table 2 presents the frequency employed by the English teachers with various teaching-learning activities

**Table 2**. *Level of how often the teaching-learning activities were employed by the English teachers in promoting English language oral participation*

| TEACHING-LEARNING ACTIVITIES | MEAN | DESCRIPTION |
|---|---|---|
| Bingo | 2.35 | SLE |
| Brainstorming | 4.45 | AE |
| Buzz Session | 4.05 | OE |
| Cabbage Relay | 3.55 | OE |
| Crossword Puzzle | 3.45 | OE |
| Debate | 4.35 | AE |
| Gallery Walk | 3.30 | SE |
| Ice Breaker | 3.55 | OE |
| Misconception Check | 3.70 | OE |
| Oral Quizzes | 4.55 | AE |
| Pass The Ball | 3.05 | SE |
| Picture Narrating | 3.55 | OE |
| Presentations | 4.25 | AE |
| Problem Solving Activities For Learners | 4.00 | OE |
| Road Map Puzzle | 2.45 | SLE |

| | | |
|---|---|---|
| Role Play | 4.45 | AE |
| Scrabble | 2.85 | SE |
| Simon Says | 2.40 | SLE |
| Spin The Wheel | 2.70 | SE |
| Stand Up and Sit Down | 2.85 | SE |
| Storytelling | 3.60 | OE |
| Think, Pair and Share | 3.80 | OE |
| Whisper, Raise, Says | 2.70 | SE |
| Who/What I Am | 3.70 | OE |
| Wisdom From Another | 3.35 | OE |

Table 2 presents the frequency with which various teaching-learning activities are employed by the English teachers.

The results reveal that activities such as oral quizzes (mean 4.55), brainstorming and role play (mean 4.45), debate (mean 4.35), and presentations (mean 4.25) are classified as "always employed." These activities are integrated into instruction more than 8 times per learning competency, indicating their consistent and repetitive use. This approach ensures that these methods become integral to teaching practices, emphasizing regular and effective implementation to enhance oral communication skills.

In contrast, activities like buzz sessions (mean 4.05), problem-solving activities for learners (mean 4.00), think-pair-share (mean 3.80), misconception checks and "who/what I" (mean 3.70), storytelling (mean 3.60), cabbage relay, ice breakers, and picture narrating (all with mean 3.55), crossword puzzles (mean 3.45), and wisdom from another (mean 3.35) fall under the "often employed" category. These activities are used 6-7 times per learning competency, striking a balance between regular use and avoiding over-dominance in instructional strategies.

Furthermore, activities such as gallery walks (mean 3.30), pass the ball (mean 3.05), scrabble and stand up/sit down (both with mean 2.85), spin the wheel and whisper raise/says (both with mean 2.70) are classified as "sometimes employed." They are implemented 4-5 times per learning competency, reflecting a flexible approach that allows educators to adjust methods based on student needs or contextual factors, fostering a varied and dynamic learning environment.

Lastly, specific activities like road map puzzles (mean 2.45), Simon says (mean 2.40), and bingo (mean 2.35) are considered as "seldom employed." These activities are used 2-3 times per learning competency, indicating slow and rare application in teaching the students.

Table 3 reflects a clear presentation of the prevalent teaching-learning approaches adopted by Grade 9 teachers

***Table 3.*** *Prevalent Teaching-Learning Approaches employed by Grade 9 English teachers in promoting English language oral participation among Grade 9 English teachers*

| TEACHING-LEARNING APPROACHES | MEAN | RANK |
|---|---|---|
| Audio-Lingual Approach | 3.25 | 20.5 |
| Collaborative Approach | 4.5 | 4 |
| Communicative Language Teaching Approach | 4.55 | 2.5 |
| Community Language Learning Approach | 2.6 | 24 |
| Constructivist Approach | 4.05 | 11 |
| Direct Approach | 4.05 | 11 |

| | | |
|---|---|---|
| Grammar-Translation Approach | 4.1 | 9 |
| Information Based Approach | 4.35 | 6 |
| Inquiry Based Approach | 3.85 | 15.5 |
| Integrative Approach | 3.3 | 19 |
| Language Based Approach | 4.55 | 2.5 |
| Lexical Approach | 3.2 | 22 |
| Moral Philosophical Approach | 3.7 | 17 |
| Multilingual Approach | 3.95 | 13.5 |
| Natural Approach | 3.4 | 18 |
| Paraphrastic Approach | 3.95 | 13.5 |
| Personal Based Approach | 4.45 | 5 |
| Reading Approach | 4.65 | 1 |
| Reflective Approach | 4.25 | 7.5 |
| Silent Way Approach | 2.9 | 23 |
| Structural Approach | 3.85 | 15.5 |
| Stylistic Approach | 4.05 | 11 |
| Task Based Approach | 4.25 | 7.5 |
| Total Physical Approach | 3.25 | 20.5 |

The result shows that the reading approach got the highest in rank with a mean of 4.65, followed by the communicative language teaching approach and the language-based approach share the second rank with a mean of 4.55.

Among the 24 considered learning-teaching approaches applicable across subjects; the reading approach, communicative language teaching approach, and language-based approach highlights their crucial roles in enhancing English language oral participation.

On the other hand, the silent-way approach ranks 23rd with a mean of 2.90, and the community language learning approach ranks 24th with a mean of 2.60. These lower rankings suggest challenges or less perceived effectiveness in implementing these teaching-learning approaches to enhance oral participation in English classes.

This study is likely similar with the findings from Ozenc and Ferhat (2022) study, which emphasize the effectiveness of the reading method in improving reading comprehension and oral communication skills through self-evaluation. In addition, research by Dhillon and Mogan (2014) emphasized language-based approaches in teaching literature to enhance students' oral participation and analytical skills. Furthermore, Toro et al. (2019) highlight strategies within communicative language teaching that promote communicative competence among students, reinforcing the efficacy of interactive teaching methods in language classrooms.

Table 4 shows the frequency of the various teaching-learning approaches employed by the English teachers

***Table 4.*** *Level of how often the various teaching-learning approaches were employed by the English teachers*

| TEACHING-LEARNING APPROACHES | MEAN | DESCRIPTION |
|---|---|---|
| Audio-Lingual Approach | 3.25 | SE |
| Collaborative Approach | 4.5 | AE |
| Communicative Language Teaching Approach | 4.55 | AE |
| Community Language Learning Approach | 2.6 | SE |
| Constructivist Approach | 4.05 | OE |
| Direct Approach | 4.05 | OE |

| | | |
|---|---|---|
| Grammar-Translation Approach | 4.1 | OE |
| Information Based Approach | 4.35 | AE |
| Inquiry Based Approach | 3.85 | OE |
| Integrative Approach | 3.3 | SE |
| Languange Based Approach | 4.55 | AE |
| Lexical Approach | 3.2 | SE |
| Moral Philosophical Approach | 3.7 | OE |
| Multilingual Approach | 3.95 | OE |
| Natural Approach | 3.4 | OE |
| Paraphrastic Approach | 3.95 | OE |
| Personal Based Approach | 4.45 | AE |
| Reading Approach | 4.65 | AE |
| Reflective Approach | 4.25 | AE |
| Silent Way Approach | 2.9 | SE |
| Structural Approach | 3.85 | OE |
| Stylistic Approach | 4.05 | OE |
| Task Based Approach | 4.25 | AE |
| Total Physical Approach | 3.25 | SE |

The result shows that teaching-learning approaches such as the reading approach (mean 4.65), communicative language teaching approach, and language-based approach (both with mean 4.55), collaborative approach (mean 4.50), personal-based approach (mean 4.45), and information-based approach (mean 4.35) are classified as "always employed." These approaches are utilized more than 8 times per learning competency, indicating their consistent integration into instructional practices. This emphasizes their role as regular and essential components of teaching strategies aimed at enhancing oral communication skills.

Conversely, the grammar-translation approach (mean 4.10), constructivist approach, direct approach, and stylistic approach (all with mean 4.05), multilingual approach, and paraphrastic approach (both with mean 3.95), inquiry-based approach, and structural approach (both with mean 3.85), moral philosophical approach (mean 3.70), and natural approach (mean 3.40) fall under the "often employed" category. These approaches are implemented 6-7 times per learning competency, allowing educators flexibility to tailor their teaching methods based on student needs or specific learning contexts, thereby maintaining a dynamic and adaptive instructional environment.

Furthermore, the integrative approach (mean 3.30), audio-lingual approach, and total physical response approach (both with mean 3.25), lexical approach (mean 3.20), silent-way approach (mean 2.90), and community language learning approach (mean 2.60) are classified as "sometimes employed." These approaches are employed 4-5 times per learning competency, indicating their occasional use in instructional practices, possibly due to specific instructional challenges or less perceived effectiveness in enhancing oral participation.

This study aligns with previous research findings of Ozenc and Ferhat's (2022) results which revealed that the effectiveness of the reading approach in improving reading and comprehension skills, will enhance oral communication through regular self-evaluation. Similarly, Dhillon and Mogan (2014) advocate for language-based approaches in teaching literature to stimulate oral participation and deeper engagement with literary texts.

*Instructional materials crafted to promote English language oral participation among English teachers*
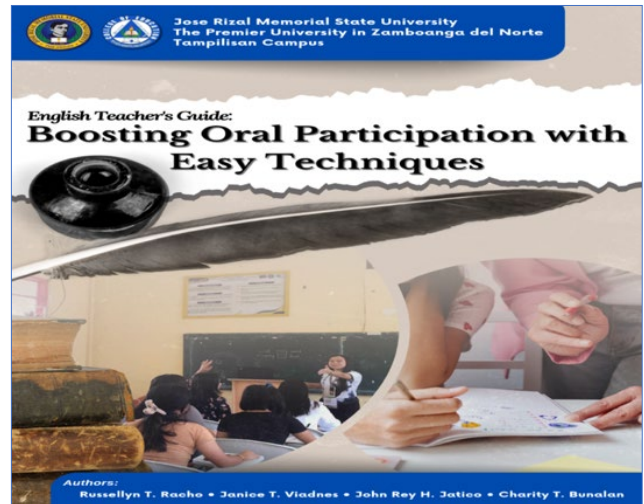


Based on the outcome of the study, the researchers came up with a sourcebook compilation. The said sourcebook includes a variety of effective teaching-learning activities and approaches intended to encourage English language oral participation among Grade 9 students. Teaching-learning activities such as oral quizzes, brainstorming, role playing, debate, and presentations are highlighted, each accompanied by detailed definitions, examples, and practical applications. These activities are intended to create dynamic classroom environments that prioritize communicative language teaching principles, fostering confident and engaged students.

In addition to activities, the sourcebook also includes various teaching-learning approaches essential for enhancing oral participation. These approaches include the reading, communicative language teaching, language-based, collaborative, personal-based, information-based, reflective, and task-based approaches. Each approach is carefully explained with descriptive examples to guide teachers in effectively implementing them within their classrooms.

This resource book prepares teachers with the tools necessary to promote proficient oral communication skills among Grade 9 students, not only in 3rd District of Zamboanga del Norte but also the schools within the region.

**Conclusion**

Based on the results of the study, it can be concluded that the Grade 9 English teachers frequently used activities such as oral quizzes, brainstorming, role-playing, debates, and presentations. In terms of teaching approaches, teachers commonly applied methods such as the Reading, Communicative Language Teaching, and Collaborative Approaches. Each method serves distinct aspects of English language learning. Additionally, approaches like the Personal-Based Approach and Reflective Approach promote customization and critical thinking. These approaches are favored for their efficacy in promoting student engagement in English classes.

On the other hand, less utilized activities such as Simon Says and Bingo, and methods like Silent Way and Community Language Learning, may not be used frequently by the teachers since it does not promote the students on English oral participation. Teachers may find greater success with activities and methods that encourage extensive student interaction and participation, such as oral quizzes and role play in order for them to have self-confidence and to enhance their communication skills.

## Recommendations

Based on the findings and conclusions, the following measures are recommended:

English teachers are encouraged to incorporate prevalent teaching-learning activities such as oral quizzes, brainstorming, role-playing exercises, debates, and presentations in their teaching activities/practices and share with the students the benefits of participating in the activities.

Activities like roadmap puzzles, Simon Says, and Bingo, though seldom employed in English classes, but these activities may find effective in subjects like Mathematics, where they utilize cards and numbers. Teachers handling Mathematics subjects are recommended to explore or utilize these activities as engaging tools for their classrooms since there are students who also loved numbers.

To promote a comprehensive approach to oral language development, English teachers should integrate prevalent activities into their language curriculum. Recommending approaches such as reading methods, communicative language teaching, language-based strategies, and collaborative approaches during teacher meetings, workshops, or language training sessions is crucial. Seldom employed approaches such as the silent way and community language learning approach, are recommended for language courses emphasizing social interaction and cultural exchange. The sourcebook developed in this study is recommended for Grade 9 English teachers and future educators alike. Highlighting practical activities and diverse approaches for promoting oral participation in English language learning, the sourcebook emphasizes its relevance in fostering communication skills and effective teaching strategies.

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