



META-SYNTHESIS ON STRATEGIES IN TEACHING OF ENGLISH ORAL COMMUNICATION SKILLS OF SENIOR HIGH SCHOOL STUDENTS OF THE PRIVATE SCHOOLS OF BISLIG CITY

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ABSTRACT

This study aims to identify effective strategies for teaching oral communication skills to senior high school students in private schools in Bislig City. Specifically, it addresses the predominant strategies employed, their effectiveness, unsuitable approaches, and the necessary support from school administrations. Utilizing a meta-synthesis methodology, this qualitative study systematically reviewed and integrated findings from existing literature and conducted in-depth interviews with teachers using a purposive sampling design.

The study found that effective strategies include collaborative, technology-aided, task-based, simulation-based, and bilingual approaches, with differentiated instruction noted as particularly effective. Ineffective strategies were identified as excessive drills, teacher-centered approaches, and online classes. Teachers reported benefiting from training, facilities, and mentoring, yet highlighted the need for better information dissemination on effective strategies.

The research concludes that student-centered approaches are most effective, while teacher-centered methods are ineffective. Recommendations include implementing the study's findings and developing a dissemination tool for effective strategies to enhance oral

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communication skills instruction. Future research should expand to include public schools and explore quantitative modeling approaches.

Keywords: *oral communication, teaching strategies, senior high school, private schools, Bislig City, meta-synthesis*

INTRODUCTION

Effective oral communication skills are crucial for senior high school students, impacting their academic success and future career opportunities. Despite their importance, many students in Bislig City struggle with oral communication, highlighting a need for improved instructional strategies. This study seeks to identify and evaluate effective teaching strategies for enhancing these skills in private schools within the Bislig City Division. By addressing the predominant strategies employed, their effectiveness, and the support required from school administrations, this research aims to propose a comprehensive intervention program to enhance oral communication instruction. The findings will contribute to better educational practices and improved linguistic abilities among senior high school students in the region.

Review of Literature and Studies

The importance of English cannot be denied, as it is the most common language spoken globally and holds a significant role in sectors such as medicine, engineering, business, and education (Choi, 2021). English proficiency is prioritized in many countries for individual and national development, particularly in Asian countries, where it acts as a gatekeeper for career and welfare opportunities (Zeng & Yang, 2022). English language education focuses on five sub-strands—reading, writing, listening, speaking, and viewing—with oral language being essential for literacy learning and student well-being (Denard & Budao, 2020). Oral communication, involving speech, presentation, discussion, and interpersonal communication, is crucial, with body language and voice tone playing significant roles (Al-Abdallat & Omari,

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2019; Alias & Osman, 2015). Oral communication skills are vital for scientists and necessary for 21st-century skills, including public speaking and teamwork (Sharma & Mishra, 2023; Gabuardi, 2021; Robles, 2012). In the Philippines, developing speaking skills is essential for high school students as part of the K to 12 Basic Education Program (Heron et al., 2023).

Various strategies enhance oral proficiency, such as accuracy-oriented strategies, social affective strategies, and task-based didactic activities, with studies highlighting the benefits of Whole Brain Teaching (WBT) and active listening (Sánchez & Lozada, 2023; Policarpio, 2023; Tiwari, 2020). Non-verbal cues and nomination strategies are also crucial in oral communication (Burgoon et al., 2021; Shutak & Navchuk, 2022). Restrictions, turn-taking, and cultural factors influence communication, with the role of teaching speaking often undervalued (Lee et al., 2015; Rahman, 2010; Al-Abdallat & Omari, 2019). Factors affecting oral communication include learner-related, teacher-peers-family-related, and sociocultural factors (Ismail et al., 2018). Studies highlight mismatches between national curricula and classroom realities, cognitive and affective factors, and the impact of classroom atmosphere and educational policy on learners' oral skills (Burns, 2016; Yanagi & Baker, 2016; Zhou, 2015).

Interdisciplinary perspectives emphasize the integration of technology, task-based learning, and the influence of first language exposure on second language use (Kim & Pollard, 2016; Wong & Nunan, 2015; Grøver et al., 2018). Effective communication strategies, intercultural competence, and the application of contemporary metasynthesis methods are crucial for enhancing oral communication teaching (Byram, 2018; Finfgeld-Connett, 2017). Overall, a combination of innovative teaching methodologies and an understanding of various influencing factors is essential for improving ESL oral communication skills in diverse educational contexts.

Framework

This meta-synthesis qualitative study is anchored on Communicative Language Teaching (CLT), Stephen Krashen's Input Hypothesis, and Michael Long's Interaction

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Hypothesis. Communicative Language Teaching (CLT) serves as the core of this framework, emphasizing authentic language use and meaningful interactions that mirror real-world communication. Krashen's Input Hypothesis complements this by advocating for comprehensible input—language slightly beyond the learner's current level that remains understandable, thereby fostering engaging oral encounters. Long's Interaction Hypothesis enriches the framework by highlighting the importance of negotiation in language development, where interactive tasks like role-plays and group discussions facilitate mutual understanding and refine communicative skills.

Together, these theories support a robust approach to teaching oral communication, focusing on designing tasks that provide comprehensible input and opportunities for negotiation using authentic materials and learner-centered activities.

In the context of Bislig City's private schools, this framework is tailored to the unique linguistic, cultural, and educational environment. The meta-synthesis aims to bridge theoretical insights with practical interventions, addressing local challenges and strengths to enhance oral communication teaching.

The framework guides the thematic analysis approach, involving phases of data familiarization, initial code generation, theme searching, theme reviewing, defining and naming themes, producing the report, and expressing the synthesis. This structured process underscores the importance of authentic communication, comprehensible input, negotiation of meaning, and learner-centered approaches in creating effective oral communication strategies.

Objectives of the study

- To review existing literature and identify the predominant strategies employed in teaching oral communication skills, as evidenced by research studies.

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- To assess the effectiveness of the identified strategies in enhancing the linguistic abilities of senior high school students in private schools within the division of Bislig City.
- To evaluate the suitability of various oral communication strategies for senior high school students in private schools within the division of Bislig City, identifying any strategies deemed ineffective or unsuitable.
- To examine the level of support available from school administrations, heads, and coordinators for implementing effective oral communication strategies in private schools within the division of Bislig City.
- To propose an intervention program based on the research findings aimed at enhancing the teaching of oral communication skills in senior high schools in Bislig City.

METHODOLOGY

This study employed meta-synthesis for qualitative study. It is the systematic review and integration of findings from qualitative studies of a particular phenomenon of interest (Chrastina, 2018). The protocol adheres to the Combined Model containing the six meta-synthetic stages by Chrastina (2018) as follows:

Step 1 – Deciding the phenomenon of interest: The purpose of the meta-synthesis is to make a scientific contribution to the current state of knowledge, fill a research gap, and design conceptual models of the phenomenon.

Step 2 – Deciding what is relevant: The process of meta-synthesis includes conceptually relevant studies. A combination of both narrow and broader comprehensive search procedures is frequently used. Relevant studies can be searched in numerous databases and meta-search engines (these include for example the following meta-sources: EBSCO and OVID, and databases: Web of Knowledge, Academic Search Ultimate, JSTOR, MEDLINE Complete, PsycARTICLES, PsycINFO, PubMed, ScienceDirect, SCOPUS, SocINDEX

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with Full Text, Wiley and Blackwell Online Library, etc.). Full-texts can be looked up by means of Google Scholar or the ResearchGate platform (used when a PDF file is not retrievable from the database where the study was found). A combination of electronic searches with hand searching is often used. Although the minimum number of identified relevant studies is not specified, usually (initial literary search) it should be two to three hundred studies (depending on the theme of the meta-synthesis, extent of research questions, and complexity of the research objectives). The final number of studies included in the process of meta-synthesis depends on the decision (agreement) of the researchers, context of the investigation, and availability of resources. Some authors claim (regarding the requirement to formulate conclusions) that a meta-synthesis should include (if available) at least 10 or 12 primary studies. There was no cap on the number of studies to be included; this was to ensure that the results would be as saturated and transferable as possible. The search terms are used in the first phase of research (initial search phase of meta-synthesis) and other search terms can be added in the second search phase (other combinations based on Boolean operators).

Step 3 – Careful reading and re-reading: reviewers should undertake extensive reading and re-reading of included studies. This process also helps to determine what data to extract and how they can be achieved. The studies will be read repeatedly, with particular attention to the detail of the texts and the metaphors or themes extracted from each study. The main purpose of individual text evaluation is twofold: (1) to explore whether the studies meet the inclusion criteria; and (2) to assess methodological and substantive strengths and weaknesses [5]. The strategies will include taking notes, construction grids, and making lists – a continuous activity will be recording of key themes and metaphors within each study into record sheets predefined by the team of reviewers (relationships between the studies, a list of key phrases, themes, concepts or metaphors). Extracting key concepts by different researchers and comparing the findings are essential steps to gain a common understanding. During the initial stage, extracting data which focus on the key themes of authors' data interpretations (second-order constructs) is preferred. Individual participants' quotes are considered as first-order constructs. Third-order constructs will be included in the content of meta-synthesis (publishing

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process); this is the highest level of interpretation. The first-order themes will further be aggregated into constructs. The fundamental purpose of step 3 is to determine similarities and differences and prepare the data for the next steps. The first-order constructs (the participants in the primary study are the first-order interpreters) are tabulated and described in the first-order scheme. This scheme contains a column with constructs, another column with the theme title and article number(s), and a description of the theme. The higher-order categories of meanings can be assessed as so-called master themes.

Step 4 – Determining how studies are related: once the key themes are identified and grouped (integrated), a challenging and careful process takes place which involves searching for associations between the themes by looking across all themes. The reviewers should proceed in compliance with the requirement for a detailed description and transparency of this process, which will also involve classification of the key concepts into relevant categories including the application of a thematic analysis approach to merge identified themes into categories before developing the final categories. Reviewers can use a gradually developing conceptual coding framework / data generated framework (it allows coding of the entire data set). This approach is time efficient, but strongly helpful in forming detailed insights into the whole data set, particularly if studies are not being directly related). In addition, the framework generated can be expanded or reduced.

Step 5 – Translating studies into one another: this stage is most challenging and requires thorough understanding of the details of each study. In this stage 3 recommended approaches can be used: (1) conceptual translation (also called reciprocal translation); (2) refutational translation (exploration, examination and integration of contradictory findings from included studies); and (3) line of argument (building up of a picture of all the aspects of the synthesized parts using a short paragraph, diagram or conceptual model). The process of translating each study into the terms or metaphors of other studies is unique, with the goal of protecting the particulars of each study as a whole. In this stage the process of constant comparison (of similarities and differences) is often used. The subsequent translation approach (one paper/study read and then. the second, third and so on) and the

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chronologically ordering studies approach, which will ensure the implementation of sub-group analyses, can be combined. The outcome of this stage will be a description of the details and dimensions of all thematically coded data and a synthesis model.

Step 6 – This step involves interpreting and integrating the translated themes to produce a comprehensive understanding. The synthesized data from all themes are mapped together to create a line of argument that reflects the entire category. Insights from reviewers are incorporated to build conceptual models based on the literature review and meta-synthesis of selected articles. This synthesis process, following Sandelowski and Barroso's approach, involves iterative extraction, grouping, and abstraction of findings into meta-summaries. The final interpretations, conceptual models, and conclusions are then published in scientific journals or monographs, ensuring effective knowledge transfer.

This research, therefore, promises to be a pivotal journey, leading not only to a deeper understanding of effective second language teaching practices but also to the development of practical tools that can directly benefit the students and educators of Bislig City. As the research unfolds, its findings hold the potential to illuminate the path for enhanced oral communication, one captivating lesson at a time.

Research Locale

The research locale for this study were the private schools of Bislig City Division in Bislig City, Surigao del Sur, Philippines. Situated in the Caraga Region of Mindanao, Bislig City is known for its natural beauty and serves as an economic hub with prominent mining and logging industries. The Bislig City Division plays a pivotal role in the local education system, overseeing public schools and ensuring the implementation of educational policies. Understanding the geographic context is vital for considering the local culture, socio-economic factors, and unique characteristics that may influence the research.

The educational landscape consists of 5 private schools which are offering Basic Education, De Lasalle John Bosco, Saint Vincent de Paul Diocesan College, Southern

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Technological Institute of the Philippines, Recaredo Castillo College and Andres Soriano Colleges of Bislig, with a focus on supporting the professional development of teachers. The researcher has addressed the demographic profile of the population, including students, teachers, and other stakeholders, considering factors such as language, cultural diversity, and socio-economic status.

Exploring challenges and opportunities within the private schools of Bislig City Division, such as infrastructure and access to resources, is essential for understanding the context. Collaborating with local education authorities, administrators, and teachers were instrumental in gaining access to data and ensuring the relevance of the research to the specific needs and priorities of the educational community in Bislig City.

Research Participants

The researcher used purposeful or purposive sampling to deliberately select teachers who possess the specific characteristics or experiences relevant to the research objectives. Teachers with a certain level of experience in language instruction or those who have participated in specific professional development programs were purposefully selected. In the research study focusing on strategies in the teaching of oral communication in the second language within the private schools of Bislig City Division, teachers constitute a crucial group of respondents. Through in-depth interviews, surveys, or focus group discussions, this research aimed to gain comprehensive insights into various aspects of teachers' roles in language instruction.

The researcher successfully conducted interviews with ten (10) teachers from four of the five private schools in the city. However, participation from De La Salle John Bosco teachers was not possible due to their involvement in a school event at the time of the scheduled interviews.

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Table 1 shows the profile of the research participants.

Participant	School	Years of teaching
Code		English Subjects
Participant 1	Andres Soriano Colleges of Bislig	5
Participant 2	Andres Soriano Colleges of Bislig	6
Participant 3	Andres Soriano Colleges of Bislig	7
Participant 4	Andres Soriano Colleges of Bislig	8
Participant 5	Saint Vincent de Paul Diocesan College	5
Participant 6	Saint Vincent de Paul Diocesan College	5
Participant 7	Saint Vincent de Paul Diocesan College	5
Participant 8	Saint Vincent de Paul Diocesan College	6
Participant 9	Recaredo Castillo of Bislig High School Ins.	5
Participant 10	Southern Technological Institute of the Phil.	8

Selection Criteria

The participants were teachers who have been teaching Oral Communication subjects for the past 5 years upon the implementation of the first SHS batch. Participants of this study were knowledgeable and have mastered in teaching this core subject so that the data of this study is accurate and reliable. Hence the participants were capable and suitable for this study for the benefits of other teachers who are teaching Oral Communication in their second- and first-year span. They can now use the booklet as guide on what strategies to be used for different kinds of learners and topic of the subject.

Sampling Technique

This phenomenological qualitative study utilized a purposive sampling design because the participants were selected based on a set of criteria. Purposive sampling is frequently used in qualitative research since it extracts data that may be evaluated in detail. The researcher

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chose the participants for the study using sampling approach who were specifically able to provide information on understanding based on the research problem and the main phenomenon of the investigation (Creswell, 2013). The researcher selected participants who were teaching Oral Communications subjects in Senior High School (SHS) among the four private high schools in the Division of Bislig City.

Research Instrument

This study used the Reporting and Evaluation Tools the Reporting standards: Standards for Reporting Qualitative Research (SRQR) which guides transparent reporting of meta-synthesis findings. SRQR provides a comprehensive checklist of 21 items that authors should address when reporting qualitative research. This ensures that essential details about the study's design, methods, conduct, and analysis are clearly communicated. By following SRQR guidelines, the researcher made his work more transparent, enabling readers to understand how findings were generated and assess their trustworthiness. Moreover, in the last part of the questionnaire, teachers were asked to rate the level of effectiveness of the identified strategies where 1 (least) and 5 (Very Effective).

Data Gathering Procedure

In the conduct of this study, the researcher followed a set of procedures to effectively collect data through the concept of meta-synthesis. The researcher searched strategies in oral communication using electronic e resources such as Proquest, Ebsco, Eric, Research Gate, Philippine e journal and many others.

After generating a list of oral communication strategies, the researcher formulated questions. Additionally, the researcher created follow-up questions to obtain detailed answers from the participants. Subsequently, the questionnaires created had been validated by experts to provide suggestions and recommendations for improvement.

After the questionnaires had been validated the researcher submitted a letter of approval for conducting a research to the School Principals of the different private schools in

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Bislig City Division. After the approval of the letter, the researcher sought permission from their School's Principals for the interview session of the participants.

After the interview session with the participants, the researcher transcribed the answers of the participants. Then based on their responses the researcher formulated a learning resource in a form of a booklet of the strategies in oral communication that would be suitable in the different private schools in Bislig City Division.

Interpretation of Data

The study utilized three forms of data sets which include; (1) documents or published articles from the literature, (2) actual responses from the interviews, and (3) effectiveness ratings on the identified strategies based on the scale of 1 (least) to 5 (Very High). Consequently, data from literature review and interviews were analyzed using thematic analysis. In addition, mean scores were used to describe the level of effectiveness of the identified strategies using the following quantification scale; 1.00-1.79: Very Low, 1.80-2.59: Low, 2.60-3.39: Average, 3.40-4.19: High, 4.20-5.00 Very High.

Moreover, to ensure the validity of the booklet as a research output, the researcher utilized the Learning Resource Management & Development System (LRMDS) Evaluation Rating tool. The sum or total score was calculated by adding up the individual scores provided by the 3 validators who evaluated the materials using the said tool. The total score was then averaged to determine the mean score, indicating the overall validity of the output.

Ethical Considerations

Considering the ethical principles of research is important in the conduct of this meta-synthesis study for it dealt with the private lives of participants. The researcher assured that the participants, their identities and personal information will not be exposed to avoid problems in the future. Richards and Schwartz (2002) mentioned three important ethical considerations for the responsible conduct of research. These are anonymity, confidentiality and informed consent.

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Anonymity. This means that the condition of being anonymous. The participants exact name, personal details and affiliations were not revealed in this study. Anonymity of the participants were maintained by assigning them with pseudonyms. When participants know that their identities will be kept anonymous, then they will be encouraged to become truthful with their responses (Patten, 2016).

Maintaining anonymity is a fundamental aspect of ethical research practices, as it safeguards participants' privacy and encourages candidness. By using pseudonyms and other de-identification methods, researchers can ensure that the data cannot be traced back to individual participants, thereby reducing the risk of any potential repercussions or discomfort. This approach not only protects personal information but also enhances the reliability of the data collected, as participants are more likely to provide honest and accurate responses when they feel secure. Furthermore, ensuring anonymity aligns with ethical guidelines and legal requirements, reinforcing the integrity of the research process and fostering a respectful relationship between researchers and participants (Sieber & Tolich, 2013).

Confidentiality. This means that the state of keeping or being kept secret or private. In the conduct of interview, each of the participants was assured that their shared information will be kept confidential between the researcher and the participant. The researcher undertook a reflexive approach in conducting the interview considering that the questions could reveal some challenges or problems that were affecting their work performance. A reflexive approach in interview requires an interviewer to be mindful to the confidentiality agreement made with the interviewee. Moreover, the words and questions must be chosen responsibly in this approach (Arsel, 2017).

Informed Consent. is defined as the process whereby participants freely and voluntarily agree to participate in research after being fully informed about the implications of doing so. This agreement was given before the study commences. Prior to conducting the interview, an informed consent was provided or sent to the participants, outlining the details of the study and the procedures involved during the interview. It is crucial that each participant

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is fully informed about the research procedures and is asked for their consent to participate (King et al., 2019)

Informed consent not only ensures ethical standards but also protects the autonomy and rights of participants. It involves a transparent communication process where researchers provide detailed information about the study's purpose, potential risks, benefits, and the extent of the participants' involvement. This includes clarifying that participation is voluntary, and that participants can withdraw at any point without any negative consequences. Additionally, researchers must ensure that the consent is documented, often requiring a signed form or a recorded verbal agreement, to confirm that participants have understood and agreed to the terms. This process builds trust and promotes an ethical research environment, which is essential for the integrity and credibility of the study (Smith et al., 2020).

Lastly, the researcher made sure that Republic Act number 10173 or The Data Privacy Act of 2012(Official Gazette, 2018) had been followed and that the participants were informed about the policy of the state to protect the fundamental human right of privacy, of communication while ensuring free flow of information to promote innovation and growth. The state recognizes the vital role of information and communications technology in nation-building and its inherent obligation to ensure that the personal information and communication systems in the government and in the private sector is secured and protected.

RESULTS AND DISCUSSIONS

Findings are presented according to the chronological order of the problem statements.

Problem 1. What are the predominant strategies employed in teaching oral communication skills as evidenced by existing research studies?

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Table 2 presents the common strategies used in the teaching of communication skills based on the existing literature.

Table 2

Strategies and approaches employed in teaching oral communication relative to existing studies

Strategies or Approaches	Thematic Goals	References
TECHNOLOGY AIDED INSTRUCTION		
Using digital storytelling	To improve oral communication skills of senior high school students	Rahmatika and Havid (2023); Murad et al. (2023); Kallinikou and Nicolaïdou (2019); Nair and Yunus (2021); Rubini et al. (2019); Abdelmageed (2018); Sintonen et al. (2018); Mirza (2020); De Vera and De Vera (2018); Cabillon ; Vo and Cao (2022); Tran and Duong (2020); Tafani (2009); John (2011); Michelle (2020); Ramani (2018)
Exposure to mass media		Medenilla ;Amin and Raba 2016; Magcamit (2016); Gambari et al. (2014); Reasco and Rodriguez 2017 Ramli et al. (2022); Ramli et al. (2021); Sepyanda (2018); Stahl
Technology-based instructional material		

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TRADITIONAL STRATEGIES AND APPROACHES

Collaborative approach

Interactive approach

Bilingual approach

Bargo and Go (2021); Sarina and Otacama (2021); Bone et al. (2019); Sembiring and Dewi (2022); Bohari (2020); Laal and Ghodsi (2012); Widya et al. (2020); Namaziandost (2020); Ratin (2019); Nodirovna (2020); Nigmatullayevna and Sobirjonovna (2022); Qizi (2022); Kutbiddinova et al. (2016); Rao (2019); Fattoyeva (2021); Korovinas (2019); Minoza et al. (2023); Grigorieva (2022); Sidorova and Androsova (2021); Legostaeva (2014)

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Task-based or Activity-based Approach	Rahman (2010); Nurakhir et al. Sunardi et al. (2023); Zuhriyah (2017); Oya and Haryanto (2022); Gromik (2013); Trang and Hong (2021); Ho and Hong (2019)
Flipped Learning Approach	Sakulprasertsri (2012); Maharma (2023); Sun et al. (2017); Yavuz and Ozdemir (2019); Yousufi (2020); Arslan (2020)
Simulation-based Instructions	Angelini and Carbonell (2019); Nguyen and Thao (2023); Fernández-García, and Martínez-Arbelaitz (2019); Hijazi and Taha (2019); Kim, H. (2018); Molina, (2019)

Table 2 presents the different approaches employed based on the existing literature. Employing different literature search techniques, this paper unfolds the most commonly used instructional strategies that were found effective in improving English speaking skills among learners. It is also noted that this is along with the fact that English is a second language to all the students who were subjected in the studies (Rahmatika and Havid, 2023; Ho and Hong, 2019).

The goals and objectives of the different articles and publications were thematically analyzed. As shown in the given table, majority of the references concluded that the listed teaching approaches are proven effective in improving the speaking skills and oral communication competencies of the high school learners. Some of the studies have even added that approaches like collaborative methods and activity-based approaches help the

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students increase their interest and motivation to learn English (Bohari, 2020; Oya and Haryanto, 2022; Gromik, 2013).

In particular, the given table displays several teaching approaches namely; Using digital story telling; Collaborative approach, Interactive approach, Bilingual approach, Task-base or activity-based instruction, exposure to media, flipped learning strategy, Technology-based instructional materials, and Simulation-based techniques. Relative to the common practices in the Bislig City Division, all these approaches are evidently practiced in different high schools and even in college, though not disseminated well in research.

Murad et al. (2023) stated that digital story telling is very effective in helping teachers in guiding pupils to increase their speaking skills, as well as to increase pupils' desire of learning English as a foreign language. Robinni et al. (2019) showed that the utilization of digital storytelling during English language lessons can improve students' speaking skills. According to the authors, digital storytelling contains many elements and characteristics that enhance the speaking skills of the learners, along with other elements that enhance learners' ability to speak more efficiently. Sintonen et al. (2018) supported such a notion and added that through digital storytelling students may significantly improve their speaking skills. The story should be a short one, anywhere between 3-10 minutes long, and presented in a digital format that is compatible with computers or any other software that is capable of playing video files (Mirza, 2020).

Collaborative approach is another approach that is found highly effective in teaching English as a second language. Sembiring and Dewi (2022) stated that by implementing collaborative learning, the students could do the task together and they agree that collaborative learning better than individual for their speaking learning activities. The same study stated described collaborative learning method is a popular method implemented in classes due to collaborative learning can motivate the students to more active in class, explore the lesson as a team and achieve a task together. Collaborative learning effectively helps the students to improve their oral communication skill (Laal and Ghodsi, 2012).

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Interactive learning is also noted as an effective approach to improve oral communication skills among learners. Zega et al. (2022) concluded that the application of the interactive method positively influences students' speaking ability, which is the achievement of students' speaking skills. Further, Korovinas (2019) show that Interactive Method proved to be a very efficient motivating tool to acquire speaking skills in a more student-friendly educational environment. The kids demonstrated less shyness but more enthusiasm in expressing their thoughts and ideas in the framework of a school lesson.

Bilingual approach, a very common practice to most of the Filipino teachers who handle oral communication subjects, is also noted effective in the literature. Grigorieva et al. (2023) highlighted that the blending of vernacular language increases the comprehension of students in English which also results to better oral communication skills. Common to the practice in the Philippine education, the use of vernacular along with the teaching of English language is an effective strategy to most of the Filipino learners.

Table 2 also noted that Task-based or Activity-based Approach is another effective consideration in improving oral communication skills of the students. Sunardi et al. (2023) concluded that the use of task-based video recording methods can effectively help students improve their oral skills, not only for exams, but also for their real life and future needs. Additionally, students express their pleasant and positive views on this method.

Exposure to mass media also fosters positive learning benefits that are instrumental to the improvement in the oral communication skills of the students. Vo and Cao (2022) reported findings suggesting the importance of vocabulary and pronunciation in English listening and self-study through mass media should be taken into more concern.

The use of Flipped Learning Approach is another effective strategy when it comes to the goal of improving the oral communication skills of the students. Maharma (2023) presented the improvement in the student's performance for various skills including speaking by the use of Flipped learning. It is also noted that students had presented an agreement for employing this strategy in their classrooms.

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Technology-based instructional material is also found as an effective teaching approach in improving oral communication skills of the students (Ramli et al. 2022). The group of Ramli produced quantitative evidences that support the fact that technology-based online collaborative learning can significantly increase the total score of students' speaking skills in English. In particular, Subandoro and Sulindra (2018) found that Google classroom has been proven a supportive learning management system according to the students, proven useful to foster the process of the writing process, during the revision stages, and felt by the students to be the answer of 'mobility in learning and to speed up the learning process, beyond time and spaces.

Moreover, the utilization of simulation-based Instructions which is somehow belongs to an activity-based approach, is found very useful in fostering better communication skills among students (Angelini and Carbonell, 2019). In addition, Minh and Nguyen (2023) highlighted that simulation activities have led to a significant increase in the speaking skills of the students.

In a nutshell, the findings that are posited in table 2 provide opportunities and options in terms of best strategies to use in teaching oral communication subjects for high school.

Problem 2. How effective are these identified strategies in enhancing the linguistic abilities of senior high school students in the private schools of Bislig City Division?

During the interview with ten (10) English language teachers in the private schools of Bislig City Division, it was found out that all the commonly used strategies above are implemented or utilized in classrooms. Table 3 provides the descriptions of the effectiveness of the strategies based on the experiences of the teachers and assessment results.

Table 3 presents the identified strategies in teaching oral communication that are utilized in classroom instructions in the Division of Bislig City. The effectiveness of these strategies is also described both qualitatively and quantitatively based on the experiences of the teachers. Among the strategies found in the literature, the series of interviews with the

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teachers showed that some of which are utilized in Bislig such as; Collaborative approach, Technology-aided approach, Activity-based or task-based approach, Simulation activities, and Bilingual approach.

Table 3 Effectiveness of the identified strategies and approaches in enhancing the linguistic abilities of the learners based on the experiences of the teachers

Predominant strategies from literature	Identified and commonly used strategies and approaches	Frequency	Effectiveness of the Strategies	Level of Effectiveness
TECHNOLOGY AIDED INSTRUCTION • Using digital storytelling • Exposure to mass media • Technology-based instructional material	Differentiated Instruction Collaborative approach	10	This approach makes the learners highly involved especially when activities vary. Students are more attentive with the new activities and the different approaches. Majority of the learners work well within a group. Just making sure that in the group activity, everyone has a clear responsibility to comply. Otherwise,	Very High (Mean=5.00) Very High (Mean=5.00)

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TRADITIONAL STRATEGIES AND APPROACHES	Technology-aided approach	9	This is effective considering the digital learners. However, it has a disadvantage to schools that don't have enough facilities.	Very High (Mean=4.92)
• Collaborative Approach	Activity-based or task-based approach	10	Same with collaborative approach, activity based is always best for the students.	Very High (Mean=5.00)
• Interactive Approach	Simulation activities	10	This is also considered as part of the activity based. Mostly, this is done through role playing, debates, oratorical, storytelling, and among others.	Very High (Mean=5.00)
• Bilingual Approach				
• Task-based or Activity Based approach				
• Flipped Learning				

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• Simulation based instruction	Bilingual approach	10	Making use of vernaculars, along with the teaching of English as a second language provides stronger support to	Very High (Mean=5.00)
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Furthermore, it is important to note that all teachers highlighted the essence of applying differentiated instruction approach because of the evident tendencies of the students to get bored when using only one of the effective strategies mentioned. This means that a combination of the identified strategies can potentially result to better improvement on students' oral communication skills. The use of differentiated technique addresses the students' desire to explore for new things. As a matter of experience, one of the interviewees mentioned;

"In my significant years of teaching English, I really found it effective to differentiate the instructional approaches in teaching oral communication. It is even better to blend the different activity-based instruction with collaborative or simulation, depending on the curriculum goals. Definitely, our students want something new almost every day in the classroom". - Participant 8

The statement from the said teacher speaks of the essence of varying the activities or approaches in the classroom across time. It is a nature of the students to encounter boredom when classes are becoming predictable through time (Michelle, 2020). When rated (1 is the least and 5 is the highest) by the teachers, all teachers scored five to differentiated instructions.

Moreover, collaborative approach, activity-based, simulation, and bilingual strategies are coupled with the perfect mean scores of 5.00. Except for the technology-aided approach

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which only obtained a mean rating of 4.92. These overall mean scores still imply that the level of effectiveness of the said instructional approaches is very high.

Problem 3. Which strategies in oral communication are deemed ineffective or unsuitable for the senior high school students in the private schools of Bislig City?

Table 4 exposes the approaches that are deemed ineffective relative to the experiences of the teachers.

Table 4

Strategies and approaches that are deemed ineffective

Identified and commonly used strategies and approaches	Number of teachers who used the strategies	Reasons for ineffectiveness
Excessive drills	10	Could lead to boredom and low interest for students.
Teacher-centered approach	10	Teachers felt the boredom in listening to the teachers in the whole duration of classes. More of the teacher-talks will lower student's interest.
Online classes and activities	9	Activities done online like google classroom are not given much attention by the learners compared to actual activities in person.

As shown in table 4, three approaches are found ineffective in teaching oral communication skills. Excessive drills or basically the manner by which all activities are repeatedly done in different lessons and time. Such approach to teaching is predictable where

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students already know in advance the things that will happen in classes. This reality in the classroom is emphasized by one of the interviewed teachers who stated that;

"Actually, all those strategies, when you make it activity-based, the students will really get involved. However, doing the same activities over and over again is a different story. The tendency is they will get bored. Especially when your activities are routinary, it will less motivate and lower the interest of the learners towards the subject. If I could suggest, it should be that activities or approaches are varied from time to time". – Participant 4

The said statement reflects the collective experiences of teachers probably not only in English subjects. Sembiring and Dewi (2022) noted that class activities that are routinary are only good in short-term but very challenging to sustain. In another paper of Widya et al. (2020) they asserted that teaching approaches should vary in form to get rid of dull moments or boredom among learners. With the variation in the activities, the momentum of the students to engage in activities is most likely sustained which results to better learning outcomes.

Another ineffective approach to teaching is the teacher-centered modality where classes are dominated with teacher-talks or lectures in the whole duration of classes. Fattoyeva (2021) mentioned that pure lecture pedagogy is very ineffective to the population of learners across the globe. Several studies have shown that pure lecture approach lowers the learner's interest and focus which lead to poor competency in English language (Qizi, 2022). In the context of the experiences of the respondents, one of the teachers said;

"In my experience, giving lectures in a long period of time is very ineffective especially during holy hour (12:00nn to 3:00pm) where most students are feeling sleepy and drowsy. Secondly, the more of a teacher-talk approach results to poor compliance of students to classroom requirements". - Participant 6

Definitely, the kind of learners that schools face in the recent generation prefer activity-based instructions where learning is developed to experiences (Sunardi et al. 2023). In the article of Trang and Hong (2021), it is highly noted that teaching the present generation

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demands the use of effective tools such as technologies, videos, and simulations to ensure high engagement in the teaching-learning process.

Moreover, majority of the teachers mentioned that classes and activities done online are less effective. During the interview, one of the teachers mentioned;

"I can really affirm that when classes are done online, no matter the activity is, it will be less effective because reasons for excuses will be raised by the students. It's different in face-to-face where teachers possess the authority to regulate the involvement of the learners. In addition, having classes online separates the students who do not have access to stable internet connection". - Participant 1

The information presented in table 3 are very essential inputs to teachers and school administrators in an effort to improve oral communication skills of the students. The experiences of the teachers sufficiently describe the preference of the majority of the learners.

Problem 4. What forms of support from school administrations, heads, and coordinators are available or needed to address concerns about the use of oral communication strategies in private schools within the division of Bislig City?

Table 5 exposes the common supports experienced by the teachers in relation to the goal of improving oral communication skills of the students.

Table 5

Supports received from school administrations, heads, and coordinators to address concerns about the use of oral communication strategies

Supports Received	Frequency (n=10)	Themes
Trainings and seminars	10	Learning growth and continuity
Facilities and equipment	10	Logistics support

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It can be observed from table 5 that all teachers received supports in terms of training and seminar exposures, provision of facilities and equipment for learning, and the conduct of coaching and mentoring sessions. Relative to the responses of the teachers, it is thematically implied that teachers were able to enjoy growth and continuity of learning. In a statement from one of the teachers, it is emphasized that;

"So far, the trainings and seminars provided to us are very influential to our personal growth which made us discover and create new and latest trends of teaching. Especially when handling the present generation. I strongly agree that the trainings and conferences I attended were helpful in my teaching career".

-Participant 2

Such findings show coherence in the results of Anwar and Zulkifli (2020), who concluded that trainings and seminars are effective avenue for English language teachers to grow in the profession while ensuring continuity of learning. Giovazolias (2019) also noted that teachers also needed to learn and re-learn especially that the present generation has easy access to information through the internet and social media. Hafeez et al. (2020) mentioned that exposures to seminars and conferences provide teachers an effective environment to gain new knowledge and approaches that are facilitative of learning in the classroom.

The provision of facilities and equipment is another important support encountered by the teachers that are deemed instrumental to the development of the oral communication skills and competence of the students. According to Krishna (2021), the use of learning facilities like speech laboratories makes learning English easier. Many studies support that students who are exposed to technology and speech lab facilities demonstrate higher level of

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oral communication skills and competence compared to those who are mainly relying on classroom activities.

Coaching and mentoring are also given importance as a form of support to continually improve the teaching-learning process. The giving of constructive feedback to teachers, after regular observations by the school heads, is one of the effective supports received by the teachers that positively facilitate better oral communication skills of the students. According to one of the teachers interviewed, it is said that;

"On top of the facilities and trainings, I most value the coaching mentoring provided to us.

The constructive comments from our experienced school head are really helpful in our growth as a teacher. Especially when it comes to speaking and writing, the it is in the coaching and mentoring sessions where I realize my strengths and more importantly my areas for improvements, Honestly, I'm so thankful on it". – Participant 7

In the article of Thipatdee et al. (2019), the religious conduct of coaching and mentoring is significantly linked to better performance of teachers and students in oral communication. Constructive feedbacks make teachers more aware of the things to enhance and areas to improve towards a more effective instruction.

Problem 5. Based on the findings of the study, what interactive teaching material can be designed to enhance the teaching of oral communication skills in senior high schools in Bislig City?

Based on the relevant findings presented in the previous discussions, it is arguably essential to produce a contextualized information campaign in a form of booklet or leaflets to educate English language teachers about the existing set of effective approaches in teaching oral communication skills. More specifically, this paper contends the need to inform the teachers regarding the importance of using differentiated instruction while utilizing several activity-based techniques in oral communication classes. Furthermore, the intent to develop a booklet

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or brochure is drawn from the fact that there is no existing information mechanism or efforts done to disseminate the power of differentiated and student-centered instructional strategies, particularly in oral communication classes.

Summary of Findings:

Based on the results presented from chapter 3, the following are the major findings;

1. The predominant strategies employed in teaching oral communication skills as evidenced by existing research studies include; Using digital story telling; Collaborative approach, Interactive approach, Bilingual approach, Task-base or activity-based instruction, exposure to media, flipped learning strategy, Technology-based instructional materials, and Simulation-based techniques.
2. At the local scale, the study revealed that the approaches such as collaborative, technology-aided, activity-based or task-based, the use of simulation, and bilingual are very effective in teaching oral communication skills among private schools in Bislig City Division. Further, the use of differentiated instruction is highly noted in the experiences of the teachers as the best strategy to blend those techniques that are established in the literature, for the continuity of improvement on the oral communication skills of the learners.
3. Data also exposed several ineffective strategies namely; the use of excessive drills, teacher-centered approach, and the implementation of online classes and activities. Relative to the experiences of the teachers, these strategies do not fit to the learning style of the modern students.
4. In terms of the supports received, teachers revealed that they have benefited from trainings and seminars, provision of facilities and equipment, and the constant coaching and mentoring.
5. The need to develop an information dissemination tool regarding the set of effective teaching strategies in improving oral communication skills is spotted as a significant

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output of the study. Such knowledge promotion material does not however exist in schools inspite of its potential contribution in an aide for better instruction.

Conclusions

Based on the findings shown above, the following conclusions are obtained.

1. Majority of the effective strategies or approaches that improved oral communication skills of the students as evidenced by the recent literature, are mostly student-centered where learners are the primary makers of the learning.
2. The study concludes the most of the known effective strategies in the literature are also used by the teachers in Bislig City Division. In addition, this paper also concludes that differentiated is potential to provided best blending of the known approaches to ensure continuity of students' involvement and learning.
3. On the other note, it is also concluded that teacher-centered approach is deemed very ineffective because of its tendency to lose students' interest and motivation to get involve in the teaching-learning process.
4. Towards continuity of development, school supports towards teachers and students are evident among private schools in Bislig City Division.

Recommendations

In light of the findings and conclusions discussed above, the following recommendations are made.

The Department of Education (DepEd) and Private School Administrators may consider the implementation of the output of the study, probably in mass production of the materials, in an effort to provide teachers suitable guide in teaching oral communication classes. The use of the known effective strategies will hopefully address the evident gaps regarding the poor proficiency of the learners to English language.

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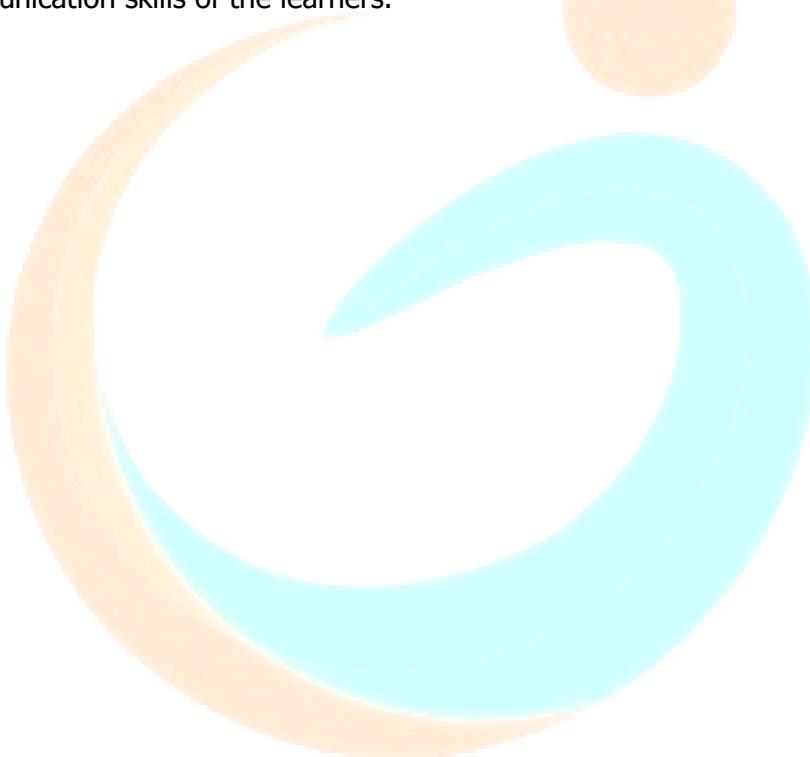
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Major findings and output of this study may also be used by the **teachers** as guide in handling 21st century learners. Salient points of the paper will guide teachers on the appropriate strategies to employ in a given time such that student's interest and engagement will be assured. In effect, better learning outcomes will be enjoyed.

Considering the scope and limitations of this study, **future researchers** may consider expanding its locale and include public schools. In addition, quantitative modelling approaches may also be explored to produce deeper and quantified effects of the different approaches to the oral communication skills of the learners.



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