



EXPERIENCES OF LEARNERS AND TEACHERS ON THE PERFORMANCE TASKS IN ORAL COMMUNICATION: BASES FOR INTERVENTION PROGRAM

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ABSTRACT

This study found that learners experienced initial feelings of nervousness, development of encouragement and confidence, and enjoyment of activities in performing tasks in Oral Communication. Meanwhile, teachers' experiences included observing learners' nervousness and lack of confidence, recognizing the subject as useful and helpful, addressing the diverse needs of learners, and encountering difficulties due to limited resources. Learners' challenges included difficulty with memorization, uncertainty in pronunciation and grammar, difficulty in organizing thoughts while speaking, and the fear of being judged by others. Teachers' challenges included learners' difficulty in organizing ideas effectively, the time-consuming nature of the tasks, and the presence of learners who lack confidence. Learners managed challenges through engaging in consistent practice, following prior suggestions and feedback, rehearsing before the actual performance, and collaborating with others. Teachers coped with challenges through encouraging collaboration, providing clear guidelines and examples, and applying differentiated instruction and contextualized learning strategies.

Keywords: *Experiences, Performance Tasks, Oral Communication, Intervention Program*

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INTRODUCTION

Performance tasks in oral communication classes are vital for developing effective speaking and interpersonal skills, which are essential in both academic and professional settings. These tasks often require learners to present information clearly and confidently, thereby enhancing their communication abilities while preparing them for real-world scenarios where such skills are indispensable. Employers increasingly value candidates who can articulate thoughts and ideas effectively, making oral communication a crucial component of education.

In oral communication classes, learners engage in activities such as presentations, debates, and group discussions that promote mastery of public speaking. These activities are designed to help students overcome common anxieties associated with speaking in front of an audience, fostering a supportive environment for skill development (Williamson, 2021). Performance tasks provide practical opportunities to strengthen speaking and listening skills. Engaging in activities such as debates and presentations allows learners to practice articulating their thoughts clearly and effectively, which is essential for academic success and future career opportunities. Research shows that task-based strategies significantly improve oral communication skills, particularly in high school settings. For instance, participation in public speaking activities has been shown to enhance learners' communication skills and boost their confidence, which are critical for self-esteem and effectiveness in various contexts (Oratory CDC, 2023).

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Moreover, performance tasks often involve interactive elements that encourage active participation among learners. This engagement not only makes learning more enjoyable but also helps students retain information more effectively. When learners are actively involved in the learning process, they are more likely to develop a deeper understanding of the material and improve their communication abilities. Research indicates that interactive learning strategies significantly enhance learner engagement, leading to better comprehension of course content and increased motivation to learn (Stanford University, 2025).

Although performance tasks in Oral Communication have been recognized as effective in enhancing learners' confidence, fluency, and communicative competence, most existing studies have focused primarily on student outcomes. Limited attention has been given to the teachers' experiences and challenges in facilitating these tasks, particularly in contexts where large class sizes, limited resources, and time constraints affect instruction.

Likewise, few studies have examined how both learners and teachers cope with the difficulties encountered during performance tasks, or how their perspectives can inform the design of practical interventions. Furthermore, there is a lack of context-specific research within the Philippine Senior High School curriculum, especially in districts such as Janiway I and II, where local realities may significantly influence the effectiveness of oral communication instruction. This gap underscores the need for a comprehensive study that integrates the voices of both learners and teachers and uses their lived experiences as the basis for developing an intervention program.

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This study focused on the experiences of both learners and teachers in implementing performance tasks in oral communication classes. It sought to uncover their perspectives, challenges, and insights regarding these tasks. Furthermore, the findings served as the basis for designing an intervention program that offered solutions and strategies to be utilized during performance tasks, both inside and outside the classroom.

This study sought to explore the experiences of English teachers who used digital storytelling in teaching 21st Century Literature. By examining the benefits, challenges, and impact of this method, the research aimed to contribute to a better understanding of how digital storytelling could be effectively implemented in literature classrooms.

It also aimed to identify strategies for overcoming the obstacles teachers faced, offering insights that may intend to help others in the field incorporate digital storytelling into their teaching practices. Furthermore, the study may provide valuable guidance for educators seeking to adopt digital storytelling as a teaching tool, enhancing both the delivery of literature content and the students' overall learning experience.

MATERIALS AND METHODS

Research Methodology

This chapter outlines the systematic processes underlying this phenomenological inquiry. It details the essential components of the study, including the Research Method, Research Design, Participants in the Study, Sampling Design, Research Instrument, Validity of the Research Instrument, Data-gathering Procedure, and Data Analyses.

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Research Method

This study utilized a descriptive research methodology, incorporating in-depth interviews to identify and document the lived experiences of learners and teachers regarding performance tasks in Oral Communication classes.

As noted by Singh (2023), the descriptive method serves as a systematic framework for observing and documenting variables and conditions inherent to a specific phenomenon without external manipulation. Its fundamental objective is to provide a comprehensive account of the characteristics, trends, and correlations existing within a particular population or social setting.

Research Design

The study employed a qualitative design centered on a phenomenological approach. According to Jayson and Taylor (2021), the phenomenological approach is instrumental in exploring the essence of human experiences. In the context of this research, the approach was used to examine the specific experiences of learners and teachers as they implemented performance tasks in Oral Communication. To ensure the depth and authenticity of the data, the researcher encouraged participants to provide free and meaningful responses to the inquiry.

The interviewer allowed the participants to sit together and answer questions about the experiences of English teachers in using digital storytelling in teaching 21st Century Literature. The goal was to get their views and experiences through their responses to the questions.

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Participants of the Study

The participants for this investigation included six (6) Senior High School teachers specializing in Oral Communication in Context and eighteen (18) Grade 11 learners, totaling twenty-four (24) individuals from the Schools Districts of Janiuy I and Janiuy II during the 2025–2026 school year.

To ensure the relevance of the data, the study focused on participants who met specific eligibility criteria. Learner participants were required to be Grade 11 students officially enrolled during the 2025–2026 academic year. Teacher participants were selected based on their assignment to the core subject, Oral Communication in Context. Furthermore, to ensure a stable foundation of instructional practices, participating teachers were required to have a minimum of two years but no more than ten years of professional teaching experience.

Sampling Design

This investigation utilized a purposive sampling design to select its participants. As defined by Nikolopoulou (2023), purposive sampling encompasses a variety of non-probability techniques wherein specific units are chosen based on the particular characteristics required for the research. Essentially, subjects are selected "on purpose" to align with the study's needs. Also referred to as judgmental sampling, this approach depends heavily on the researcher's professional judgment to identify and select the individuals, cases, or events best suited to provide the rich information necessary to fulfill the study's objectives.

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Research Instrument

To facilitate the collection of extensive and nuanced data, the researcher employed an in-depth interview guide as the primary data collection tool. This instrument was structured around the core objectives of the study, specifically targeting the lived experiences, perceived obstacles, and adaptive strategies of both teachers and students involved in Oral Communication performance tasks. Throughout the inquiry process, the researcher fostered an open environment, motivating participants to provide detailed and candid accounts of their perspectives.

Validity of the Research Instrument

Before the formal implementation of the interview schedule, it underwent a rigorous validation process. The instrument was initially reviewed by the research adviser and the Dean of the Graduate School, followed by a formal evaluation by a panel of experts specializing in English language instruction, research methodology, and educational assessment. This expert panel provided critical feedback for the refinement and modification of the interview items.

In this context, validity denotes the degree to which the study's findings and conclusions accurately and meaningfully represent the phenomena under investigation. It ensures the instrument effectively captures the intended data, providing a credible reflection of the participants' reality. As highlighted by Creswell and Creswell (2023), establishing content validity requires that the instrument's structure and items align strictly with the study's defined variables and goals. This ensures that every question is a relevant and clear representation of the theoretical constructs being analyzed. By harmonizing the tool's content

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with the overarching research framework, the researcher improved the precision and utility of the gathered information.

All qualitative feedback, including corrections and technical suggestions from the validators, was meticulously integrated. This process utilized the validation criteria established by Good and Scates (1972), as cited by Soqueña (2021).

Data Gathering Procedures

The execution of data collection commenced only after receiving formal approval from the expert panel. Following this, the researcher obtained the necessary administrative clearances from the Dean of the Graduate School, the Schools Division Superintendent, and the respective School Heads within the districts of Janiway I and II.

Individual interview sessions were arranged based on the participants' availability and convenience. During these sessions, the researcher presented the interview guide and provided explicit assurances that all disclosures would be handled with the highest level of confidentiality. Upon the conclusion of fieldwork, the researcher proceeded to transcribe, interpret, and evaluate the comprehensive qualitative data acquired from the respondents.

Data Analyses

The narrative data obtained through the interviews were subjected to thematic analysis, a qualitative technique designed to identify, interpret, and document recurring patterns within textual datasets. This method allowed the researcher to extract significant insights regarding how participants navigated the experiences, difficulties, and coping mechanisms associated with performance-based tasks in Oral Communication.

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According to Braun and Clarke (2023), thematic analysis offers a versatile yet systematic approach for examining qualitative information, enabling the identification of both overt and underlying meanings within participant stories. This framework is particularly effective for educational research aimed at deciphering intricate social or organizational behaviors. Furthermore, Nowell et al. (2021) note that thematic analysis promotes research transparency and trustworthiness by demanding a disciplined approach to data coding and interpretation.

The transcription analysis followed the established six-stage thematic process (Braun and Clarke, 2023):

This process began with the familiarization with the data, which involved the immersive reading and re-reading of transcripts in both the original local dialect and their English translations. Subsequently, the researcher generated initial codes by labeling significant data segments with concise descriptors, such as "technological barriers" and "anxiety regarding peer perception." These codes were then synthesized into broader potential themes and sub-themes during the search for themes, capturing major patterns across the dataset. The next stage involved reviewing themes, where potential themes were validated and refined against the entire body of data to ensure they accurately reflected the participants' intended meanings. Following this, the researcher defined and named the themes by formulating precise and academically appropriate titles for the finalized patterns. Finally, the researcher produced the report by integrating these themes into a narrative structure supported by

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verbatim excerpts—to be detailed in Chapter 4—and linking them back to the study's theoretical framework.

RESULTS AND DISCUSSIONS

This qualitative phenomenological study explored the experiences of senior high school learners and teachers in performing oral communication tasks in the Schools District of Janiuary I and II, Third Congressional District of Iloilo, during the 2025–2026 school year. The study involved 24 purposively selected participants: six Oral Communication teachers and eighteen Grade 11 Technical-Vocational-Livelihood (TVL) learners. Data were collected using a researcher-designed interview schedule that underwent content validation based on the criteria of Good and Scates (1972) as cited by Soquiña (2021).

Voice and video recordings were used with participant consent, and necessary permits were obtained from school authorities and participants prior to data collection. Interviews were conducted at locations convenient for participants. Collected data were consolidated, analyzed, and interpreted using a thematic approach to identify key patterns and insights regarding teachers' and learners' experiences with oral communication performance tasks.

The following are the findings of the study:

Based on the results of the in-depth interview with the participants, it was found out that the learners' experiences in doing the performance tasks in oral communication included the initial feelings of nervousness, development of encouragement and confidence, and enjoyment of the activities.

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It was found that teachers' experiences in implementing performance tasks in Oral Communication include observing learners' nervousness and lack of confidence, recognizing the subject as useful and helpful, addressing the diverse needs of learners, and encountering difficulties due to limited resources.

The challenges experienced by learners in doing performance tasks in oral communication include the difficulty with memorization, uncertainty in pronunciation and grammar, difficulty in organizing thoughts while speaking, and fear of being judged by others.

Based on the results of the in-depth interviews with the teachers, it was found that the challenges experienced by them in implementing performance tasks in Oral Communication include learners' difficulty in organizing ideas effectively, the time-consuming nature of the tasks, and the presence of learners who lack confidence.

It was also found out that learners cope with the challenges encountered in performing tasks in Oral Communication by engaging in consistent practice, following prior suggestions and feedback, rehearsing before the actual performance, and collaborating with others.

During the in-depth interviews with the teachers, it was found that they cope with the challenges encountered in implementing performance tasks in Oral Communication by encouraging collaboration, providing clear guidelines and examples, and applying differentiated instruction and contextualized learning strategies.

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CONCLUSION

In view of the results of the study, the researcher made the following recommendations:

Teachers should cultivate a supportive and encouraging classroom environment that promotes both confidence and skill development. Such an atmosphere allows learners to gradually build self-belief and actively engage in oral communication tasks without the debilitating fear of judgment.

Educators should receive targeted professional development and practical support to effectively manage the emotional and academic needs of their students. This empowerment will enable them to implement performance tasks in Oral Communication with greater confidence, flexibility, and sensitivity.

Furthermore, educators should provide structured preparation, language support, and a psychologically safe classroom environment to help learners navigate cognitive and emotional demands. Implementing these scaffolds will enhance student effectiveness and readiness during complex oral communication tasks.

Teachers are encouraged to balance instructional goals with emotional support by providing consistent encouragement and strategic guidance. Fostering a supportive classroom environment is essential to promoting active participation and sustainable communication development.

Learners should be encouraged to take ownership of their oral communication development by engaging in consistent practice, applying constructive feedback, and

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collaborating with peers. These self-directed strategies are vital for building both communicative competence and confidence over time.

Additionally, teachers should implement proactive, student-centered strategies that accommodate diverse learner abilities. Providing structured support and personalized interventions will foster active participation and enhance overall learning outcomes in the oral communication classroom.

It is strongly recommended that the Oral Communication Enhancement Program (OCEP) be implemented as a structured 10-week intervention. This program aims to improve learners' oral communication skills, confidence, and engagement while equipping teachers with effective strategies to support diverse learner needs.

Finally, to further expand upon the findings of the present study, parallel research should be conducted. It is specifically recommended that a quantitative study be pursued to determine the effect of learners' oral communication skills on their academic performance in English. Future researchers should consider a wider scope and include additional variables not explored in this qualitative inquiry.

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