

The Oral Performance in Academic Engagement of Students in Selected Subject Areas

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Abstract: Despite the emphasis on communicative competence in English language education, many Filipino students continue to struggle with oral recitation due to anxiety, limited vocabulary, and lack of confidence. These challenges hinder classroom participation and the development of essential speaking skills. In this research, teachers examined students' oral performance and academic engagement across selected subject areas in Annunciation College of Bacon Sorsogon Unit, Inc., during the School Year 2025–2026 under the Matatag Curriculum. It aimed to determine students' level of performance during recitation, identify the strategies employed by teachers, describe the challenges encountered by both students and teachers, and propose suitable intervention activities. Using a mixed method research design, data were collected through observation checklists and questionnaire. Results revealed variations in students' fluency, pronunciation, vocabulary, grammatical accuracy, and confidence, reflecting diverse levels of communicative competence and engagement. Teachers reported that limited vocabulary, lack of confidence, and linguistic barriers were the most common challenges affecting recitation. The findings underscored the need for strategic interventions, such as contextualized oral tasks and feedback-oriented instruction, to enhance both participation and academic engagement in classroom recitations.

Keywords: Oral Performance, Academic Engagement, Recitation, Matatag Curriculum.

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I. INTRODUCTION

In classroom settings, many students struggle to participate actively in oral activities such as recitation, reporting, and class discussions, despite having an understanding of the lesson content. These difficulties are often manifested through hesitation, limited verbal expression, anxiety, and lack of confidence when speaking with peers. Such challenges in oral performance can hinder students' academic engagement, as active participation is a key component of meaningful learning across subject areas.

Education is a cornerstone of national development, yet the Philippines continues to face a persistent learning crisis that undermines its human capital. Global assessments such as the Programme for International Student Assessment (PISA), consistently indicate low performance among Filipino students, particularly in reading and communication skills. The 2022 PISA results showed no significant improvement from 2018, with only minimal gains in mathematics among lower-achieving students, while overall proficiency in reading, mathematics, and science remained

low. These outcomes reflect systemic challenges in foundational skills that are essential for effective classroom engagement.

These learning gaps are evident in classroom practices that require oral communication, where student's limited speaking abilities affect their willingness and capacity to engage academically. Oral performance involves not only cognitive understanding but also affective and communicative factors that influence how student's express ideas and interact during instruction. However, this aspect of learning remains under examined in relation to students' academic engagement across selected subject areas.

Recitation, a fundamental teaching strategy designed to foster critical thinking, verbal articulation, and active participation, is hindered by anxiety, which Moneva & Inday identified as a significant psychological barrier affecting students' willingness and ability to participate effectively. The fear of public speaking, compounded by feelings of inadequacy in English proficiency, often leads to hesitation, avoidance, or outright disengagement. Linguistic challenges

further exacerbate the problem. Labad et al. noted vocabulary limitations and pronunciation difficulties as major hurdles for Filipino students, correlating these deficiencies with lower academic performance. These linguistic barriers, according to Bernales, not only impede the articulation of ideas but also erode confidence, creating a cycle of poor performance and heightened anxiety. Jocson argued that students often associate silence with respect instead of disengagement, which adds a cultural layer to interpreting oral performance. Low participation may signal fear of public correction rather than a lack of comprehension.

The Department of Education's Matatag Curriculum (DepEd) aims to strengthen foundational skills in communication, literacy, and critical thinking, emphasizing performance-based outcomes where oral participation is treated as an authentic measure of linguistic and cognitive competence. However, despite curricular reforms, classroom practice often shows gaps between intended competencies and actual student outcomes.

In multilingual contexts, mastering oral communication becomes doubly demanding. Comparative studies from Malaysia and Indonesia reveal similar challenges: students display strong written comprehension yet remain hesitant in verbal expression, indicating that linguistic confidence is a cross-regional concern rather than an isolated issue.

The learning crisis in the Philippines is a part of a global education-quality debate, and poor English performance—a global lingua franca—impacts international competitiveness, employability, and cross-cultural communication. Enhancing oral proficiency in English is now essential for effective global engagement.

Student oral performance reflects a multifaceted interaction within the cognitive, affective, and communication domains of learning. According to Bloom's Taxonomy and its later revisions by Anderson and Krathwohl, who said that the cognitive domain encompasses mental processes such as understanding, analyzing, and producing language. In recitation tasks, this includes recall of vocabulary, comprehension of questions, organization of responses, and the ability to synthesize learned concepts into coherent verbal expression.

As argued by Shabani **Error! Bookmark not defined.**, cognitive readiness significantly influences students' ability to articulate ideas spontaneously; learners with adequate content knowledge and linguistic schema can participate with greater fluency and coherence, while insufficient preparation or limited vocabulary restricts their capacity to retrieve and structure ideas, leading to hesitancy or incomplete responses during recitation. Equally important is the affective domain, which involves attitudes, emotions, motivation, and confidence that shape how students approach communication tasks. Krashen's Affective Filter Hypothesis posited that learners' emotional states—particularly anxiety and self-esteem—act as psychological filters that either facilitate or impede language acquisition. The communicative domain—also called the psychomotor or performance

dimension—translates cognitive and affective readiness into observable behavior, encompassing fluency, pronunciation, prosody, and non-verbal cues such as gestures and eye contact. This aligns with Hymes' notion of communicative competence, which integrates linguistic, sociolinguistic, and strategic components of speech. Canale and Swain's model of communicative performance stresses the coordination of grammatical knowledge and interactional skill, making recitation an ideal context to observe the synthesis of cognitive processing, affective disposition, and communicative behavior.

Integrating the cognitive, affective, and communication domains provides a comprehensive lens for analyzing student performance during recitation, recognizing that low fluency may indicate affective inhibition or cognitive overload rather than mere linguistic weakness.

Assessing oral performance in language education demands multidimensional evaluation tools that capture not only correctness but also communicative effectiveness and emotional readiness. Bernhofer and Tonin said that holistic assessment frameworks are essential because they recognize the interplay between cognition, emotion, and communication. Learners may demonstrate strong affective engagement yet lack sufficient cognitive grounding, underscoring the need for assessments that measure both intellectual and expressive dimensions of language use. Such an approach ensures that evaluations reflect the full spectrum of language competence.

In Philippine schools, teachers face the dual challenge of being content experts and language facilitators, guiding learners to articulate academic ideas through appropriate linguistic structure. Huang¹⁴ emphasized that teacher quality profoundly influences student outcomes, especially in English language instruction, while Frianeza et al. highlighted the importance of teacher sensitivity to students' needs in creating supportive learning environments. This dual responsibility—delivering subject-matter lessons and assessing understanding in English, regardless of students' linguistic backgrounds—determines how effectively learners participate in recitations and engage in class discussions.

The study examines recitation performance across multiple subject areas within the newly implemented Matatag Curriculum, noting that prior research focused mainly on English subjects and overlooked how oral engagement manifests in disciplines such as Science, Mathematics, and Araling Panlipunan where English is the medium of instruction (as highlighted in recent Philippine education literature). By integrating teacher and student perspectives, the research provides a holistic understanding of oral performance's contribution to academic engagement and seeks to bridge theoretical competence with classroom realities, informing curriculum enhancement and teacher training (echoing calls for empirical insights in local educational contexts). The framework draws on Chomsky's concept of linguistic competence and the notion of communicative competence, emphasizing fluency, coherence, and responsiveness in classroom recitation. It also

incorporates Vygotsky’s¹⁷ Sociocultural Theory, which stressed interaction and scaffolding for effective language development, and Krashen’s Affective Filter Hypothesis, which links anxiety, motivation, and self-confidence to language acquisition and performance, collectively shaping a multidimensional view of oral proficiency in the Matatag Curriculum.

The study is grounded in theoretical frameworks that emphasize linguistic proficiency and affective engagement as dual determinants of oral performance. These frameworks guide the present study’s focus on both language ability and emotional involvement in shaping students’ speaking skills. Ultimately, the research focuses on the challenges and opportunities inherent in recitation activities in English classes, emphasizing oral proficiency and engagement as key factors in academic success across various subject areas.

II. STATEMENT OF THE PROBLEM

This study assessed students' performance during recitation in English class and identify the factors that influence their success. Specifically, answered the following questions:

- What is the level of performance of students during recitation in selected subject areas along cognitive, affective, and communicative domain?
- What strategies are employed by teachers during recitation in selected subject areas?
- What are the insights of teachers regarding students’ performance during recitation in selected subject areas?
- What are the difficulties encountered by students and teachers during recitation?
- What intervention activities can be proposed to improve the performance of students during recitation in selected subject areas?

III. METHODOLOGY

This study employed a mixed-method research design to assess students’ performance during recitation in selected subject areas and to determine the factors influencing their oral participation. This design combined quantitative and

qualitative approaches to provide a comprehensive understanding of the phenomenon. Quantitative data were gathered using structured survey questionnaire administered to both students and teachers, which quantified levels of the student performance and identified commonly used teaching strategies.

The respondents of this study were students and teachers from Annunciation College of Bacon Sorsogon Unit, Inc., during the School Year 2025-2026 under the newly implemented Matatag Curriculum.

Student Respondents: 26 Junior High School students, 2 representatives from each of the 13 subject areas, no student was chosen more than once to avoid duplication of data.

Teacher Respondents: 9 subject teachers handling Grades 7-10 Subjects: English, Filipino, Araling Panlipunan, Mathematics, Science and Technology, TLE, Computer, and Physical Education. Grade distribution: Grade 7: 3 subjects, Grade 8: 3 subjects, Grade 9: 2 subjects, Grade 10: 5 subjects.

The inclusion of both students and teachers provided perspectives from learners and educators alike, enabling a comprehensive analysis of recitation performance, strategies employed, and challenges encountered in classroom interactions.

IV. RESULTS PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The results of the gathered data are presented in this chapter. Quantitative data were organized in tables, while qualitative information was presented in a thematic format. Statistical scrutiny of the data is further provided in this chapter.

A. Level of Performance of Students During Recitation in Selected Subject Areas

Students’ recitation performance was first examined in relation to their cognitive, affective and communicative abilities, focusing on how they process, express and understand during discussions.

Table 1 Level of Performance of Students During Recitation Along with Cognitive Domain

Indicators	Weighted Mean	Description
Explains concepts with logical connections and elaboration	3.15	Moderately Proficient
Reflects correct and relevant response	3.11	Moderately Proficient
Integrates previous lessons or experiences into responses	3.07	Moderately Proficient
Organizes ideas with coherence	3.06	Moderately Proficient
Demonstrates analytical thinking when responding	3.03	Moderately Proficient
Average	3.08	Moderately Proficient

Table 1 Shows that indicator explains concepts with logical connections and elaboration gets a weighted mean of 3.15 described as moderately proficient. This is followed by indicator reflects correct and relevant response with a weighted mean 3.11 described as moderately proficient. Next indicator shows integrates previous lessons or experiences into responses with a weighted mean of 3.07 described as moderately proficient. Shabani²⁴ demonstrated that cognitive readiness—students’ prior knowledge, understanding of concepts, and mental organization—directly influences fluency and coherence during recitation.

Table 2 Level of Performance of Students During Recitation Along with Affective Domain

Indicators	Weighted Mean	Description
Listen actively and responds with respect	3.25	Moderately Proficient
Attempts to answer with persistence	3.06	Moderately Proficient
Shows initiative in the discussion	3.03	Moderately Proficient
Displays curiosity in the topic	3.00	Moderately Proficient
Speaks with confidence	2.95	Moderately Proficient
Average	3.08	Moderately Proficient

Table 2 Shows that indicator listen actively and responds with respect gets a weighted mean 3.25 described as moderately proficient. This is followed by indicator attempts to answer with persistence with a weighted mean 3.06 described as moderately proficient. Next indicator shows initiative in the discussion with a weighted mean of 3.03 described as moderately proficient. Zrekat and Al-Sohbani¹ noted that limited exposure to the target language can hinder Arab learners of English, making it difficult for them to develop strong oral communication skills.

Table 3 Level of Performance of Students During Recitation Along with Communicative Domain

Indicators	Weighted Mean	Description
Adjusts answers when prompted	3.21	Moderately Proficient
Speaks audibly and distinctly	3.07	Moderately Proficient
Uses gestures appropriate with the context	3.04	Moderately Proficient
Engages in dialogue with respect	3.00	Moderately Proficient
Uses vocabulary and grammar suited to context	2.87	Moderately Proficient
Average	3.04	Moderately Proficient

Table 3 Shows that indicator adjust answers when prompted gets a weighted mean 3.21 described as moderately proficient. This is followed by indicator speaks audibly and distinctively with a weighted mean 3.07 as described as moderately proficient. Next indicator shows uses gestures appropriate with the context with a 3.04 weighted mean and described as moderately proficient. As stated by Vygotsky², such scaffolding enabled learners to construct meaning with teacher support until they can perform independently. Also, Bagalay et al. likewise observed that being called on without volunteering, lack of vocabulary, and low self-confidence were key triggers of oral performance anxiety.

Teachers reported employing a range of strategies—guided questioning, scaffolding, group recitation, and the use of prompts or visual aids—to stimulate participation. These practices illustrate teachers' adaptive role in bridging linguistic and affective gaps during recitation. As stated by Vygotsky², such scaffolding enabled learners to construct meaning with teacher support until they can perform independently. This guided participation is essential for developing oral competence across different disciplines.

However, the limited use of simulation and scenario-based activities (67%) suggests that most recitation practices remain teacher-centered. This finding echoes Thoms⁴, who emphasized that authentic oral contributions—those rooted in

meaningful, social contexts—are vital for engagement. When students merely respond to evaluative questions rather than engage in problem-solving dialogue, oral performance becomes mechanical, reducing academic engagement.

From a multidisciplinary perspective, teachers across English, Science, and Araling Panlipunan reported similar patterns: students participate more when recitation tasks are contextualized and less when questions demand abstract reasoning in English. Panga et al.⁵ confirmed this dynamic through gamified interventions that increased engagement in Social Studies. Their study demonstrated that interactive and game-based approaches transform traditional recitations into collaborative challenges that stimulate motivation and sustain attention.

Thus, the findings highlight that effective recitation strategies do not only develop speaking ability but also reinforce academic engagement. When recitation activities promote interaction, curiosity, and feedback, students engage cognitively and emotionally, transcending mere compliance.

B. Strategies Employed by Teachers During Recitation in Selected Subject Areas

Teachers shared the strategies they commonly used to encourage active participation and support students during recitation.

Table 4 Strategies Employed by Teachers During Recitation in Selected Learning Areas

Strategies	Frequency	Percentage (%)
Asking follow-up questions to clarify learner's responses	9	100
Providing cues or sentence starters to support learners	9	100
Rewording questions to ensure learners' comprehension	9	100
Employing rotating turns to ensure learners' participation	8	89
Allowing seconds of silence after asking questions to give learners time to think	8	89
Asking learners to respond to or build on each other's answers	7	78
Reinforcing effort and guiding improvement	7	78
Embedding recitation in scenario-based formats	6	67

Table 4 Shows the strategies asking follow—up questions to clarify learner's responses, providing cues or sentence starters to support learners and rewarding questions to ensure learner's comprehension all gets the frequency of 9 or 100%. This is followed by the strategies employing rotating turns to ensure learners' participation allowing seconds of silence after asking question to give learners time to think got the frequency of 8 or 89%. Next strategies, asking learners to respond to or build on each other's answers and reinforcing effort and guiding improvement got the frequency of 7 which is equivalent of 78%. Bernhofer & Tonin⁶ further reinforced this notion by advocating holistic assessment frameworks that integrate cognition, emotion, and communication.

C. Insights of Teachers Regarding Students' Performance During Recitation

An analysis of teacher responses concerning student performance during recitation in selected subject areas revealed four significant insights: (1) students' challenges in articulating ideas in a second language, (2) inconsistent participation across subjects, (3) a predominant reliance on memorization rather than conceptual understanding, and (4) enhanced student engagement when questions are contextualized. These insights reflect common patterns of behavior and learning difficulties observed across selected subject areas. Participant 1 shared that "they are always shy and could not get right answers to the questions of the teacher." Meanwhile, Participant 2 stated that "their English is poor and could not answer the questions correctly." Participant 3 also said that "students do not listen attentively." Most of the students are really shy when it comes to recitation because they believed that their English is poor.

➤ *Struggling to Articulate Ideas in Second Language*

Teachers observed that many students encounter difficulty expressing their thoughts clearly when reciting in English or in any language that is not their mother tongue. This often results in pauses, fragmented sentences, or the use of fillers as students attempt to organize their ideas. Such difficulty suggests that while students may understand the lesson content, they struggle to find the appropriate words or structures to convey their ideas effectively. Teachers also noted that language anxiety and fear of making mistakes contribute to students' hesitance, which in turn limits their participation and confidence during recitation. Participant 2 said that "students are always busy playing their gadgets," while Participant 4 said that "students do not get the right

words to use in this sentence." Participant 5 said that he is not confident to recite.

Most of the students today are really poor in oral performance. They prefer to answer in writing because their classmates will not know what they have written.

➤ *Demonstrating Uneven Participation Across Subjects*

Another insight revealed that students' level of participation during recitation varies across subjects. Teachers reported that students tend to be more active in certain subjects where they feel more confident or interested, while showing less engagement in areas they perceive as challenging. For instance, subjects that require extensive verbal explanation often elicit fewer responses compared to those that involve factual or straightforward questioning. This uneven participation suggests that subject nature, teacher questioning style, and classroom atmosphere all influence students' willingness to take part in oral activities. Participant 3 explained that based on her observation, "students recite better in some subjects of their choice while they keep quiet during English class." Agreeing to this, Participant 6 and 7 added that "a very few students are interested in English language, and classroom atmosphere influences students' willingness to take part in recitation activities."

➤ *Relying Heavily on Memorization*

Teachers also noted that many students rely on memorized answers when reciting, particularly in lessons that emphasize definitions or factual recall. While this approach allows students to respond quickly, it limits their ability to elaborate, reason, or apply concepts in new contexts. According to teacher observations, this reliance on memorization reflects students' preference for safety in giving rehearsed responses rather than attempting original answers that might be incorrect. Such behavior indicates a need for encouraging more comprehension-based learning and open-ended questioning during recitation. Participant 10 said that "teachers are sometimes strict that they are afraid to answer."

Several teachers rely heavily on asking easy questions, which unintentionally reinforces students' tendency to memorize answers rather than think critically. Many students prefer memorized responses because they feel safer and more predictable. Participants also highlighted this pattern: Participant 9 noted that "some of them choose memorization over formulating their own ideas," while Participant 10

explained that “this practice limits students’ ability to reason and apply concepts meaningfully.” Participant 8 believed that “answering is good whether right or wrong as long as we try.” Students really are good in writing their ideas, but they do not like to stand and say their reasons or ideas. Participant 2 said “it is better to memorize than use our own words”

➤ *Showing Better Engagement When Questions are Contextualized*

Teachers reported that students tend to participate more actively when questions are presented in relatable or real-life contexts. When examples are drawn from students’ experiences or familiar situations, they appear more motivated and confident to answer. This finding implies that contextualized questioning not only increases engagement but also promotes deeper understanding of the lesson. Teachers believe that when students perceive recitation questions as meaningful and connected to practical scenarios, they are more likely to express their ideas freely and with greater enthusiasm.

Overall, teachers’ insights indicate that students’ performance during recitation is influenced by several factors—language proficiency, subject-specific interest, learning approach, and the relevance of classroom questioning. Such insights serve as a valuable basis for designing intervention activities aimed at improving students’ oral engagement and performance in selected subject areas.

Teachers’ reflections revealed that while some students exhibit confidence and fluency, many remain hesitant, relying on memorized responses or simplified English phrases. This observation aligns with Wonder⁷, whose study on Filipino university students revealed that participation is often limited to “recitation,” defined as brief responses to teacher-generated questions. Such a classroom culture positions students as respondents rather than co-constructors of meaning, restricting both their oral development and academic engagement. Participant 9 said that “it is better to answer through the teacher’s guidance.” Participant 7 said, that I can answer when the teacher contextualized the question.

The insights also revealed that students’ linguistic confidence varies by subject. For instance, learners perform more confidently in Filipino or Araling Panlipunan, where the medium of instruction aligns with their linguistic background. This supports Ablao et al.⁸, who found that students taught in Filipino achieved higher engagement and comprehension levels compared to those taught in English. Conversely, the dominance of English as mandated by Executive Order No. 210 – requiring 70% of secondary instruction in English—may unintentionally suppress students’ oral expressiveness due to limited linguistic familiarity. Participant 7 believed that “he can answer when the questions are contextualized. He finds it easier.” Participant 5 said that “guide questions make it easier for us to answer”.

Teachers emphasized that contextualized questioning relating lessons to real-life experiences—elicited more active responses, echoing Hymes⁹ concept of communicative competence Canale and Swain’s¹⁰ Output Hypothesis. Both theories argue that authentic, meaningful communication tasks drive students to produce more complex and accurate speech. Therefore, when teachers contextualize recitation prompts, they enhance not only students’ oral output but also their sense of relevance and engagement within the lesson. Participant 8 said that “students participate more actively when explanations are simplified and supported with examples.” In addition, Participants 9 and 10 stressed that “teachers must recognize students’ varying comprehension levels and scaffold their questioning accordingly.” Participant 5 showed negative reaction when questions are difficult and vague.

These insights reaffirm the central theme: oral performance is an active reflection of academic engagement. When students are linguistically comfortable, emotionally secure, and cognitively challenged, their participation becomes purposeful and active without hesitation.

D. Difficulties Encountered by Students and Teachers During Recitation

The data gathered from teacher responses reveal several recurring difficulties experienced by students during recitation. Aside from student—related issues teachers also reported difficulties in facilitating effective recitation.

Table 5 Difficulties Encountered by Students During Recitation as Perceived by teachers.

Indicators	Frequency	Rank
Some learners struggle to organize their thoughts	9	2
Fear of making mistakes	9	2
Lack of fluency in the language	9	2
Learners may not fully grasp the lesson	8	4.5
Failure on the part of some students to see the relevance of the topic	8	4.5

Table 5 Shows some learners struggle to organize their thoughts, fear of making mistakes, lack of fluency in the language all of them got a frequency of 9 and rank 2. Followed by the indicator learners may not fully grasp the lesson and failure on the part of some students to see the relevance of the topic all of them got the frequency of 8 both rank 4.5. Such findings resonate with Horwitz’s¹¹ model of Foreign Language Classroom Anxiety, where fear of negative evaluation suppresses verbal expression. Students’ hesitation to participate, especially in English-medium subjects, indicates not only linguistic but also affective disengagement.

Table 6 Difficulties Encountered by Teachers and Students During Recitation

Indicators	Frequency	Rank
Failure to ensure equitable engagement across the class	7	1.5
Time constraint considering recitation can consume more time	7	1.5
Some teachers may struggle to phrase questions	5	4.5
Difficulty to assess actual learners' true understanding	5	4.5
Challenge of encouraging shy or disengaged learners	5	4.5

Table 6 Shows the indicator failure to ensure equitable engagement across the class time constraints considering recitation can consume more time both of them got the frequency of 7 rank 1.5. Next indicators show some teachers may struggle to phrase question, difficulty to assess actual learners true understanding, challenge of encouraging shy or disengaged learners all of them got a frequency of 5 and rank 4. Teachers also cited large class sizes and rigid curriculum pacing as barriers, confirming earlier findings by Weaver and Qi¹² that systemic factors limit opportunities for personalized oral practice. Consequently, recitation is often reduced to a means of assessment rather than a tool for learning. This issue transcends subject boundaries—whether in Science, English, or Mathematics—highlighting how structural and pedagogical limitations affect both oral performance and academic engagement.

Moreover, the difficulty of ensuring fair participation in recitation underscores the imbalance between high-achieving, vocal students and those who remain passive. This mirrors Thanh-My & Bao¹³'s findings on willingness to communicate, where perceived competence and classroom dynamics determine who participates and who stays silent. Such silence, according to Bernales¹⁴, represented not indifference but situational disengagement—a result of limited confidence and linguistic resources.

In essence, these challenges reveal that barriers to oral performance are simultaneously barriers to academic engagement. Without linguistic accessibility, emotional safety, and equitable participation, students cannot fully demonstrate or develop their learning potential across subject areas.

E. Proposed Intervention Activities to Improve the Oral Performance in Academic Engagement of Students in Selected Subject Areas

➤ *Rationale*

Findings from the study revealed that students often experience hesitation, limited fluency, and difficulty organizing thoughts during classroom recitations. Teachers, on the other hand, face challenges in promoting equitable participation and maintaining engagement throughout the activity. To address these gaps, a set of intervention activities were designed to foster confidence, motivation, and communicative competence among learners.

The proposed interventions are implemented through the following strategies: Proposed Recitation Strategy 1: Recitation Circles – “How About You?” (or its Filipino equivalent, “Eh Ikaw?”), and Proposed Recitation Strategy 2:

Echo and Extend Technique, both designed to provide structured yet flexible approaches for fostering meaningful oral engagement. These interventions integrate interactive and learner-centered approaches that shift recitation from a teacher-directed routine into a dynamic and participatory learning experience. Each activity encourages students to articulate their thoughts, listen actively to their peers, and respond meaningfully to questions. By incorporating both structured techniques (such as guided questioning) and culturally relevant strategies, the interventions aim to make oral participation more engaging, inclusive, and effective across selected subject areas.

The primary goal of the proposed interventions is to enhance students' oral communication skills and participation during recitations. Specifically, the intervention aims to: Develop students' confidence and fluency in expressing ideas; Encourage active participation and peer interaction during discussions; Improve the oral delivery using correct grammar; and Train students to become independent speakers.

➤ *Objectives*

The primary goal of the proposed interventions is to enhance students' oral communication skills and participation during recitations. Specifically, the interventions aim to:

- Develop students' confidence and fluency in expressing ideas.
- Encourage active participation and peer interaction during discussions.
- Improve the oral delivery using correct grammar.
- Train students to become independent speakers.

V. CONCLUSIONS

From the findings, the following conclusions were drawn:

- The level of performance is moderately proficient.
- The strategies used by teachers during recitation are guided questioning and peer collaboration increase active participation, contextualization, and scaffolding.
- The insights of teachers during recitation classes are: They are shy and have no confidence and they are afraid to do oral recitations.
- The difficulties encountered by students are: Shyness, Not Confident Poor English; and Teachers' failure to ensure equitable engagement across the class.
- Oral intervention activities could improve the performance of students.

VI. RECOMMENDATIONS

- Scaffolding and contextualization must be done by teachers during recitation period.
- Teachers simplify questions by giving examples.
- Teachers 'need patience, and more activities as part of the lesson for greater improvement.
- Different kinds of approaches be used by teachers during recitation time and giving more group activities for collaboration.
- Proposed intervention be designed to improve oral performance.
- Future researchers are commended to conduct studies on the following:
 - ✓ Oral engagement of students in the classroom
 - ✓ Writing skills of Senior High School students and its impact on their academic performance
 - ✓ Assessment tools used in Oral Performance

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