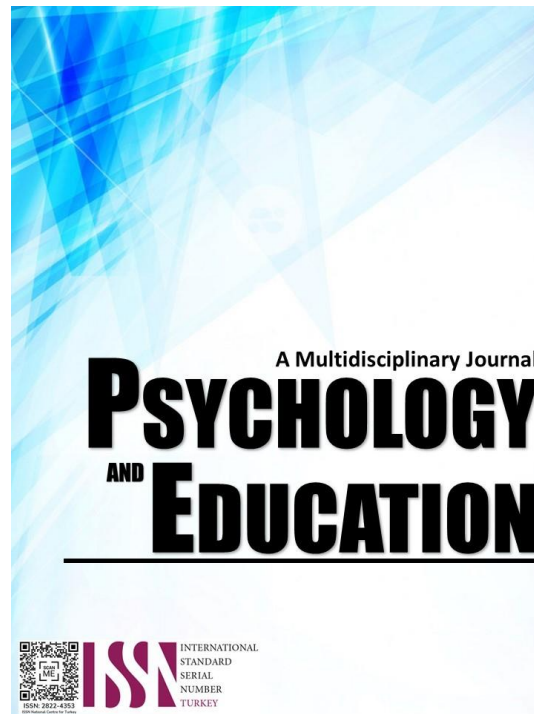


ENGLISH ORAL DISCOURSE COMPETENCE OF COLLEGE STUDENTS: A FOCUS ON FACTORS ASSESSMENT



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English Oral Discourse Competence of College Students: A Focus on Factors Assessment

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Abstract

Although the Philippine government has made significant efforts to raise the level of English proficiency and oral discourse proficiency in the nation, most students still struggle with communication because they find it difficult to express themselves in oral presentations, lack a strong command of the English language, make grammatical mistakes, mispronounce words, and are uncomfortable speaking in front of groups of people. This study aimed to assess the level of English oral discourse competence of college students, particularly the Education English major students of Pangasinan State University (PSU), Lingayen campus, along with affective, social, teacher, and linguistic factors, respectively. The descriptive survey method was utilized to interpret the English oral discourse competence level of Education English major students and related factors. In this study, 100 out of 333 Education English major students were chosen through stratified random sampling. The respondents' oral discourse competence in English was evaluated using a survey questionnaire that had been adopted. The data were subjected to statistical treatment through average weighted mean, interpreted in terms of descriptive equivalent and descriptive interpretation. Based on the salient findings, most respondents have average competence in English oral discourse along affective, social, teacher, and linguistic-related factors. The respondents' oral discourse competence in English must be improved because it will help them in their academic work and future careers. Thus, the recommendation for learning intervention is to enhance their English oral discourse competence.

Keywords: *oral discourse, competence, factor assessment, english*

Introduction

Oral communication skills must be taught among students to equip them with the necessary knowledge for presentations in today's competitive environment. Being able to communicate also increases one's marketability and the likelihood of employment in several future jobs, highlighting the importance of having the necessary tools (Cruz, 2019).

Oral discourse competency is the capacity to construct abstract statements tailored to the situation at hand, according to Garcia (2019), who cites this definition in her research—making—making visions and contributions appropriate for the circumstance. According to Greculescu et al. (2014), oral communication is one of the most crucial skills that any graduate of a higher education program must possess. Additionally, Kondo (2016) makes the essential insight that teachers and students in higher education must develop oral communication skills to succeed in oral examinations, project presentations, and employment; teachers must help students practice many forms of communication, particularly oral verbalization.

Tongco, who was mentioned by Lasala (2014) in her research, claimed that oral communication issues continue to be a concern for language teachers and that over the past several years, educators and language experts have looked for strategies to make language

instruction more applicable and efficient. Students' communicative competence will be improved if they are given the impression that they are honing their communication abilities and practicing some social functions rather than simply learning new words and sentence-level constructions. Communication is essential in every aspect of life. It is employed to persuade, sway opinions, spread knowledge, and influence relationships.

When encouraging pupils to talk in class, teachers may encounter some speaking-related issues. These include reluctance, a lack of relevant expertise, a lack of participation, and the usage of the mother tongue (Tuan & Mai, 2015).

Additionally, learners' oral performance is influenced by performance settings, affective aspects, listening skills, and feedback during speaking activities (Tuan & Mai, 2015). Like this, Qadhil (2018) stated in his work *Instructional Strategies to Develop the Speaking Skill* that, regrettably, speaking is the ability that receives the least attention even though it is one of the crucial language-learning abilities. Lack of speaking opportunities, a limited vocabulary in the target language, a lack of passion, a fear of ridicule, and a lack of knowledge of grammar rules all contribute to learners' communication difficulties.

Similarly, thinking about using contradictory evidence (correction) is essential. Long's interaction hypothesis states that negative information regarding the target

language's structure impacts L2 learning. Long thinks that such a correction can boost "noticing," or learner awareness, regarding the mismatch between components of their interlanguage output and the target language form during communicative interaction, which involves meaning negotiation and repair. As a result, learners will receive either implicit or explicit corrections for language aspects.

Although the Philippine government has dramatically improved the country's English proficiency and competence in oral discourse, most students still experience communication problems. Most of the faculty members of the Languages Education department of PSU Lingayen campus observed that most, if not all, of the Education English major students find it hard to express themselves in oral presentations, do not have a command of the English language that is fitting to an English major, commit grammatical lapses and mispronounce words, and are afraid to do public speaking. Some students refuse to answer a question when asked to speak in English. These contexts pushed the researcher to study and assess college students' English oral discourse competence, particularly the Education English major students of PSU, Lingayen campus, along with affective, social, teacher, and linguistic factors, respectively.

Research Objective

This study's primary purpose is to study and assess college students' English oral discourse competence, particularly the Education English major students of PSU, Lingayen campus. Specifically, the study would like to answer this statement on the factors that affect college students' English oral discourse competence: with affective, social, teacher, and linguistic aspects, respectively.

Literature Review

English Oral Discourse Competence

The four elements of communicative competence—grammatical competence, discourse competence, sociolinguistic competence, and strategic competence—interact and impact one another.

The capacity to structure ideas into a coherent text in spoken or written speech is known as discourse competency. In this sense, the ability to generate solid sentences and paragraphs and identify their application gives one an advantage in written or spoken communications.

Santosa and Abosari's study, "I Can Vlog: Oral Competency of Gen Z under Technological Pedagogical Content Knowledge (TPACK) Framework" (2018). This study aimed to employ Vlog in a secondary EFL environment to enhance students' speaking abilities. According to a survey, most students did not achieve the speaking proficiency cutoff score of 75 throughout the first cycle of their classroom action research. The student's interest and confidence increased once the second cycle was implemented through Vlogging, which helped them talk more fluently and with better pronunciation and vocabulary. The findings indicate that students' knowledge of using technology is relatively high, but their pedagogy and content knowledge is somewhat shocking. Students' speaking abilities finally improved because of Vlog, which gave them more chances to use technology in everyday life to express themselves.

According to a study by Mayo and Barrioluengo (2017) titled "Oral Communicative Competence of Primary School Students," students who spend more time reviewing and studying the English curriculum perform better when learning to use language effectively in oral expression and interaction. Contrary to the widely held idea that private lessons ensure English improvement, support for English-specific sessions has no discernible impact on the outcomes of the students' linguistic communicative ability in English.

In contrast, Gowrie et al. (2015) discussed improving pronunciation in English and using the chosen pronunciation techniques, such as segmentation and blending, pronunciation drills, and audio assistance, Optional-I teacher trainers. Since they do not receive systematic pronunciation instruction from the ground up, non-native English speakers perceive English pronunciation to be particularly challenging. Using the chosen methodologies, we can improve the learners' pronunciation by providing them with appropriate articulation assistance and drill and practice in English sounds. Pronunciation techniques are part of beneficial practice, drill, and instruction. Along with improving their pronunciation, students also gain strong reading comprehension, critical thinking abilities, accurate spelling, a love of the English language, and vocabulary. The students can use these activities freely and without hesitation because they are learner-centered. These techniques can be commonly applied in English classes to encourage students to pronounce words correctly.

According to Yanagi and Baker's (2015) questionnaire responses from 33 undergraduate and graduate Japanese students in Australia and their interview responses from five TESOL postgraduate students, Japanese students in Australia, have more trouble speaking than listening and pronouncing.

The study by Dincer and Yesilyurt sheds more light on two significant or substantial problems in Japanese education: the absence of oral communication skills instruction in the educational system and the challenges Japanese English teachers face while instructing students in English (2013). Regardless of whether they were intrinsically or extrinsically driven to speak English, the participants in their study, Pre-Service English Teachers' Beliefs on Speaking Skills Based on Motivational Orientations, had negative perceptions of speaking training in Turkey. They all concurred that it was a necessary language ability, however. The results also revealed that respondents felt incompetent when speaking verbally, despite having various motivational attitudes about speaking English. The findings have consequences for how speaking training in English language classrooms is seen from a motivational perspective and aid in improving learners' speaking abilities with intrinsic drive.

Reddy and Gopi (2013) also discussed how English language teachers could help engineering and technology students improve their communication skills. It can be challenging to teach English to engineer and technology students. Intensive training programs and plenty of practice assignments can improve these kids' communication abilities person going is necessary. It has become essential for students to learn these abilities due to the increasing importance placed on effective communication. English language teachers might set up practice sessions to help their students improve their oral presentation and interview skills.

Cruz (2019) examined the level of oral communication abilities of the Grade 11 General Academic Strand students of Domalandan Center Integrated School in the Philippines using the findings of the pre-test and post-test in Oral Communication after employing a task-based method. Although the overall rating was satisfactory before using task-based strategies, the results showed that most students demonstrated outstanding performance following the use of task-based activities. It also demonstrated a notable difference between the Grade 11 GAS students' oral communication skill levels before and after using the task-based technique.

Additionally, Baradillo (2014) research found that the secular HRM students at the University of the Immaculate Conception in Davao City have average oral communicative ability. The International Phonetic Alphabet (IPA) was introduced to emphasize specific, like the ed and voiceless voice production and pronunciation. This revision of the English 4 (Speech and Oral Communication) syllabus was proposed to ensure high proficiency. Segmental and suprasegmental integration should be addressed for mechanics, while lectures and workshops on speech preparation for special occasions should be considered.

Factors Affecting English Oral Discourse

According to Qadhil (2018), students usually exhibit zero interest in picking up the language. They are unsure of the goal of their language education because it needs to be clarified or presented. Everyone is essentially studying to earn a diploma or degree. On the other hand, even though alerts have been studying grammar since elementary school, it is essentially limited to memorizing in exams. The fundamental characteristics of oral competence in speaking are oral proficiency variously, which is influenced by various circumstances. The oral fluency of students is impacted by cognitive, linguistic, and affective aspects like fear and self-restraint, according to Sambath, S. & Sethuraman, M. (2016).

According to Gomez (2017), learning activities for students should be created based on the accomplishment of both fluency and accuracy. Accuracy and fluency are critical components of a communication strategy. Students can improve their communicative skills in the classroom, which will help them understand how the language system functions correctly. Fluency is the initial aspect of speaking performance, and teachers focus on teaching speaking skills with this in mind. Similarly, Leong & Ahmadi (2016) mentioned that fluency is the learners' ability to speak understandably and not break down communication cause list and owners may lose interest.

The topic of conversation was discovered to impact learners' readiness to speak English. According to Riasati's study (2012), the topics that were significant to the learners were familiarity, curiosity, preparation, and discussing a topic that the learners felt comfortable discussing. To those who participated in the interview, topic familiarity is equally significant. They all agree that these elements substantially impact their willingness to speak and that when they have access to a wealth of knowledge and information about a

particular subject, they are more inclined to speak about it.

In their study, Lucena and San Jose (2016) also noted the necessity to investigate a significant issue most students have when learning, mainly when speaking in class. Students are aware of and firmly feel that overcoming nervousness is a considerable challenge when learning to speak. According to Cortes (2016), anxiousness among Filipino students is typical in my classroom in the Philippines. He underlined that some students—if not many—tend to want situations that seem to cause anxiety. High-stakes circumstances make students more uneasy, especially in a classroom setting where their performance is being watched. This requires teachers to set up learning environments where students feel successful in improving their speaking talents rather than setting up tasks that make it more likely that they will fail. By encouraging students to work in cooperative groups, teachers can make the classroom environment more informal and friendly while raising students' chances of success.

Similarly, Rajkhowa and Borah (2015) investigated techniques to improve engineering students' communication abilities. Students' conversational skills can be enhanced by using the concept of ESP (English for Specific Purpose). By concentrating on why students are studying, ESP can assist in developing material and pedagogical strategies suitable for technical students. By focusing on the learners' attention on specific terminology and communication skills required in the workplace, ESP will be more successful in the education of engineering students. Additionally, allowing students to create their courses will increase their motivation, interest, and participation, which resulting effective learning. To move away from the traditional lecture-based method and toward more student-centered activities, language teachers have required the students to use interactive teaching techniques by letting them deal with real-life situations, forcing them to give presentations, dramatize, participate in group discussions, or be required to complete collaborative assignments.

Additionally, allowing students to design their courses will boost engagement, motivation, and learning effectiveness. Language teachers are required to engage the students in interactive teaching techniques by letting them deal with real-life situations, forcing students to give presentations, dramatize, participate in group discussions, or be required to complete collaborative assignments to move away from the traditional lecture-based method and toward more student-centered activities. Haidara (2016) also

investigated the relationship between speaking ability, self-confidence, and anxiety in second language learners. Participants in this study were 132 Korean students. The findings of this study demonstrated a negative correlation between students' levels of anxiousness and their oral performance.

In the meantime, Pangket (2019) research discovered that the common issues affecting students' speaking performance were the lack of speaking opportunities, the frequent use of the vernacular language, a lack of motivation to express themselves using the English language, and the fear of criticism whenever they made mistakes.

Additionally, based on motivational orientations, Dincer and Yesilyurt (2013) researched how teachers view speaking talents. Their study revealed that while believing in the value of speaking education for speaking ability, instructors' opinions toward it were harmful. The findings also showed that while having a variety of motivational impulses toward speaking English, the teachers felt inadequate for oral communication. The study found that different learners have different viewpoints on speaking English fluently. The learners' motivational orientations and opinions of their speaking abilities as competent or incompetent are related to this variation. The results demonstrated that students' evaluations of their language skills were adverse, and they believed themselves to be subpar English speakers. Only they were qualified to take part in speaking obligations.

Soodmand et al. (2016) researched EFL students to examine their oral communication issues. Students believed that barriers to their oral communication improvement included teachers' interruptions and error correction, a lack of native teachers, the methods and teaching techniques used by teachers, the insufficient number of English courses and their poor content, and the insufficient use of English outside of the classroom. Therefore, excessive L1 use, crowded classes, and a lack of speaking opportunities are the biggest obstacles for EFL students to improve their speaking talents.

In their 2012 article *Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers' Attitudes*, Soureshjani and Riahipour reached a similar conclusion, concluding that screaming and irate teachers are probably the most demotivating aspect of the perspective of students. When the teacher yells at one or more of the pupils out of frustration, the students' motivation may deteriorate. It appears logical and sensible.

It has been stated repeatedly that emotional elements, particularly teachers' classroom behavior, play a significant role in fostering students' motivation and volition to learn. The teachers' prejudice against weak and talented students is the second most demotivating aspect. According to the article, teachers' discrimination against the soft and robust solid significantly impacted students to advance their speaking abilities. The more vulnerable students may believe they are not crucial to the teacher and are not considered in the class if the teacher gives more attention to the intelligent and robust students and ignores the others—the preparation to talk decreases due to feeling ignored by the teacher and even the capable students.

Marcial (2016) attempted to investigate the relationship between language anxiety and specific learner characteristics of university students enrolled in an oral communication course at a university in the Philippines in her study *Learner Variables and Language Anxiety in Oral Communication: The Case of University Students in the Philippines*. The findings demonstrated that the learners' anxiety levels significantly correlated with their self-perceived English proficiency, including oral communication and general elements, (a) instances of English use outside of class, (b) use of English at home, and (c) self-perceived English proficiency. However, the results did not show a significant correlation between the learners' anxiety levels and gender. The study makes pedagogical suggestions for teachers and students on controlling or lessening anxiety in language learning contexts. Using the literature, the researcher was assisted in designing and carrying out the investigation, likewise broadened the researcher's knowledge of the learning of the English language, oral discourse competence, and the elements that affect and influence the said competence.

Methodology

The study described and attempted to understand the level of English oral discourse competence of Education English major students and the factors connected to it using the descriptive survey method. According to Shona McCombes (2020), descriptive research seeks to describe a population, circumstance, or phenomenon correctly and methodically.

Participants

Through stratified random sampling, 100 of the 333 Education English majors enrolled at PSU Lingayen

campus for the academic year 2022–2023 were selected for this study. The survey questionnaire utilized in this study was adopted to assess the respondents' competence in English oral discourse regarding specific factors.

Treatment of Data

The data underwent statistical processing. The average weighted mean used in this study was interpreted using descriptive equivalent and descriptive interpretation. Each item from the questionnaire related to affective, social, teacher, and linguistic factors was examined and categorized using the 5-point Likert scale below to ascertain the respondents' competence in English oral discourse.

Results

To address the issue raised by the study, the data collected during the administration of the floating questionnaires are presented in this part. A tabular form is used to explain the variables.

Factors Affecting English Oral Discourse Competence

The four factors determining oral discourse competence in English are listed in the following paragraphs. The information for the affective, social, teacher, and linguistic-related components are shown first, then the data for the other three categories.

Table 1 displays the indicators for respondents' oral discourse competence in English along with affective-related variables such as anxiety, shyness, low self-confidence, and the fear of making mistakes.

Table 1. *Factors Affecting English Oral Discourse Competence along Affective-Related Factors*

<i>Indicators</i>	<i>Mean</i>	<i>Descriptive Equivalent</i>	<i>Descriptive Interpretation</i>
1. I am afraid of committing mistakes.	3.75	Agree	High Competence
2. I am demotivated when my classmates speak very effectively.	3.05	Slightly Agree	Average Competence
3. Shyness prevents me from speaking.	3.70	Agree	High Competence
4. I cannot communicate well in the classroom because I have low self-confidence.	3.17	Slightly Agree	Average Competence
5. My anxiety is too high. This prevents me from communicating well.	3.07	Slightly Agree	Average Competence
Overall Weighted Mean	3.35	Slightly Agree	Average Competence

Table 1 shows that the respondents obtained an overall mean of 3.35 in affective-related factors with descriptive equivalent as slightly agree interpreted as average competence in English oral discourse. The respondents got a mean of 3.75, indicating that the *fear of committing mistakes* is a limiting factor in their English oral discourse competence. Also, they claimed that *shyness prevents them from speaking*, with a mean of 3.70. However, *their anxiety is too high, which hinders them from communicating well*, with a scale mean of 3.07, and *they have low self-confidence*, with a scale mean of 3.17. A scale means of 3.05 showing that the respondents are *demotivated when their classmates speak very effectively* were described as slightly agree.

Table 2. *Factors Affecting English Oral Discourse Competence along Social-Related Factors*

Indicators	Mean	Descriptive Equivalent	Descriptive Interpretation
6. Finding opportunities to hone my communication abilities outside the classroom is challenging.	2.98	Slightly Agree	Average Competence
7. For us to effectively interact with others, my speaking classes need to be improved.	2.47	Disagree	Low Competence
8. Communication abilities are something I foresee using outside my future profession.	2.12	Disagree	Low Competence
9. In our speaking classes, there is no collaborative attitude among my classmates.	2.35	Disagree	Low Competence
Overall Weighted Mean	2.48	Disagree	Low Competence

Table 2 below shows the indicators related to the respondents' English oral discourse competence and social-related factors. These include the difficulty experienced by the respondents when finding opportunities to improve their verbal communication skills, the effectiveness of their speaking classes, the practical use of the said competence in their future, and the cooperative spirit among them in their speaking classes.

The data shows that the respondents disagree with the social-related factors, with an aggregate mean of 2.48 perceived as low competence in English oral discourse. However, with a scale mean of 2.98, the respondents only slightly disagree that finding

opportunities to develop their communication skills outside the classroom is challenging.

As evidenced by a scale mean of 2.47, the respondents, on the other hand, said that their speaking sessions were sufficiently helpful in assisting them in communicating with others. With a scale mean of 2.35, they also said there is a spirit of cooperation among them in their speaking lessons. With a scale mean of 2.12, the respondents also stated that they plan to use their communication skills in the future.

Meanwhile, table 3 shows the indicators related to the respondents' English oral discourse competence and teacher-related factors. These include the teachers' competence and the teaching and error correction strategies that influence the competence.

Table 3. *Factors Affecting English Oral Discourse Competence along Teacher-Related Factors*

Indicators	Mean	Descriptive Equivalent	Descriptive Interpretation
10. The pronunciation of my teachers needs to be better to serve as an example for us.	2.02	Disagree	Low Competence
11. My lecturers need to encourage practicing and improving oral discourse skills.	1.93	Disagree	Low Competence
12. My lecturers are overly direct in their corrections and interventions.	2.18	Disagree	Low Competence
13. Due to the teacher-centric nature of my classes, I cannot engage in class debates and oral presentations or freely express my opinions.	2.22	Disagree	Low Competence
14. My speech teachers asked me questions on topics to which I already knew the answers for most of our class time.	2.59	Disagree	Low Competence
15. Because my lecturers discourage pair or group projects, it is difficult for students to interact with one another in class.	1.98	Disagree	Low Competence
16. My teachers' classes need to review how to use speaking gestures properly (e.g., greeting, complaint, refusing invitations or offers, and so on).	2.01	Disagree	Low Competence
17. My teachers need to teach us oral communication strategies to use.	2.04	Disagree	Low Competence
18. My teachers need to present exciting topics for discussion.	2.02	Disagree	Low Competence
19. My teachers put less emphasis on communication skills than other skills.	2.20	Disagree	Low Competence
Overall Weighted Mean	2.12	Disagree	Low Competence

Table 3 demonstrates that the teacher-related variables have an overall mean of 2.12, with the descriptor disagree being understood as a lack of oral English discourse competency. The respondents disagreed, with a scale mean of 2.59, that their speech professors spent a lot of class time asking questions about the material for which they already knew the answers. They also disagreed, with a scale mean of 2.20, that

their teachers placed less emphasis on their communication skills than other skills. With a scale mean of 2.18, their teachers' intervention and error correction were excessively harsh. As a result, individuals cannot participate in class discussions and oral presentations or share their opinions. They also disagreed on the indicators that their teachers discourage pair or group work, which prevents student-student interaction in class (scale mean: 1.98), that their teachers' pronunciation is inadequate to serve as an example for them (scale mean: 2.02); and that their teachers do not instruct them in how to express appropriate speech acts (scale mean: 2.01). Moreover, the respondents found the following indicators disagreeable: *their teachers not encouraging them to practice and enhance their oral discourse competence* with a scale mean of 1.93, *teachers not presenting exciting topics for discussion* with a scale mean of 2.02, and *not teaching them oral communication strategies to use* with a scale mean of 2.04 respectively.

In addition, table 4 shows the indicators related to the respondents' English oral discourse competence along linguistic-related factors, including vocabulary, grammar, pronunciation, and topical knowledge.

Table 4. *Factors Affecting English Oral Discourse Competence along Linguistic-Related Factors*

<i>Indicators</i>	<i>Mean</i>	<i>Descriptive Equivalent</i>	<i>Descriptive Interpretation</i>
20. I need more vocabulary knowledge.	2.95	Slightly Agree	Average Competence
21. I need more knowledge of speech acts.	2.78	Slightly Agree	Average Competence
22. I need more fluency and naturalness in communicating.	3.04	Slightly Agree	Average Competence
23. I need more grammar expertise, which makes my communication less accurate.	2.98	Slightly Agree	Average Competence
24. I frequently speak words incorrectly/I am trying to figure out how to pronounce some terms.	3.04	Slightly Agree	Average Competence
25. I need to learn more about the topics in our oral activities chosen by the teachers, so I cannot elaborate on them appropriately.	2.74	Slightly Agree	Average Competence
Overall Weighted Mean	2.92	Slightly Agree	Average Competence

According to Table 4, the respondents' overall mean score was 2.92, which is described as having a slightly agreeable level of competence in English oral discourse and other linguistic qualities. With a scale mean of 2.98, they only somewhat concur that not knowing enough grammar causes one to communicate inaccurately. The respondents also slightly agreed that

they did not have enough knowledge of the topics covered in their oral activities, as determined by their teacher, with a scale mean of 2.74; that they did not know enough speech acts; that they did not learn enough vocabulary; that they did not have enough fluency and naturalness in their communication; and that they did not know enough about how to pronounce words; this resulted in a scale mean of 2.78; that they did not know enough speech acts; and that they did not know enough vocabulary.

Table 5 shows the summary table of the factors related to the English oral discourse competence of the Education English major students of the PSU Lingayen campus.

Table 5. *Summary Table on the Factors Affecting English Oral Discourse Competence*

<i>Indicators</i>	<i>Mean</i>	<i>Descriptive Equivalent</i>	<i>Descriptive Interpretation</i>
A. Affective-related factors	3.35	Slightly Agree	Average Competence
B. Social-related factors	2.48	Disagree	Low Competence
C. Teacher-related factors	2.12	Disagree	Low Competence
D. Linguistic-related factors	2.92	Slightly Agree	Average Competence
Grand Mean	2.72	Slightly Agree	Average Competence

Table 5 shows that the affective-related factors with a mean of 3.35 with a descriptive equivalent of slightly agree interpreted as average competence in English oral discourse, the linguistic-related factors with a mean of 2.92 with an ideal match of slightly agree interpreted as average competence, the social-related factors with a mean of 2.48 and the teacher-related factors with a mean of 2.12 with the descriptive equivalent of disagree interpreted as low competence in English oral discourse respectively.

Overall, with a grand mean of 2.72, the respondents slightly agree on the given indicators from the individual factors, which can be generally interpreted as average competence in English oral discourse.

Discussion

This section discusses the analysis and interpretation of the data gathered in the conduct of the floating of questionnaires in answer to the problem posed in the study.

The findings regarding affective-related factors influencing the respondents' oral English discourse are consistent with the factors mentioned by Tuan and Mai in their study in 2015. They discovered that the common issues affecting students' speaking performance at the University of Thu Dau Mot were the students' lack of speaking opportunities, frequent use of the Vietnamese language, lack of motivation to express themselves using the English language, and the fear of hearing criticisms whenever they make mistakes. They also revealed that students become anxious about making mistakes and fear criticism.

According to a study by Marcial (2016), language learners who suffer from foreign language anxiety may view learning a foreign language as a problematic experience, be unduly self-conscious or afraid of making mistakes, and feel uneasy about using the language to interact with others. This is also in line with a 2015 study by Nguyen and Tran, who discovered that students' speaking abilities were frequently affected by a lack of desire and a fear of making mistakes and receiving negative feedback. Lestari (2017) found that inferiority complexes, lack of motivation, anxiety, and shyness cause students' communication difficulties.

In their study, Lucena and San Jose (2016) also noted the necessity to investigate a significant issue that most students encounter when studying and speaking in class. Students understand and agree that overcoming nervousness is a considerable challenge when communicating. Cortes (2016) provided evidence that anxiousness among Filipino pupils is a typical occurrence in Philippine classrooms. He underlined that some students—if not many—avoid situations that cause worry. High-stakes circumstances make students more uneasy, especially in a classroom setting where their performance is being watched. This requires teachers to design instructional environments where students feel successful in developing their speaking skills and in avoiding assigning tasks that put them at risk of failing. As a result, it is essential to encourage student collaboration to make the learning environment in the classroom more informal and conducive to success.

These pieces of information prove that the respondents' English oral discourse competence is influenced by affective-related factors, specifically the confidence, fear, and anxiety they feel when delivering speeches. These also emphasize the importance of addressing these factors so the respondents can improve their oral performance.

On the one hand, the findings for the social-related factors are in congruence with the study of Soodmand et al. (2016), which indicated that one main problem EFL students encounter is the lack of sufficient time to practice speaking. Also, the study by Qadhil (2018) stated that students fail to communicate because of the lack of opportunities to speak in a typical education institution where teachers mostly talk, and students have no role to play.

The findings further support the claim made by Leong and Ahmadi (2017) that interacting with and learning from others is one approach to improving one's speaking abilities. In their study, Palpanadan and Ahmad (2018) provided more support by noting how the environment—including family, friends, teachers, and facilities—affects students' speaking fluency.

On the other hand, the findings imply that the indicators in social-related factors affect the English oral discourse competence of the respondents. Taken singly, opportunities to practice communication skills are needed to develop the said competence further. Their speaking classes, the cooperation among them, and the functional application of this competence in their future careers must also be considered, as these influence their English oral discourse competence.

In addition, the findings for the teacher-related factors strengthen the claims of Racca & Lasaten (2016) in their study, which stated that English teachers play an essential role in achieving the highest level of English proficiency among secondary students. This is also supported by the research of Lestari (2017), who stated that teaching and learning methods followed in schools and colleges and the absence of role models affect the students' communication skills.

Also, these corroborate the study of Soodmand et al. (2016), which revealed that the students believe that an instructor's interruption, error correction, and instructors' methods and techniques of teaching hinder their progress in oral communication skills. The findings also support the study of Soureshjani and Riahipour (2012), who found that teachers' violent reactions and behavior can have a detrimental impact on the student's motivation and in promoting the volition and motivation of students for learning. Further, the study by Pangket (2019) stipulated that the teacher's feedback during speaking activities was reported to affect students' speaking performance.

Although teacher-related factors contribute to the English oral discourse competence of the respondents, the data above imply that the teacher-related factors were not a limiting factor to the respondents' said

competence. The respondents' teachers teach oral communication strategies and provide them with opportunities to learn and practice competence.

Due to their exposure to the language's use, pupils in the Philippines perform poorly in school, especially in their English classes. When students leave their lessons, they are not applying what they have learned despite learning the structure and all the crucial components. Even when watching television, they like shows that are either in Filipino or have been dubbed into Filipino. Second, teachers of other subjects who are required to teach in English do so in their tongue. Third, some English-teaching professionals have a mediocre command of the language. Less motivating activities that could boost students' self-confidence in using the second language should be presented to them by teachers. English teachers are crucial in helping our secondary students finally reach the maximum degree of English proficiency. The ability of children to rise to the difficulties of global competition rests with their teachers (Racca & Lasaten, 2016)

Similarly, the results for the linguistic-related factors support the study of Qadhil (2018), who identified a lack of vocabulary knowledge in the target language and a lack of grammar knowledge as two reasons learners fail to communicate. The study of Gowrie (2015) is also in consonance with the findings as he stated the need to implement strategies to improve the teacher's and the learners' pronunciation. This also corroborates with the study of Berowa et al. (2018), who mentioned that the inability to express ideas and speak fervently and confidently, using the correct pronunciation, grammar, and accent, are difficulties that affect speaking fluency.

The findings also validate the study of Riasati (2012), who stated that topic familiarity, topic interest, and topic preparation significantly influence the student's willingness to speak about it and stated three linguistic factors that affect the learners' speaking skills: lack of vocabulary, knowledge of grammar, and incorrect pronunciation. These are further validated by the research of Lestari (2017), who mentioned that poor understanding of grammar, limited vocabulary, lack of fluency, and L1 interference affect the student's communication skills.

Notably, the findings imply that the respondents' English oral discourse competence level is influenced by linguistic-related factors such as their knowledge of vocabulary, speech acts, grammar, pronunciation, and topics. These also strengthen the importance of fluency and naturalness in communicating; hence, appropriate

oral communication activities that address these influences must be utilized.

According to Gan (2012), identifying the needs of the learners is a good strategy for developing a speaking program. Therefore, it would be helpful to determine language learning theories or methods that are most relevant to strengthening their oral communication abilities, provided one has a good awareness of the learning context and the characteristics of the learners. For the development of fluency, these include interaction and correction, various learning activities inside or outside the classroom, developing technologies, a mix of numerous structural frameworks, and assessment and evaluation.

In summary, the respondents slightly agree on the factor indicators that resulted in an average competence in English oral discourse. The results of the affective-related factors are supported by the research of Lestari (2017), which expressed those psychological factors such as an inferiority complex, lack of motivation, fear, and shyness hinder learners from speaking. The affective-related characteristics in this study's sample of respondents have affected their ability to communicate effectively in English orally.

Lestari (2017) also noted in his research that students have difficulty executing speaking activities properly due to linguistic-related issues such as poor grammar understanding, a small vocabulary, poor fluency, and first language interference. The findings about the affective and linguistic factors likewise support the study of Sambath and Sethuraman (2016), who mentioned that linguistic and affective factors affect students' fluency in oral communication.

Further, the results of the teacher and linguistic-related factors suggest that there is still a need to stress the importance of finding opportunities to expose students to the improvement of English oral communication skills. Teachers should also reflect on their teaching competence and strategies when teaching and learning the English language.

Conclusion

According to the key findings, most respondents have average competency in English oral discourse along affective, social, teacher, and linguistic-related factors and variables. Thus, it is essential to focus on their language development, idea generation, and confidence building. They must improve their oral discourse competence in English because it will help

them in their academic work and future careers. The recommendation of learning interventions to improve their English oral discourse competency is made considering this.

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