

Behind the Breakdown: A Systematic Analysis of Oral Discourse in Senior High School Classrooms

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Abstract

This study investigated the oral discourse errors, along with their underlying causes, committed by Senior High School students in the Division of Biliran during the school year 2024–2025. Utilizing a convergent mixed-methods research design, quantitative and qualitative data were elicited from Grade 11 students in the island province of Biliran. The findings revealed that the majority of the students committed errors across all identified aspects of spoken English, with the most pronounced deficiencies observed in pronunciation and comprehension. Furthermore, while the respondents acknowledged facing significant psychological and linguistic hurdles during classroom communication, they remained undecided regarding the impact of their learning environment. The root causes of these spoken errors were primarily categorized into language competence issues, psychological constraints, and teaching-learning strategies. Ultimately, the study concludes that poor speaking accuracy is a multifaceted issue driven by both internal student-centered factors and external instructional methodologies. Based on these insights, it is recommended that language educators implement immediate, constructive feedback mechanisms regarding student errors within the classroom, targeting both oral and written communication to foster comprehensive linguistic development.

Keywords: *Error Analysis, Oral Discourse, Speaking Accuracy, Mixed-Methods, Pedagogical Strategies, Senior High School Learners.*

INTRODUCTION

In an increasingly interconnected global economy, English proficiency remains a primary vehicle for academic advancement, international commerce, and professional mobility. Within the landscape of Second Language Acquisition (SLA), oral discourse is often considered the most critical yet challenging macro-skill to master, as it requires the real-time synchronization of phonological, lexical, and morphosyntactic subsystems. In the Philippine educational context, achieving speaking accuracy has become an urgent priority, particularly under the Department of Education's senior high school curriculum, which aims to produce globally competitive and job-ready graduates. However, a significant gap persists between structural linguistic knowledge and spontaneous oral production, leading to a pervasive communicative crisis among local learners.

This linguistic disconnect is heavily felt in rural and localized divisions across the archipelago. In the Division of Biliran, secondary language educators frequently observe that while students can pass written assessments, they exhibit severe difficulties when required to communicate monolingually in English within the classroom. When thrust into spontaneous oral discourse, students routinely commit systematic errors in grammar, vocabulary selection, and pronunciation. According to classic error analysis theory, these errors are not mere accidental slips; rather, they are visible manifestations of gaps in the learners' underlying

linguistic competence. Left unaddressed, these systematic errors become fossilized, severely hindering the students' academic confidence and future professional readiness.

To comprehensively solve this breakdown in speaking accuracy, researchers must look beyond superficial grammatical lapses and examine the multifaceted ecosystem of the language classroom. Spoken errors are rarely isolated events; they are fundamentally shaped by an intricate interplay of internal and external factors. Internally, students grapple with cognitive and psychological constraints, such as Foreign Language Speaking Anxiety (FLSA) and a fear of negative evaluation, alongside core linguistic limitations like inadequate vocabulary repositories. Externally, the localized learning environment, including classroom dynamics, peer pressure, and prevailing teaching-learning strategies can either mitigate or exacerbate these oral performance anxieties.

While existing literature broadly documents ESL challenges on a national scale, there is a critical shortage of localized, empirical data that unpacks the precise relationship between speech errors and their underlying socio-psychological and environmental causes within the unique socioeconomic context of Biliran. A deep diagnostic assessment is required to map exactly what errors are being made, why they are occurring, and how the local classroom environment influences student output.

Driven by this urgent need, this study was undertaken to analyze the spoken English profile of Grade 11 students in the island province of Biliran during the school year 2024–2025. By systematically identifying the precise types of speaking errors committed and isolating the linguistic, psychological, and environmental factors that trigger them, this study moves beyond mere diagnosis. Ultimately, the insights garnered from this research serve as the empirical foundation for designing a targeted, contextualized speech intervention plan. This plan aims to reshape local pedagogical practices, lower classroom communication anxieties, and directly improve the speaking accuracy and communicative competence of Biliran's senior high school learners.

OBJECTIVES OF THE STUDY

The primary objective of this study was to investigate the systematic oral discourse errors and their underlying causes among Senior High School students in the Division of Biliran during the school year 2024–2025. Specifically, this study sought to achieve the following objectives:

- 1) Identify and categorize the specific types of oral communication errors committed by Senior High School students during spoken English activities.
- 2) Assess the multidimensional problems that students encounter when communicating in English within the classroom environment, specifically regarding
 - 2.1 psychological factors;
 - 2.2 linguistic factors; and
 - 2.3 learning environment.

LITERATURE REVIEW

In Second Language Acquisition (SLA), oral discourse requires the simultaneous cognitive synchronization of phonological, lexical, and morphosyntactic subsystems. When

learners engage in spontaneous spoken English, structural breakdowns frequently occur. In modern applied linguistics, a critical distinction is maintained between systemic errors and situational mistakes (Ellis, 2021).

Errors are rule-governed, repetitive deviations that reveal deep gaps in a learner's underlying linguistic competence; they occur because the speaker does not yet possess or understand the correct structural rule. Conversely, mistakes represent fleeting performance lapses triggered by fatigue, distraction, or cognitive overload—where the learner temporarily fails to accurately retrieve or execute an already acquired linguistic form. Identifying and categorizing these specific types of oral communication errors during spoken English activities is essential for diagnosing a learner's interlanguage development (Richards, 2015).

For Senior High School (SHS) students, oral discourse errors are rarely random anomalies. Instead, they manifest as fossilized structural patterns such as tense-aspect distortions, subject-verb disagreement, preposition omissions, and phonological substitutions that persist due to inadequate diagnostic feedback loops in the secondary tier.

Evaluating the spoken English profile of secondary learners requires exploring a complex, multi-layered matrix of variables. Language production is inherently socio-psychological; a learner's output is fundamentally shaped by internal cognitive processing, linguistic development, and external environmental triggers. Psychological barriers serve as major obstacles to speaking accuracy and fluency, chief among which is Foreign Language Speaking Anxiety (FLSA). As a distinct form of situational anxiety related to the specific demands of executing oral communication in a non-native tongue, high anxiety directly limits working memory during speech production, leading to cognitive blockages (MacIntyre, 2017). Students experiencing FLSA frequently deal with a paralyzing fear of negative evaluation from their peers or teachers, low communicative self-efficacy, and a generalized communication apprehension that causes them to remain silent or rely on short, fragmented answers to avoid making public errors.

Parallel to these affective barriers, linguistic deficiencies create immediate structural bottlenecks to successful communication. When students lack core language mechanics, they cannot accurately express complex thoughts, even if their communication anxiety is low. In Philippine secondary classrooms, these linguistic bottlenecks generally fall into three areas: lexical deficiencies (vocabulary gaps), grammatical competence deficiencies, and phonological interferences. An inadequate vocabulary repository prevents students from retrieving the precise words they need, leading to long pauses, frequent code-switching into the local vernacular, or total abandonment of the message. Furthermore, persistent difficulties with syntactic structures, such as auxiliary verb usage, pronoun-antecedent agreement, and complex clause structures, are compounded by mother-tongue (L1) phonetic interference. This interference causes students to substitute English phonemes with native sound patterns, leading to pronunciation errors that hinder overall oral comprehension.

The physical, social, and pedagogical architecture of the classroom serves as the final external variable that can either ease or worsen student performance. The learning environment plays a major role in determining how comfortable a student feels when attempting to speak a second language. Key environmental challenges include traditional teacher-centered classrooms dominated by long lectures and rigid question-and-answer routines, which offer limited opportunities for organic, student-to-student communication. Moreover, a competitive or unsupportive classroom climate, where peer laughter or silent mockery accompanies

mispronounced words, creates a hostile space that discourages future speaking attempts. This is often exacerbated by large class sizes and traditional row seating that limit interactive pair-work or small-group discussions, reducing the actual time each individual student spends speaking English.

Recent empirical studies in Philippine education focus heavily on tracking this shifting landscape of spoken English proficiency, especially following recent changes in curriculum design and language policies. Recent research by Soliman and Lee (2023) highlights that oral communication errors in Philippine secondary schools are becoming heavily fossilized. Their analysis demonstrates that without explicit, targeted speech interventions, basic grammatical errors regarding prepositions, verb-tense inflections, and article drops persist through senior high school and continue into higher education, showing that a purely exposure-based approach to learning without corrective feedback does not naturally result in speaking accuracy.

Furthermore, with the nationwide rollout of the Department of Education's (DepEd) MATATAG Curriculum, applied linguists have closely studied how language competencies transfer across grade levels. Valenzuela and Santos (2025) observe that senior high school students increasingly rely on unstructured code-switching (Taglish or localized Visayan-English hybrids) during formal academic presentations. Their findings reveal that while students may show high communicative confidence in collaborative, informal settings, their technical accuracy drops sharply when tasks require structured, formal English discourse.

Finally, focusing on the Visayan educational landscape, Alburo et al. (2025) examined the interplay between local classroom environments and communicative performance. Their data confirm that a supportive, low-anxiety classroom culture is the single strongest predictor of spoken accuracy. Classrooms that value peer collaboration over immediate, harsh correction show a notable reduction in students' psychological anxieties. This shift allows learners to focus their cognitive efforts on structural precision, resulting in lower error rates during spontaneous oral discourse.

METHODOLOGY

This study utilized a convergent-parallel mixed-methods research design, a single-phase approach wherein quantitative and qualitative data are collected concurrently, analyzed independently, and integrated during interpretation to determine if the findings converge or diverge (Creswell & Plano Clark, 2011). This design is highly appropriate for obtaining complementary data on the same phenomenon to achieve a comprehensive understanding of the research problem.

The study was localized in an island-based secondary institution within the Eastern Visayas, Philippines. At the time of the study, the locale comprised 12 school buildings, 35 classrooms, 31 instructional faculty members, and 587 students. The division of Biliran, headquartered in Larrazabal, Naval, Biliran directly manages 14 districts under centralized supervisory structures.

The research respondents consisted of 32 Grade 11 students enrolled during the 2024–2025 academic year. Utilizing a purposive sampling technique, the entire cohort of Grade 11 Technical-Vocational-Livelihood (TVL) students was included to ensure a targeted assessment of the demographic.

Data collection was facilitated through a standardized and modified two-part research instrument alongside a structured interview guide. Part I identified the students' oral

communication errors through video recordings of free-topic speech performances, evaluated using the standardized speaking rubric of Jusuf, Fatsah, and Dako (2021). Part II assessed the multi-dimensional classroom communication problems across psychological, linguistic, and environmental factors, with items adapted from Manurung and Izar (2020).

Following formal administrative clearance from the Schools Division Superintendent of Biliran, the researcher oriented the respondents regarding the study's purpose before initiating data collection. For the qualitative phase, students were recorded speaking on a topic of their choice. The researcher subsequently reviewed, identified, coded, and tabulated speech errors across five core competencies: pronunciation, grammar, vocabulary, fluency, and comprehension. For the quantitative phase, survey questionnaires were administered and personally retrieved by the researcher. To triangulate and validate these findings, one-on-one structured interviews were conducted with a subsample of three high-performing and three low-performing students.

Quantitative data from the survey were evaluated using a 5-point Likert scale with the following interpretive ranges: 4.20–5.00 (Strongly Agree), 3.40–4.19 (Agree), 2.60–3.39 (Undecided), 1.80–2.59 (Disagree), and 1.00–1.79 (Strongly Disagree). Meanwhile, speaking errors were scored directly against the criteria established in the standardized rubric.

Meanwhile, Quantitative data were compiled, tabulated, and subjected to descriptive statistical analysis, utilizing relative frequencies, simple percentages, and mean scores to summarize the structural profile of the variables. Conversely, qualitative data from the text transcripts and recordings were processed using Creswell's (2012) six-step qualitative data analysis framework. This systemic process involved: preparing and organizing the data through formal transcription; exploring and coding the raw data to extract generalized meaning; coding specifically to build descriptions and central themes; representing and reporting the qualitative findings through thematic discussions; interpreting the deeper contextual meaning of the findings; and validating data accuracy through rigorous member-checking and cross-method triangulation.

Strict adherence to institutional ethical protocols was maintained throughout the research process, safeguarding participant anonymity, autonomy, and confidentiality. Participants provided informed consent, and their academic schedules were prioritized, with the researcher personally visiting the locale to minimize instructional disruption. All multimedia recordings and profiles were securely stored and treated confidentially, used solely for academic analysis, and protected from unauthorized access.

To preserve internal validity, the researcher practiced reflexivity by maintaining strict neutrality during all data collection phases to avoid bias. Pre-interview briefings were established to build rapport, establish common ground, and clarify the study's objectives. Questions were delivered in an unforced, natural manner using the interview schedule, ensuring uniform topic coverage without influencing participant responses.

RESULTS AND DISCUSSION

Specific Types of Oral Communication Errors Committed by Senior High School Students during Spoken English Activities. The specific types of oral communication errors committed by Senior High School students during spoken English activities are categorized into pronunciation, grammar, vocabulary, fluency, and comprehension. These are illustrated in Table 1.

Table 1: Specific Types of Oral Communication Errors Committed by Senior High School Students during Spoken English Activities

Indicator of Speaking	Criteria (Poor Speaking Performance)	f	%
Pronunciation	Making frequent errors when pronouncing the words, but still intelligible.	7	21.9
Grammar	Making frequent error on grammar, though can be understood by the interlocutor.	5	15.6
Vocabulary	Speaking with inadequate vocabulary and the vocabularies are mostly elementary needs	5	15.6
Fluency	Speaking awkwardly and thinks too long	6	18.8
Comprehension	Having limited language experience, understanding simple questions and statements if delivered in slowed speech, repetition, or paraphrase	7	21.9

The quantitative profiling of the speaking assessments reveals that structural and phonological errors span across all evaluated communicative competencies. As illustrated by the data, errors in pronunciation and comprehension emerged with the highest frequency, each yielding a count of 7 (21.9%). This was closely trailed by fluency at 18.8%, while grammar and vocabulary exhibited identical baselines, each accounting for 15.6% of the total error distribution.

This widespread error distribution indicates that while Grade 11 students demonstrate basic threshold competencies, they struggle significantly with localized accuracy and cognitive processing during spontaneous spoken production.

Pronunciation and Accent: The high error frequency in pronunciation points to a strong maternal-language (L1) phonetic interference. While these errors reflect a distinctly foreign accent, they generally remain intelligible, rarely impeding basic understanding or entirely alienating an auditor.

Grammatical Control: In terms of syntax, students demonstrate a functional mastery over elementary constructions; however, they lack systematic, confident control over complex grammatical rules when required to sustain continuous speech.

Lexical Range: Lexically, the respondents possess a restricted speaking vocabulary that limits them to simple, baseline expressions. This forces them to frequently rely on circumlocution (talking around a word) to bridge semantic gaps.

Fluency and Comprehension: While students can discuss topics of personal interest with reasonable ease without constantly groping for words, their comprehension limits them to capturing only the general gist of non-technical, everyday conversations.

These descriptive findings validate the foundational assertions of Mahripah (2014), who observed that foreign language speaking performance is heavily governed by interconnected linguistic components, primarily phonology, syntax, and semantics. When these subsystems are weak, systematic errors naturally manifest in the speaker's output.

Furthermore, as argued by Bashir et al. (2011), oral production cannot be isolated from core socio-psychological and personality constructs, including structural inhibition, risk-taking tendencies, and speaking anxiety. In this study, the high error rates in pronunciation and comprehension suggest that a lack of linguistic mastery often triggers psychological friction; extreme communicative anxiety can cause cognitive blockages, ultimately leading to lower self-efficacy and oral avoidance during classroom interactions.

Ultimately, the lack of an expansive vocabulary repository and robust grammatical control remain the primary systemic hurdles to the students' overall speaking performance. Songbatumis (2017) maintains that such deficiencies stem from a foundational lack of primary English skills, creating an academic environment where students struggle to master and retain words.

This quantitative diagnosis is strongly supported by the qualitative interview data. When analyzing the students' spoken narratives regarding their past, present, and future experiences, specific patterns of speech degradation became apparent. Interestingly, while the quantitative metrics evaluated five core communicative competencies, the thematic analysis of the interview transcripts narrowed these down to four primary structural themes (Figure 1).

This qualitative divergence underscores that while students may display reasonable situational fluency, their core communicative accuracy remains deeply constrained by deep-seated grammatical, lexical, and phonological errors.

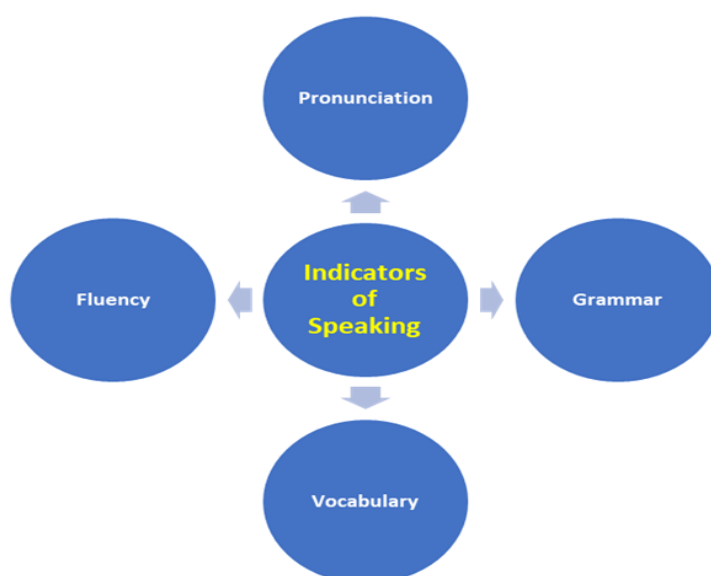


Figure 1: Indicators of Speaking

Indicators of Speaking: The qualitative findings are organized into four core communicative dimensions: pronunciation, grammar, vocabulary, and fluency. To provide deep contextual insight into these linguistic patterns, the data are presented in a detailed narrative format, supported by verbatim excerpts from the participant transcripts.

1. *Pronunciation* serves as a foundational linguistic mechanism that enables learners to articulate the target language with clarity and precision, thereby enhancing overall intelligibility during oral discourse.

Mmm pronunciation... (P1, L16, p69).

Grammar and pronunciation (P2, L48, p71).

In terms of error, mostly I find myself pronouncing new and unfamiliar words hard as I always lisp when speaking English. Yes, they are related to pronunciation. As for other factors I think it's because of my native language (P6, L164-169, p76).

Aligning with Thornbury's (2005) focus on comfortable comprehensibility over native-like perfection, contemporary research in applied linguistics emphasizes that intelligibility is

the primary goal of modern pronunciation pedagogy. A recent study by Abad and Martinez (2024) reinforces this paradigm by demonstrating that second language (L2) speakers who prioritize phonetic precision and word-stress accuracy achieve significantly higher communication success than those striving for an idealized native accent. Their findings indicate that pursuing absolute native-like intonation often induces foreign language speaking anxiety, which paradoxically disrupts speech production and reduces structural fluency. Ultimately, their research confirms that when language instructors shift the focus of oral tasks from accent reduction to mutual intelligibility, learners minimize the risk of semantic misunderstandings and cross-cultural offenses, thereby developing more practical, accurate, and functional oral discourse skills within diverse communicative environments.

Mostly when I am speaking English I commit errors like vocabulary and I also tend to not very uhm not quiet construct my sentence right and also I quiet mispronounce some words especially when I am in a nervous state. It would be self-confidence of course (P5, L143-147, p74).

Building on the foundational insights of Evans and Green (2007) regarding the persistent nature of academic speaking difficulties, contemporary literature confirms that these structural gaps continue to impede active classroom participation. A recent study by Chen and Lim (2024) validates this dynamic, demonstrating that university and secondary-tier ESL learners frequently experience a "communicative paralysis" directly tied to perceived deficiencies in grammar, vocabulary, and pronunciation. Their findings reveal that when students lack foundational linguistic confidence, they actively withdraw from academic discussions and collaborative tasks to avoid public error. Ultimately, their research emphasizes that a deficit in basic productive skills does not merely impact a student's individual speech accuracy, but creates a negative cycle of low self-efficacy and classroom silence, severely hindering their overall communicative and academic development.

2. *Grammar* constitutes the structural blueprint of language, providing learners with the foundational syntactic rules necessary to systematically organize, construct, and articulate coherent sentences in both written and oral communication.

Grammar and pronunciation (P2, L48, p70).

Echoing Heaton's (1978) structural assertion that linguistic competence hinges on a learner's ability to manipulate syntax and distinguish appropriate grammatical forms from inappropriate ones, modern pedagogical research continues to position grammar as the cornerstone of communicative precision. A recent study by Nguyen and Al-Mahdi (2025) reinforces this principle, demonstrating that a systematic mastery of grammatical structures is directly correlated with a speaker's structural accuracy and overall professional credibility in both oral and written discourse. Their findings indicate that while communicative fluency allows for basic message transmission, it is an underlying command of syntax such as correct tense-aspect configurations and subject-verb agreement that prevents cognitive ambiguity and elevates a learner's output from fragmented phrases to sophisticated academic language. Ultimately, their research concludes that explicit structural control provides ESL learners with the operational scaffolding necessary to gain true expertise, ensuring their spoken and written messages are executed with clarity and contextual appropriateness.

I have made... I have made ahh errors like uhm English grammar and uhm... English grammar (P3, L70, p71).

...I also tend to not very uhm not quiet construct my sentence right... (P5, L135, p74).

Reflecting Baker and Westrup's (2003) observation that a lack of conceptual ideas and immediate vocabulary heavily constrains a learner's ability to articulate thoughts in a foreign language, recent literature confirms that time-constrained, open-ended oral production acts as a major catalyst for speech degradation. A study by Almario and Tan (2025) validates this relationship, demonstrating that when ESL students are forced to execute spontaneous speaking tasks under strict time limits, they experience acute cognitive overload. Their findings show that this time pressure triggers high levels of foreign language speaking anxiety, which disrupts working memory and impairs speech production. As a result, even structurally competent students experience temporary processing drops, causing them to commit frequent grammatical errors, mispronounce familiar words, and resort to code-switching due to sudden vocabulary retrieval failures. Ultimately, their research emphasizes that poor performance on oral assessments is rarely caused by a single linguistic deficit; rather, it stems from a complex combination of low communicative self-efficacy, active anxiety, and a lack of real-time lexical retrieval strategies under pressure.

3. *Vocabulary* represents the core lexical system of a language, encompassing the repertoire of words that a learner must acquire to decode, process, and articulate meaningful messages in both receptive and productive communication.

...uhm lack of vocabulary... (P1, L16, p69).

I think uhm.. lack of fluency. Uhm... long pause..uhm lack of vocabulary uhm and the use of words to construct my answer something like that. Nauutal something like that uhm when it comes to factors maybe uhm nervousness but it causes kase nagan ma block-minded ka (P4,L95-97,p72).

Corroborating Al-Roud's (2016) assertion that structural deficits are the most severe obstacles in language acquisition, Santos and Rivera (2024) confirm that these internal constraints remain the primary drivers of speech degradation. Their research demonstrates that deficiencies in structural fluency, syntax, vocabulary, and pronunciation exert a compounding negative effect on oral performance. Under real-time pressure, a breakdown in one subsystem triggers a domino effect across the entire production pipeline—such as vocabulary retrieval delays stalling fluency, or weak grammatical control distorting phonetic clarity. Ultimately, they conclude that these integrated linguistic difficulties are not isolated errors, but interconnected mechanical barriers that systematically restrict a student's capacity for accurate, spontaneous oral discourse.

4. *Fluency* refers to a speaker's capacity to produce real-time oral language spontaneously, smoothly, and coherently, characterized by a continuous flow of speech that is free from excessive pauses, self-correction, or cognitive processing interruptions.

I think uhm.. lack of fluency. Uhm... long pause..uhm lack of vocabulary uhm and the use of words to construct my answer something like that. Nauutal something like that uhm when it comes to factors maybe uhm nervousness but it causes kase nagan ma block-minded ka (P4, L95-97;100-101, p73).

Aligning with Pollard's (2008) pedagogical principle that minimizing immediate teacher interruption is essential for fostering oral fluency, contemporary educational literature continues to advocate for a strategic balance between accuracy and communication flow. A recent study by Bautista and Dela Cruz (2025) reinforces this instructional approach, demonstrating that when language educators delay correction until after a communicative task

is complete, students experience a significant reduction in performance anxiety and speak with greater ease.

Furthermore, their research validates the structural frameworks of Husnawati (2017) and Songbatumis (2017) by categorizing the root causes of oral discourse errors into interacting internal and external dimensions. Bautista and Dela Cruz confirm that internal linguistic competence gaps (such as vocabulary deficits and restricted target-language exposure) interact closely with internal psychological barriers (including the fear of negative evaluation and low communicative self-efficacy). Ultimately, their findings conclude that immediate, over-corrective feedback during spontaneous speech triggers psychological friction, which disrupts working memory and paradoxically worsens the very grammatical and phonological errors teachers intend to fix.

Multidimensional Problems that Students Encounter when Communicating in English within the Classroom Environment

Tables 2 through 4 illustrate the multi-dimensional communication barriers encountered by students when using English within the classroom environment. To provide a comprehensive assessment, these challenges are systematically categorized into three core dimensions: psychological factors, linguistic constraints, and socio-environmental influences.

Psychological factors. Table 2 presents the empirical data regarding the psychological barriers that students encounter during English communication within the classroom environment. This section isolates affective variables such as anxiety, self-efficacy, and the fear of negative evaluation to determine their impact on oral production.

Table 2: Multidimensional Problems that Students Encounter when Communicating in English within the Classroom Environment in terms of Psychological Factors

Indicators	Mean	Description
1. I am too shy to speak English	3.63	Agree
2. I worry when I have to speak without a concept and preparatory English class	3.81	Agree
3. I get nervous when I do not understand every word of the language the teacher says	3.81	Agree
4. I am afraid to speak to foreigners because I think they will not understand my pronunciation	2.94	Undecided
5. I am afraid that people will laugh at me if I make mistakes while speaking English	3.91	Agree
6. I want to speak as fluently as a native speaker, but I find it difficult	3.66	Agree
7. I lose my self-confidence when I make mistakes and someone corrects my English	3.66	Agree
8. The more I learn to excel, the more I understand	4.56	Strongly Agree
9. Even if I am well-prepared for language class, I feel anxious about it	3.31	Undecided
10. I am embarrassed to volunteer in an English class.	3.44	Agree
Average Mean	3.67	Agree

The empirical data demonstrates that affective and cognitive conditions exert a substantial influence on student oral production. As indicated by the psychometric profiling, the respondents strongly endorsed the statement, “*The more I learn to excel, the more I understand,*” which yielded the highest individual mean score of 4.56. This strong alignment

suggests a high baseline of intrinsic orientation and a cognitive recognition of the value of language acquisition.

Conversely, the students exhibited a posture of ambivalence when encountering statements designed to measure acute communicative apprehension. Specifically, the items *“Even if I am well-prepared for language class, I feel anxious about it”* and *“I am afraid to speak to foreigners because I think they will not understand my pronunciation”* both fell within the "Undecided" interpretive range. Despite this situational neutrality on select items, the cumulative psychological composite yielded an average mean score of 3.67. This statistical threshold confirms that the respondents explicitly agree that psychological constraints constitute a major barrier to effective English communication within the formal classroom setting.

These descriptive metrics underscore the critical role that affective variables play in determining oral fluency and structural accuracy. In language typography, internal confidence is recognized as a primary psychological determinant of success; learners who maintain robust self-confidence consistently demonstrate higher rates of language acquisition and oral proficiency (Astuti, 2015; Husnawati, 2017; Jahbel, 2017). This dynamic is directly tied to the concept of communicative self-efficacy. When students possess a healthy belief in their own linguistic capabilities, their working memory is freed from the cognitive load of self-monitoring, allowing them to execute speech with greater structural precision and lower error rates.

On the other hand, when these psychological foundations are weak, speech production suffers. As argued by Chandraloka (2016), localized affective barriers, specifically foreign language speaking anxiety, low motivation, and a persistent fear of committing public errors act as psychological obstacles that prevent learners from expressing their ideas. Without a baseline level of self-esteem and belief in their communicative capacity, students cannot successfully navigate the complex cognitive demands of real-time speech translation and articulation.

In everyday classroom interactions, this manifests as a stark behavioral divide: students with positive self-appraisals actively seek out opportunities for linguistic risk-taking, which accelerates their speech development. In contrast, those burdened by low self-esteem experience a drop in motivation, leading to classroom silence and oral avoidance driven by the anticipation of negative peer or teacher evaluation.

Linguistic factors. Table 3 delineates the specific linguistic barriers that students encounter when communicating in English within the classroom setting. This dataset isolates the structural mechanics of language, focusing on how proficiency deficits in grammar, vocabulary, pronunciation, and fluency impede oral discourse.

Table 3: Multidimensional Problems that Students Encounter when Communicating in English within the Classroom Environment in terms of Linguistic Factors

Indicators	Mean	Description
1. I always forget to say the final sound of each word.	3.19	Undecided
2. I was embarrassed when the teacher rebuked me for not fluent in speaking English.	3.53	Agree
3. I find it difficult to say a few words correctly.	3.25	Undecided
4. I felt nervous when the teacher asked me to use English.	3.66	Agree
5. I find it difficult to speak because my grammar of understanding is limited.	3.69	Agree
6. If I do not know how to say something in English, I find it difficult to concentrate.	3.75	Agree

7. I find difficult to speak because of my limited vocabulary.	3.72	Agree
8. It is difficult for me to speak in complete sentence	3.06	Undecided
9. I am not fluent in English when I speak in front of class.	3.66	Agree
10. I speak slowly because I always translate from Visayan to English before I speak English.	3.59	Agree
Average Mean	3.51	Agree

The quantitative analysis indicates that structural and lexical deficiencies constitute a prominent barrier to the students' oral discourse. Based on the survey metrics, the statement, *"If I do not know how to say something in English, I find it difficult to concentrate,"* garnered the highest individual mean score of 3.75, which falls within the "Agree" interpretive range. This indicates that a lack of real-time vocabulary or syntactic knowledge triggers a cognitive block, disrupting the student's concentration and stalling speech production.

Conversely, the lowest mean score (3.06) was observed for the item, *"It is difficult for me to speak in complete sentences,"* which was classified as "Undecided." This situational neutrality suggests that while students possess the baseline theoretical knowledge required to form complete syntactic units, they struggle immensely with real-time retrieval and spontaneous execution. Ultimately, the cumulative linguistic composite yielded an average mean score of 3.51, statistically confirming that the respondents agree that linguistic limitations are a primary hurdle to clear classroom communication. These descriptive findings align with established second language acquisition frameworks, which categorize the impediments to oral fluency into interconnected linguistic and non-linguistic dimensions. As articulated by Muchemwa (2015), linguistic problems are rooted in structural mechanics, specifically pronunciation, vocabulary, and grammar; which dictate the accuracy of the output. In contrast, non-linguistic problems involve behavioral and situational constraints, such as structural inhibition, a lack of topical knowledge, uneven classroom participation dynamics, and an over-reliance on mother-tongue (L1) interference.

Expanding on this relationship, Tuan and Mai (2015) maintain that these two dimensions do not exist in isolation; rather, non-linguistic barriers actively compound linguistic deficiencies. For instance, when a student experiences a lack of topical knowledge or severe inhibition, their cognitive capacity to process grammar and retrieve phonemes is reduced, resulting in a higher frequency of spoken errors.

Furthermore, empirical literature emphasizes that a restricted vocabulary repository is the ultimate catalyst for speech degradation in foreign language environments. Various researchers universally position vocabulary as the foundational pillar of oral communication, noting that an inadequate lexical range is the single most pervasive factor limiting student performance (Hasan, 2016; Haryanto et al., 2017; Songbatumis, 2017). When learners suffer from acute vocabulary gaps, they cannot smoothly bridge the transition from internal thought to spoken expression, leading to prolonged pauses, message abandonment, and a distinct lack of confidence during classroom interactions.

Learning environment. Table 4 details the environmental and situational challenges that students experience when communicating in English within the classroom setting. This dataset evaluates external factors, such as classroom social dynamics, peer domination, and the delivery of teacher corrective feedback to determine their impact on oral participation.

For internal factors, the highest mean (4.03) was on the statement, "I am afraid of making mistakes and being criticized by classmates," while the lowest (2.91) was on the statement, "I do not know English speaking strategies." For external factors; however, the highest (3.70) was

on the statement, “The better students dominated speaking in class,” and the lowest (2.13) was on the statement, “The teacher did not improve students’ mistakes.” The average mean of 3.20 indicates that the students were undecided whether learning environment is one of the factors that students face when they communicate in English inside the classroom.

Table 4: Multidimensional Problems that Students Encounter when Communicating in English within the Classroom Environment in terms of Learning Environment

Learning Environment	Mean	Description
1. I lack the vocabulary and how to form the sentences to express ideas.	3.56	Agree
2. I do not know English speaking strategies.	2.91	Undecided
3. I have limited chances to be involved in speaking activities.	3.06	Undecided
4. I lack the motivation in speaking English with classmates.	3.44	Agree
5. I am afraid of making mistakes and being criticized by classmates.	4.03	Agree
6. During learning English speaking skills, the teacher did not produce fun activities.	2.72	Undecided
7. The teacher did not improve students’ mistakes.	2.13	Disagree
8. Teaching curriculum borders students’ practice in speaking.	3.59	Agree
9. The assessment was irregularly applied.	2.88	Undecided
10. The better students dominated speaking in class.	3.70	Agree
Average Mean	3.20	Undecided

This finding contradicts the claim of Minghe & Yuan (2013), who believed that another external factor that affects the students’ speaking performance is deficiency of learning environment. They divide the learning environment into two aspects which are language learning environment and class-scale. The authors strongly believed that a good language environment effectively promotes learners’ learning. The more active they apply and practice their English learning, the more fluent their speaking is. Hence, they strongly believe that “another eternal factor” affecting the learners’ skill in oral English learning is unsupported learning environment.

SUMMARY OF FINDINGS

The quantitative and qualitative data present an interconnected matrix of linguistic, psychological, and environmental factors that collectively constrain the spoken English proficiency of Senior High School students. Quantitatively, structural and phonological degradation are widely distributed across all communicative competencies, with pronunciation and comprehension emerging as the most frequent errors, followed closely by fluency deficits. Although grammatical and lexical errors yielded identical, lower baselines, the qualitative narratives reveal that syntax and vocabulary form the mechanical core of these spoken deficiencies. Students exhibit basic baseline competencies and functional mastery over elementary structures; however, they lack the expansive lexical repository and systematic syntactic control required to sustain continuous, real-time speech production. This structural limitation forces an over-reliance on cognitive translation from the maternal language (Visayan to English, which severely stalls oral fluency and induces a state of communicative paralysis. This mechanical vulnerability is heavily compounded by acute affective friction within the classroom. While students demonstrate strong intrinsic orientation and a cognitive recognition of the value of language acquisition, as evidenced by the highest individual endorsement for academic excellence, their operational performance is severely undermined by foreign language speaking anxiety. A profound apprehension regarding public failure, specifically the fear of peer ridicule due to spoken mistakes and a loss of self-confidence upon external correction creates a substantial cognitive load. When students encounter spontaneous speaking

tasks. This psychological anxiety disrupts working memory and triggers mental blockages, effectively accelerating speech degradation and causing sudden processing drops in otherwise competent learners.

Exacerbating this anxiety-error loop are the localized social dynamics of the learning environment. Although the overarching institutional setting returned a neutral composite score, specific situational variables within the classroom act as active barriers to oral participation. The fear of negative peer evaluation and criticism operates in tandem with an unequal classroom hierarchy where higher-proficiency students heavily dominate oral discourse. This polarization minimizes authentic speaking opportunities for average or lower-tier ESL learners, driving them into protective classroom silence and systematic oral avoidance to evade public exposure.

CONCLUSION

This study concludes that oral communication errors among Senior High School students are not isolated linguistic deficits but are rather the product of a multidimensional, self-reinforcing systemic failure. While students possess the theoretical scaffolding necessary to construct basic sentences, the real-time cognitive demands of spontaneous oral production when filtered through maternal-language interference trigger severe psychological and social friction. The anticipation of peer judgment and the dominance of high-performing classmates create an exclusionary classroom environment that paralyzes student output. Ultimately, the high frequencies of pronunciation, comprehension, and fluency errors are symptomatic of an underlying anxiety-driven cognitive overload. Therefore, achieving oral proficiency requires a pedagogical shift away from the rigid punishment of technical and phonological imperfections, focusing instead on dismantling the socio-psychological barriers that stifle student verbal engagement.

RECOMMENDATIONS

Based on these insights, a multi-tiered pedagogical intervention is recommended to optimize oral discourse skills within diverse communicative environments. First, language educators must shift the paradigm of modern pronunciation pedagogy from native-like accent perfection to comfortable mutual intelligibility. Adopting this standard, paired with the implementation of a delayed corrective feedback framework, where structural and phonological errors are noted silently and addressed during post-task debriefings will significantly reduce performance anxiety and prevent real-time working memory disruption. Second, the curriculum should explicitly incorporate strategic communication drills, such as circumlocution techniques, to equip students with the operational mechanisms required to bridge sudden semantic gaps during spontaneous production. To restructure classroom social dynamics, teachers should intentionally dismantle peer monopolization by replacing open-floor volunteering with structured cooperative grouping formats, such as randomized small-group rotations or targeted tracking, thereby ensuring equitable floor time for low-confidence learners. Finally, institutions must re-evaluate current curricular constraints to expand opportunities for task-based, interactive language activities, systematically cultivating a low-risk, highly supportive classroom ecology that normalizes linguistic error as a natural milestone of second language acquisition.

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