

Class Participation, Oral Corrective Feedback, and Speaking Confidence of the Junior High School Learners: Basis for Enhanced Articulation and Communication Strategies Workbook

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ABSTRACT

This mixed-method research study aimed to determine the levels of class participation, oral corrective feedback, and speaking confidence of the junior high school in the province of Aklan during the school year 2025-2026, serving as the basis for proposing enhanced articulation and communication strategies workbook. Using the Taro Yamane, the study involves 397 participants were randomly selected from a total population of 35,413 public junior high school learners. Three questionnaires; adopted and modified instruments, namely Class Participation Questionnaire (Fredricks et al., 2004), Oral Corrective Feedback Questionnaire (Lyster & Ranta, 1997), and Speaking Confidence Questionnaire (Yanar & Bümen, 2012) were used. Qualitative data were gathered through focus group discussions. Stratified random sampling and Taro Yamane determined the sample size. Descriptive statistics included frequency counts, percentages, means and standard deviations, while inferential statistics utilized one-way ANOVA and Pearson's r , set at alpha level of 0.05. The findings revealed that the junior high school learners demonstrated very high levels of class participation and oral corrective feedback, alongside a high level of speaking confidence. A significant difference in speaking confidence was observed across the varying levels of class participation among learners and another significant difference in speaking confidence was found across the levels of oral corrective feedback. Furthermore, significant relationships identified between class participation and oral corrective feedback, as well as between class participation and speaking confidence. Similarly, a significant relationship was found between oral corrective feedback and speaking confidence of the junior high school learners in the Province of Aklan. Furthermore, Pearson's r indicated that speaking confidence was significantly associated with both class participation and oral corrective feedback. Based on these results, Enhanced Articulation and Communication Strategies Workbook was created to boost learners' speaking confidence by encouraging participation and feedback. Qualitative findings revealed that class participation was enhanced when learners felt encouraged and supported by their teachers and peers. Participants perceived oral corrective feedback as a valuable tool for improving their speaking skills, particularly when delivered constructively and respectfully. Moreover, learners reported that positive and timely feedback increased their speaking confidence, reduced anxiety, and motivated them to participate more actively in classroom discussions. These findings highlight the important role of oral corrective feedback in fostering learner engagement and confidence in speaking activities.

INTRODUCTION

These days, speaking proficiency is recognized as a vital component of language learning, as it enables learners to communicate effectively in academic and real-life contexts. However, many junior high school students continue to experience difficulties in oral communication, particularly in developing confidence when speaking and this is happening worldwide, as communication skills are considered essential in the 21st century. Speaking confidence is widely recognized as a crucial component of language learning, particularly among junior high school learners, as it directly influences their willingness to communicate, participate, and engage in meaningful classroom interactions. In the context of English language learning, speaking confidence reflects a learner's self-assurance in expressing ideas, responding to questions, and interacting with peers and teachers. Learners with high speaking confidence are more likely to take risks, actively participate, and practice the language, while those with low confidence often experience anxiety, hesitation, and avoidance of speaking tasks. Studies have

consistently shown that speaking anxiety and lack of confidence remain significant barriers to effective communication (MacIntyre & Wang, 2021; Dewaele, 2022; Lee, 2023). Speaking confidence among junior high school learners has become a major concern in language education worldwide, as communication skills are considered essential in the 21st century.

At the international level, learners are expected not only to acquire linguistic knowledge but also to demonstrate the ability to express themselves confidently in oral communication. However, despite increasing emphasis on communicative competence, many students still experience low speaking confidence due to anxiety, fear of errors, and limited speaking opportunities in the classroom. It is considered a fundamental aspect of effective communication and language proficiency. Educational systems worldwide emphasize the importance of developing students who can articulate their ideas clearly and participate actively in discussions.

Recent studies highlight that speaking confidence is closely linked to psychological and instructional factors. For instance, research by Narváez et al. (2024) emphasized that “the improvement of speaking skills is profoundly influenced by self-confidence,” indicating that learners’ confidence directly affects their speaking performance and willingness to communicate. This supports earlier findings that speaking anxiety and confidence are strongly connected to oral performance in second language learning.

In the Philippine educational system, particularly under the K to 12 curriculum, promotes communicative competence as a key learning outcome in English education. Students are expected to engage in oral communication tasks and express ideas effectively in English. Nevertheless, a significant number of junior high school learners still demonstrate low speaking confidence. This is often influenced by factors such as classroom anxiety, limited participation, and the manner in which teachers provide feedback. However, several studies reveal that Filipino junior high school learners still struggle with speaking confidence despite classroom exposure to English instruction. This issue is often attributed to high levels of anxiety and limited opportunities for meaningful oral interaction.

As supported by Tridinanti (2018), “students who have high level of anxiety, worry, fear and low level of self-confidence in foreign language classes may have difficulties in developing their speaking ability,” which shows that emotional factors significantly affect speaking performance. Also, English is one of the official languages and is also used as a medium of instruction from grade school through college. The Philippine Department of Education has made it clear that the purpose of teaching English is to help prepare students to be able to compete globally, as articulated in the K–12 Basic Education Curriculum released in 2013 by the Department of Education, which says one of the major outcomes of this curriculum will be to develop communicative competence (Department of Education, 2019). Although English has been taught in schools in the Philippines for many years, and now at all levels from elementary to tertiary education, many reports indicate that students have difficulty when they try to speak in English because they lack a high degree of confidence in their speaking abilities or are reluctant to use their speaking skills in class (Briones et al., 2021).

Santos, Fernandez & Ilustre (2022) and Domogen (2021) documented that English communication skills have continued to deteriorate despite the increasing familiarity with the English language among students. While students generally have a good command of both vocabulary and grammar, teachers have reported that students tend to hesitate when trying to express thoughts and feelings in English without any advance preparation. Teachers also noted that this reluctance to speak English is compounded by various factors in the classroom, including peer pressure from classmates, feedback that tends to be judgmental, and a general lack of encouragement from teachers to provide a safe environment for students to practice their ability to speak English with confidence (Leyale, 2023). Therefore, the challenge for educators will not only be to develop the student's linguistic competence but also to encourage psychological readiness and encourage students' self-confidence to use English in an appropriate and meaningful manner.

As observed in the province of Aklan in the Western Visayas region (Region VI), located in the Visayas. Aklan has a large number of both public and private secondary schools that use English as a primary language for instruction. Although the province has significantly improved its literacy rates and its citizens’ English proficiency levels over the years, the researcher still sees many junior high school learners in the province still exhibit a reluctance to speak English in the classroom based on anecdotal and local assessment data. Across

many schools in Aklan, teachers observe common patterns with respect to limited student participation in the classroom. Many students will not participate in oral discussions or volunteer to answer questions orally. It appears that students' reluctance to participate in class stems from fear of making a mistake, fear of being judged by peers, and anxiety about receiving corrective feedback on their spoken English during lessons.

In the Division of Aklan observations in junior high school classrooms reveal that many students hesitate to speak during class activities. While some learners actively participate, others remain passive due to fear of being corrected or judged by peers and teachers. This lack of confidence affects not only their oral performance but also their overall academic engagement. In some cases, students possess the necessary knowledge but are unable to express themselves effectively due to low self-confidence in speaking. Speaking anxiety and low self-confidence continue to be common issues among learners in oral communication tasks, especially when feedback is not delivered in a supportive manner. Studies in the Philippine setting also emphasize that students need encouragement and positive reinforcement to improve speaking performance and confidence (Brown et al., 2021).

These alarming scenarios highlight the urgent need for targeted solutions. Aside from curriculum reform, introduction of relevant teaching methods, and innovations, research has long acknowledged that class participation and oral corrective feedback influence academic achievement. These two have been regarded and garnered attention as having exemplary roles for speaking confidence improvement.

Class participation is the active involvement of students in the learning process during class, going beyond mere attendance to include behaviors like asking questions, engaging in discussions, and collaborating with peers. It is understood as the active involvement of students in classroom activities, including engaging in discussions, asking questions, and collaborating with peers to deepen their understanding. According to Dylan Wiliam (2018), participation plays a key role in learning because it allows teachers to assess students' thinking and provide immediate feedback. Research consistently shows that active participation is a strong predictor of academic performance, often correlating with higher exam scores and better information retention. Participation in class activities will enable students to negotiate the meaning of messages; to practice their target-language skills, and to receive interaction feedback from their peers and/or teachers (Tatar, 2015). It serves as a platform for learners to actively engage in the learning process. It is a multidimensional construct that includes behavioral engagement, emotional engagement, cognitive engagement, and interactional engagement. Behavioral engagement refers to learners' observable participation in classroom activities, such as answering questions and joining discussions. Emotional engagement involves learners' interest, motivation, and positive disposition toward participation. Cognitive engagement reflects learners' investment in understanding and expressing ideas meaningfully, while interactional engagement emphasizes active communication with peers and teachers. These dimensions of participation significantly contribute to the development of speaking confidence. Learners who are behaviorally and interactionally engaged gain more opportunities to practice speaking, while emotional and cognitive engagement support their motivation and depth of understanding. As supported by Fredricks et al. (2022) and Mercer and Dörnyei (2023), engagement in its various forms promotes active learning and enhances communication skills. Empirical studies (Nguyen & Tran, 2021; Alrashidi & Phan, 2022) further confirm that students who demonstrate high levels of engagement tend to exhibit stronger speaking confidence. It is essential because it provides learners with actual opportunities to use the language in meaningful communication. When students actively engage in discussions, recitations, and oral tasks, they are repeatedly exposed to speaking situations that gradually reduce hesitation and build familiarity with expressing ideas. In this sense, participation serves as the primary avenue where speaking confidence is practiced and developed. Without active participation, learners remain passive recipients of knowledge, limiting their chances to develop oral communication skills.

On the other hand, oral corrective feedback plays a critical role in shaping how students perceive and improve their speaking performance. Feedback given by teachers after or during speaking activities helps learners identify errors, refine pronunciation, and improve grammar and articulation. However, its influence is not only cognitive but also affective. Supportive and constructive feedback encourages learners to continue speaking despite mistakes, while harsh or overly critical feedback may discourage participation and lower confidence. As noted in the interactionist view of Michael Long, interaction and feedback are essential in language development

because they help learners modify and improve their output during communication. It refers to the teacher's response to learners' spoken errors. This includes strategies such as explicit correction, recast, clarification request, and elicitation. Explicit correction directly provides the correct form, while recast reformulates the learner's utterance without overtly indicating the error. Clarification requests prompt learners to modify unclear responses, and elicitation encourages self-correction by allowing learners to complete or reformulate their statements. These feedback strategies play a vital role in shaping learners' confidence. When delivered effectively, they help learners recognize errors, improve accuracy, and gain confidence in speaking.

Lyster and Saito (2021) emphasized that different feedback strategies promote varying levels of learner uptake and engagement. Li (2022) noted that supportive feedback enhances motivation and confidence, while Zhang (2023) found that less threatening strategies such as recast and elicitation encourage participation and reduce anxiety. However, poorly delivered feedback may discourage learners and negatively affect their confidence. In Rassaei's (2018) study he found that although teachers give students corrective feedback to improve their accuracy when speaking, this type of feedback can lead to anxiety if the student perceives it refers to their skills as being inadequate.

The relationship among class participation, oral corrective feedback, and speaking confidence highlights the need for structured instructional support that can systematically develop learners' articulation skills. Class participation provides students with opportunities to practice speaking, yet many junior high school learners still hesitate to engage fully due to limited confidence. Speaking confidence, in turn, determines how actively learners take part in oral activities, as those with low confidence tend to avoid speaking even when they understand the lesson. Oral corrective feedback further influences this process by shaping how students perceive their speaking performance—supportive feedback encourages improvement and continued participation, while negative or unclear feedback may reinforce anxiety and withdrawal.

These interrelated challenges indicate that learners require more than occasional classroom interaction to improve their articulation. They need guided and consistent practice opportunities that gradually build confidence while reinforcing correct speech patterns. In this context, a workbook that focuses on articulation communication strategies becomes necessary, as it can provide structured speaking tasks, guided activities, and feedback-oriented exercises that support both participation and confidence-building.

Such a material allows learners to engage in progressive speaking activities that move from simple to more complex oral tasks, giving them repeated exposure to speaking situations in a less intimidating environment. It can also incorporate guided corrective feedback techniques that help learners identify and improve errors in pronunciation, grammar, and fluency without discouraging them. By doing so, it addresses the gap between classroom interaction and the consistent practice needed to develop speaking confidence.

A workbook is an instructional material designed to provide learners with structured and guided activities that facilitate the development of specific skills through practice and application. It serves as a supplementary learning resource that allows students to actively engage with content, reinforce concepts, and monitor their own progress. According to Tomlinson (2018), instructional materials such as workbooks play a significant role in language learning by providing meaningful opportunities for practice and interaction. Similarly, Richards (2017) emphasized that well-designed materials support both teaching and learning by aligning activities with learners' needs and instructional goals.

This study was anchored on Social Constructivist Theory proposed by Vygotsky (1978, as cited in Smith, 2020), which emphasizes that learning occurs through social interaction and active engagement. According to this theory, learners construct knowledge through participation in meaningful activities and collaboration with others. In the classroom context, active participation allows students to practice language, exchange ideas, and develop communication skills, which are essential in building speaking confidence. In addition, the Student Engagement Theory (Fredricks, Blumenfeld, & Paris, 2004; updated studies 2022) supports the multidimensional nature of class participation, which includes behavioral, emotional, and cognitive engagement. This theory posits that learners who are actively engaged are more likely to achieve better academic outcomes and develop confidence in their abilities. Interactional engagement, as an extension, further highlights the importance of communication and collaboration in language learning.

Oral corrective feedback is grounded in several language learning theories. One of the most relevant is the Interaction Hypothesis by Long (1996, as cited in Johnson, 2021), which suggests that language acquisition occurs through interaction and negotiation of meaning. Corrective feedback plays a key role in this process by helping learners notice gaps between their language use and the target language. Another important theory is the Noticing Hypothesis proposed by Schmidt (1990), which asserts that learners must consciously notice their errors in order to improve. Feedback strategies such as explicit correction, recast, clarification requests, and elicitation help learners become aware of their mistakes and facilitate language development. Furthermore, Behaviorist Theory (Skinner, 1957, as cited in Reyes, 2022) explains that learning is influenced by reinforcement. In this context, oral corrective feedback serves as a form of reinforcement that strengthens correct language use and reduces errors. When feedback is delivered positively, it can also enhance learners' motivation and confidence.

Speaking confidence is closely linked to affective and psychological theories of learning. According to Piaget, constructivism learning theory states that knowledge is a human creation constructed from experience (Rahmawati et al., 2023). This view says that students construct their understanding and knowledge of the world by experiencing things and reflecting on those experiences. When students encounter something new, they reconcile it with previous ideas and experiences. Based on this theory, teaching materials like workbooks are needed that systematically help students learn independently and build their knowledge related to the material being studied. The science learning module is one teaching material that can be used to facilitate this.

The study aimed to explore the relationships among class participation, oral corrective feedback, and speaking confidence, with a particular focus of the junior high school learners in public schools in the province of Aklan. In addition, an Articulation and Communication Strategies Workbook was created summarizing the key results and findings of the study. The Articulation and Communication Strategies Workbook serve as supplementary evidence-based instructional tools that integrate classroom participation and oral corrective feedback, speaking confidence with English content suitable for junior high school learners.

The following specific objectives guided the study: (1) identify the level of class participation of junior high school learners ; (2) identify the level of oral corrective feedback of teachers as perceived by the junior high school learners; (3) identify the level of speaking confidence of junior high school learners; (4) identify the significant difference in speaking confidence among the levels of class participation of junior high school learners ; (5) identify the significant difference in speaking confidence among the levels of oral corrective feedback of teachers as perceived by junior high school learners; (6) identify the significant relationships among class participation, oral corrective feedback of teachers, and speaking confidence of junior high school learners; (7) identify the output can be developed based on the findings of the study

METHODS

Research Design

This study employed an explanatory sequential mixed-methods design, combining quantitative and qualitative approaches to provide a comprehensive understanding of students' discourse-related competencies (Creswell, 2014).

Participants

The study involved 396 junior high school learners from different public schools in Division of Aklan selected through stratified random sampling. Eight additional participants were purposively selected for the Focus Group Discussion.

Instruments

The study utilized adopted and modified self-administered questionnaires consisting of four parts: Class Participation, Oral Corrective Feedback, Speaking Confidence, and Focus Group Discussion (FGD) guide questions. The Class Participation Questionnaire contained 15 items measuring learners' engagement in English

class through behavioral, emotional, cognitive, and interactional dimensions. The items were adapted for the Aklanon junior high school context and rated using a 5-point Likert scale. The instrument underwent content validation and reliability testing, yielding a Cronbach's Alpha of 0.840, indicating acceptable reliability. The Oral Corrective Feedback Questionnaire also consisted of 15 items that assessed learners' perceptions of teachers' oral feedback during English speaking activities. It covered Explicit Correction, Recast, Clarification Request, and Elicitation. The questionnaire was validated by experts and tested for reliability, obtaining a Cronbach's Alpha of 0.856, which confirmed its acceptability. The Speaking Confidence Questionnaire measured students' confidence in using English for communication. It included 15 adopted and modified items focusing on self-efficacy, language anxiety, willingness to communicate, and perceived communicative competence. The questionnaire was based on established validated scales and achieved a Cronbach's Alpha of 0.873, indicating strong reliability. After pilot testing, all 45 items from the three questionnaires were accepted. All questionnaires used a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree, with descriptive interpretations from Very Low to Very High. Additionally, the study employed a Focus Group Discussion (FGD) guide consisting of 16 researcher-made open-ended questions. The FGD explored the relationships among epistemic curiosity, cognitive flexibility, and science competence of Grade 10 students. Responses were recorded, transcribed, and analyzed to identify connections among the variables and gain deeper insights into students' learning experiences.

Data Analysis

Quantitative data were subjected to SPSS for processing and interpreting the results. Mean. This was used to determine the learners' class participation, oral corrective feedback, and speaking confidence. Standard Deviation. This test was used to determine the homogeneity and heterogeneity of the learners' class participation, oral corrective feedback, and speaking confidence. ANOVA. This was utilized to determine the difference in science competence among the levels of epistemic curiosity and cognitive flexibility. Pearson r. This was used to determine relationships among the levels of class participation, oral corrective feedback, and speaking confidence of the respondents. All inferential tests were set at a .05% alpha level of significance.

RESULTS

The result "very high" among the junior high school learners revealed a manifestation that learners exhibit a very high level of class participation (see Table 1), which positively contributes to their overall learning experience. Their active involvement suggests that they are motivated, confident, and engaged in the learning process. It implies that a supportive and encouraging classroom environment plays a significant role in promoting high participation. Also it implies that the junior high school learners are consistently show active, attentive, and enthusiastic engagement in class. Learners actively immersed in the communicative process. This very high level of engagement suggests a low affective filter, where learners feel confident enough to take linguistic risks.

Teachers' use of positive reinforcement and interactive strategies appears to reduce learners' anxiety and increase their willingness to contribute. Moreover, the presence of collaborative activities enhances peer interaction, allowing learners to feel more comfortable and confident when expressing their ideas. This aligns with the observation that participation increases when students feel supported both by their teacher and classmates.

Overall, the very high level of class participation among learners suggests that effective teaching strategies, combined with a positive learning environment, foster active engagement and meaningful learning.

Recent studies highlight that modern teaching strategies significantly contribute to very high levels of class participation. A study by Emilee Severe (2024) found that students' motivation, confidence, and classroom environment strongly influence their willingness to participate, with supportive and interactive settings leading to increased verbal participation in class activities.

Similarly, a 2025 study on class participation assessment highlighted that participation remains a key indicator of student engagement in both online and face-to-face classrooms, with improved teaching approaches leading to more consistent and higher student involvement.

Moreover, recent research in the Philippines by Daryl Joy Agtang (2024–2025) found that learners exposed to active learning strategies (e.g., peer learning and game-based methods) demonstrated very high engagement levels, which directly relate to increased participation in classroom activities.

Furthermore, numerous groundbreaking studies also support these findings. Dimitriadis (2016) found that how teachers approach students and create a learning environment can influence students' motivation to participate and their academic success. Dimitriadis also states that creating a supportive, inclusive learning environment can promote not only cognitive development but also increased student participation in their learning and ability to express themselves.

Bushati et al. (2022) showed that the existence of social relationships, especially friendship among classmates, serves as a positive factor in the development of positive language acquisition. Bushati et al.'s longitudinal design also supported that reciprocal friendships among classmates relate positively to larger increases in language acquisition outcomes and support that student participation through peer collaboration provides authentic opportunities for language practice and growth in sociolinguistic abilities.

The classroom environment is also a major factor in influencing student participation. Dimitriadis (2016) found that how teachers approach students and create a learning environment can influence students' motivation to participate and their academic success. Dimitriadis also states that creating a supportive, inclusive learning environment can promote not only cognitive development but also increased student participation in their learning and ability to express themselves.

Table 1. Mean and Standard Deviation of Class Participation

Variable	Mean	Description	SD
Class Participation	4.39	Very high	0.63

The “very high” oral corrective feedback result among the junior high school learners indicates that oral corrective feedback is consistently perceived as supportive, immediate, and effective (See table 2). It indicates also that the learners perceive the teacher's corrective interventions as a constant, reliable, and prominent feature of their English language lessons. It suggests that the teacher is not merely a passive observer but an active facilitator.

Both learners and teachers generally agree that the oral corrective feedback level in junior high schools in Aklan is very high. This is attributed to the frequent, consistent, and intentional use of feedback by teachers during speaking activities. However, some respondents noted variations in implementation depending on teaching style, classroom context, and focus on fluency versus accuracy.

The findings imply that oral corrective feedback is well-integrated into classroom instruction and is widely practiced by teachers. Its high level of implementation contributes to improving students' speaking skills and confidence. However, differences in feedback strategies suggest the need for standardized yet flexible approaches to ensure consistency while still accommodating diverse learner needs. It indicate a classroom environment rich in instructional intervention. It suggest that oral corrective feedback is most effective when delivered in a positive, respectful, and encouraging manner. While it plays a crucial role in improving students' speaking abilities, improper delivery may negatively affect their confidence and participation. Therefore, teachers should adopt learner-centered feedback strategies that promote both skill development and confidence building.

Furthermore, the results suggest that oral corrective feedback positively influences students' confidence and participation when delivered in a supportive and constructive manner. Teachers' sensitivity to tone and timing plays a significant role in ensuring that feedback encourages rather than discourages learners. The discussion also highlights that oral corrective feedback fosters active engagement and critical thinking, as students become more conscious of their responses and are encouraged to self-correct. In addition, it provides teachers with an opportunity to monitor students' progress and adapt their teaching strategies accordingly.

Overall, the findings imply that the effective use of oral corrective feedback creates a positive learning environment that supports both cognitive and affective development among students.

The results align with the findings of studies show that oral corrective feedback is highly valued and positively perceived among junior high school learners. For instance, Farhan (2024) found that junior high school students perceive oral corrective feedback as a beneficial learning tool that increases motivation and improves their speaking performance. Students also reported positive emotional responses, indicating a high level of acceptance of feedback in the classroom.

Recent studies emphasize that oral corrective feedback plays a significant role in improving students' language performance and is frequently perceived as highly effective in classroom settings. A study by Skenderi and Ejupi (2024) found that students consistently receive oral corrective feedback during English classes, with results showing that all respondents had experienced feedback and many reported frequent exposure. The study further highlighted that OCF significantly improves pronunciation, vocabulary, and grammar, indicating a high level of effectiveness in language learning

Similarly, Brown and Lee (2022) stated that in communicative language classrooms, teachers continuously provide feedback to ensure that students develop both fluency and accuracy. This consistent correction shows that oral corrective feedback is very highly integrated into teaching practices.

Table 2. Mean and Standard Deviation of Oral Corrective Feedback

Variable	Mean	Description
Oral Corrective Feedback	4.43	Very high

Moreover, the "high" level of speaking confidence that the junior high school in the province of Aklan revealed that learners generally feel confident and motivated to communicate. Since the descriptive interpretation is high, it indicates that the Junior High School learners possess a strong belief in their ability to communicate in English; it generally feels (See table 3).

secure in their ability to express themselves in English. They have likely overcome the "affective filter" or the debilitating anxiety often associated with secondary school language learning. This implies that the learners are comfortable but may still feel a slight hesitation compared to their actual behavioral participation.

The findings imply that speaking confidence among junior high school learners has improved significantly, largely due to effective teaching strategies, oral corrective feedback, and supportive classroom environments. However, to ensure inclusivity, teachers should continue to implement strategies that specifically target learners with low confidence, providing them with more opportunities and encouragement to speak. Strengthening speaking confidence across all learners will further enhance class participation and overall communicative competence. In that speaking confidence is a key factor in classroom participation and is influenced by both internal and external factors. For learners, confidence can be enhanced through supportive teaching strategies, frequent speaking opportunities, and constructive feedback. For teachers, maintaining high speaking confidence is essential in modeling effective communication and fostering an environment that encourages student participation.

Overall, the findings imply that while learners demonstrate a high level of speaking confidence, continuous support, effective feedback, and engaging instructional strategies are essential in sustaining and further improving their confidence in speaking.

Based on the Focus Group Discussion, the discussants revealed an affirmation and alignment of the results drawn from them.

Additionally, some learners emphasized that group activities and peer interaction help increase their confidence, as they feel less pressure compared to speaking individually in front of the whole class.

The results align with MacIntyre and Gregersen (2019) highlight that anxiety reduction and repeated speaking practice are essential in developing oral confidence. Their findings suggest that students who regularly engage in speaking tasks, even with errors, tend to gain greater self-assurance and fluency in communication.

This result is pivotal to the study's framework, as it serves as the internal psychological state that drives external participation. According to Wei (2024), establishing a safe environment is key to promoting authentic engagement. The 'high' confidence scores suggest that the Junior High learners have developed a sense of autonomy and self-development, which Ningsih (2025) identifies as a product of active learning. Furthermore, this confidence allows learners to perceive the high level of teacher feedback not as a source of anxiety, but as a constructive tool for mastery, consistent with the findings of Gin and Xu (2024).

Table 3. Mean and Standard Deviation of Speaking Confidence

Variable	Mean	Description
Speaking Confidence	4.20	High

This result suggests that learners who exhibit higher levels of class participation tend to demonstrate higher levels of speaking confidence compared to those with lower participation levels. In the context of the schools in Aklan, this implies that active engagement in classroom discussions, recitations, and collaborative activities plays a crucial role in enhancing learners' confidence in speaking (See Table 4). This indicates that participation serves as a form of practice that enhances both familiarity and confidence in communication. These insights from learners clearly demonstrate that participation is directly linked to the development of speaking confidence.

Lee and Drajiati (2022) found that learners who actively participate in classroom discussions demonstrate higher speaking proficiency and reduced anxiety. Nguyen and Pham (2021) also reported that student participation significantly improves oral communication skills among secondary learners.

These findings are supported by existing literature. According to Zhang (2019), classroom participation plays a significant role in developing students' speaking confidence, as frequent engagement in discussions allows learners to practice and refine their communication skills. Similarly, Sato and Lyster (2012) emphasized that interactive classroom environments encourage learners to actively participate, which enhances both language proficiency and confidence. Furthermore, Tuan and Nhu (2020) found that students who are actively involved in classroom activities tend to demonstrate higher confidence levels due to increased exposure to speaking opportunities.

Overall, the significant difference revealed in the ANOVA result confirms that class participation is a critical factor in shaping speaking confidence among junior high school learners in Aklan. The integration of quantitative findings, qualitative FGD responses, and supporting literature strengthens the conclusion that promoting active participation in the classroom is essential for enhancing learners' confidence in speaking.

Therefore, the null hypothesis which states that there is no significant differences in the class participation and speaking confidence of the junior high school learners is rejected.

Table 4. Analysis of Variance of Speaking Confidence Among the Levels of Class Participation

Source of Variation	SS	df	MS	F	Sig.
Between Groups	84.116	2	42.058	445.262*	0.000
Within Groups	37.121	393	0.094		
Total	121.237	395			
* p<0.05 significant @ 5% alpha level ns p>0.05 not significant @ 5% alpha level					

This result indicates that learners who receive higher and more effective levels of oral corrective feedback tend to demonstrate greater speaking confidence compared to those who receive minimal or less effective feedback.

In the context of schools in Aklan, this suggests that the way teachers provide feedback during speaking activities plays a crucial role in shaping learners' confidence in communication. The findings are further supported by the responses gathered from the Focus Group Discussion (FGD). Learners highlighted the importance of oral corrective feedback in improving their confidence. Speaking confidence is widely recognized in recent educational research as a key factor in successful language learning, particularly in improving learners' oral communication performance. Studies in second language acquisition consistently show that learners who are given frequent opportunities to speak in supportive environments tend to develop higher levels of confidence in expressing their ideas (Derakhshan et al., 2020).

Recent studies indicate that students' oral speaking confidence can reach high levels when effective instructional strategies and supportive learning environments are implemented. A study by Oktavira and Santoso (2025) found that students' perceived speaking performance significantly predicts their communication confidence, suggesting that when learners believe they perform well in speaking tasks, their confidence level becomes high and sustained.

Furthermore, Hattie and Timperley (2017) highlighted that feedback is one of the most powerful influences on learning and achievement, particularly when it provides clear guidance for improvement. In addition, Sato and Lyster (2012) found that interactive feedback in classroom settings encourages learners to actively engage and develop both their speaking skills and confidence.

Overall, the significant difference revealed in the ANOVA result confirms that oral corrective feedback is a critical factor in shaping speaking confidence among junior high school learners in Aklan. The integration of quantitative results, qualitative FGD responses, and supporting literature reinforces the conclusion that effective and constructive feedback practices are essential in fostering learners' confidence in speaking.

Therefore, the null hypothesis which states no significant differences in the oral corrective feedback and speaking confidence of the junior high school learners is rejected.

Table 5. Significant Difference in speaking confidence among levels of Oral Corrective Feedback of junior high school learners

Source of Variation	SS	df	MS	F	Sig.
Between Groups	79.014	2	39.507	367.722*	0.000
Within Groups	42.223	393	0.107		
Total	121.237	395			
* p<0.05 significant @ 5% alpha level					
ns p>0.05 not significant @ 5% alpha level					

Table 6. Pearson r Among Class Participation, Oral Corrective Feedback and Speaking Confidence

The results reveal a significant relationship between class participation and oral corrective feedback, with a correlation coefficient this indicates a very strong positive relationship, suggesting that as learners' class participation increases, the level of oral corrective feedback they receive also increases. In the context of schools in Aklan, this implies that learners who are more active in classroom discussions and activities are more likely to receive immediate and frequent feedback from their teachers.

Furthermore, the results show a significant relationship between class participation and speaking confidence this suggests that learners who actively participate in class tend to develop higher levels of speaking confidence. Active engagement allows learners to practice expressing their ideas, thereby reducing anxiety and improving their confidence in communication.

Similarly, a significant relationship between oral corrective feedback and speaking confidence indicates that oral corrective feedback plays an important role in enhancing learners' speaking confidence. When learners receive

appropriate and constructive feedback, they become more aware of their errors and are able to improve their speaking performance, which increases their confidence.

Tuan and Nhu (2020) found that active class participation significantly contributes to the development of speaking confidence, as learners gain more opportunities to practice and express their ideas. In addition, Hattie and Timperley (2017) highlighted that feedback is a powerful tool in enhancing student learning and confidence when it is delivered effectively.

Moreover, a 2025 study by Shaleha et al. emphasized that self-confidence has a strong positive relationship with speaking ability. Learners with higher confidence levels tend to perform better in pronunciation, fluency, and comprehension, reinforcing that oral speaking confidence among students can be consistently high when supported by appropriate learning conditions.

Therefore, the null hypothesis which states no significant relationships among class participation, oral corrective feedback, and speaking confidence of junior high school learners is rejected.

Variables	r	Sig
Class Participation and Oral Corrective Feedback	0.980*	0.000
Class Participation and Speaking Confidence	0.883*	0.000
Oral Corrective Feedback and Speaking Confidence	0.868*	0.000
* p<0.05 significant @ 5% alpha level		
ns p>0.05 not significant @ 5% alpha level		

Overall, the findings underscore the multidimensional nature of communicative competence and suggest that while students demonstrate promising awareness and communication skills, greater emphasis should be placed on strengthening logical reasoning and pragmatic competence through targeted instructional interventions. These results provided the basis for the development of the instructional material, An Input to Discourse Ability Enhancement, designed to address identified gaps and further enhance students' discourse-related abilities.

DISCUSSION

The study revealed that the junior high school learners demonstrated a high level of class participation, indicating that most learners actively engaged in classroom discussions, activities, and collaborative tasks. The results showed that teachers frequently provided oral corrective feedback during classroom interactions. Learners perceived the feedback as helpful in improving their pronunciation, grammar, vocabulary, and overall speaking performance. Findings further indicated that the learners possessed a moderate to high level of speaking confidence. Most learners were willing to express their ideas in class, although some still experienced nervousness and hesitation when speaking in English.

The study also found a significant relationship between oral corrective feedback and speaking confidence. Learners who received constructive and supportive feedback tended to become more confident in speaking activities. Moreover, there was a significant relationship between class participation and speaking confidence, suggesting that learners who actively participated in class discussions developed greater confidence in using the language. The findings imply that positive classroom interaction and effective oral corrective feedback contribute to the enhancement of learners' speaking confidence and active participation.

Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this study. No financial, personal, institutional, or professional relationships influenced the design, conduct, analysis, or reporting of the research findings.

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