

Impact of English-Speaking Engagement: Basis for Enhancing the Speaking Fluency of Second-Year English Major Students

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ABSTRACT

This study investigates how English-speaking engagement activities enhance the fluency of second-year English major students at Tagoloan Community College. It focuses on three key strategies—storytelling, role-playing, and impromptu speaking—and examines how the frequency of teacher evaluations influences students' participation and performance. Employing a mixed-methods design that integrates both qualitative and quantitative approaches, the study utilizes survey data, rubric-based performance assessments, and interview-driven thematic analysis. Findings reveal that students demonstrate high proficiency in storytelling and role-playing activities but exhibit moderate difficulty in impromptu speaking. Moreover, regression analysis indicates that frequent teacher evaluations have a negative effect on engagement levels, particularly in storytelling and impromptu speaking tasks. The results highlight the importance of balanced assessment practices and varied speaking activities to foster greater confidence and fluency among English language learners.

INTRODUCTION

In today's globalized world, English proficiency is vital for academic, professional, and personal growth. For English majors, speaking fluency is particularly important, as future careers often rely on effective communication. As Priya (2023) noted, English proficiency directly affects career advancement. Among the four macro skills, speaking enables real-time interaction, and consistent engagement enhances fluency.

English-speaking engagement involves active participation in tasks such as storytelling, role-playing, and impromptu speaking. These build confidence, clarity, and spontaneity. Chen and Wu (2023) found role-playing improves learning outcomes, while Sanjaya and Kastuhandani (2025) observed increased willingness to speak. Oktaviani et al. (2024) confirmed that interactive speaking tasks strengthen fluency.

Regular practice develops pronunciation and confidence (Nazarie & Beigzadeh, 2025). Veronica (2023) highlighted the need to integrate all four language skills. In the Philippines, where English is an official language, fluency is essential. Vacalares (2023) found English-only instruction improves fluency and self-confidence, while Cañete and Ibojo (2023) emphasized the benefits of storytelling and impromptu speaking for students.

Ramos and Lambenicio (2023) reported average oral competence among English majors, influenced by emotion and peer interaction, recommending structured speaking activities. In Northern Mindanao, limited studies exist, though Quilang (2024) showed that structured tasks improved Grade 5 students' fluency. Bautista and Del Valle (2023) also stressed the importance of oral language development.

This study builds on these findings by focusing on second-year English majors. It investigates the effectiveness of storytelling, role-playing, and impromptu speaking in developing fluency, and how teacher evaluation and engagement frequency influence outcomes. While feedback is often seen as motivating (Nguyen & Nguyen, 2023), its effect on specific speaking tasks remains unclear. This study aims to address that gap and support educators in enhancing students' oral communication.

METHODS

This study used a mixed methods design to collect and analyze both quantitative (numeric) and qualitative (textual) data for a comprehensive understanding of teachers' assessments and students' English-speaking engagements. Quantitative methods, such as structured surveys, were combined with qualitative approaches like interviews or focus group discussions to capture statistical trends and personal experiences. A mixed-methods design can integrate multiple data sources, which can assist in studying complex problems (Poth & Munce, 2020). The respondents were second-year BSED English major students from Tagoloan Community College during the Second Semester of Academic Year 2024–2025, selected through convenience sampling based on availability and accessibility.

The study began with quantitative data collection and analysis, followed by qualitative methods to clarify and contextualize the findings, specifically, performance-based evaluations, where students participated in three speaking activities assessed using structured rubrics developed for this study.

To evaluate the effectiveness of storytelling, role-playing, and impromptu speaking activities in enhancing speaking fluency, the researchers used a Likert scale to measure the frequency do teachers evaluate students' participation in English-speaking engagement during regular classroom interaction and a rubric to assess the level of students' English-speaking engagements—interpretation for evaluating teachers' assessment of students' speaking engagements are the following: 1.00 – 1.75 (Never Evaluated), 1.76 – 2.50 (Rarely Evaluated), 2.51 – 3.25 (Regularly Evaluated), 3.26 – 4.00 (Always Evaluated). Data were statistically analyzed using weighted means for Problems 1 and 2, and simple linear regression for Problem 3 to determine the influence of teacher evaluations on students' speaking engagements.

To assess the level of students' English-speaking engagements in terms of storytelling, role-playing, and impromptu speaking activities, the researchers used activity-specific rubrics designed to measure both verbal and non-verbal communication skills across three speaking tasks. Each rubric employed a 4-point scale and targeted key fluency domains such as content, grammar, delivery, and spontaneity. These rubrics also served as diagnostic tools, providing clear standards to guide teaching strategies and support fluency development. The mean scores were interpreted using a descriptive scale to determine students' level of English-speaking proficiency: 1.00 – 1.74 (Poor Exposure of English), 1.75 – 2.49 (Developing Exposure of English), 2.50 – 3.34 (Intermediate Exposure of English), 3.35 – 4.00 (Highly Proficient Exposure of English).

RESULTS AND DISCUSSIONS

The study explored the effects of teacher evaluation frequency on the English-speaking engagement of second-year English major students at Tagoloan Community College, focusing on storytelling, role-playing, and impromptu speaking. Thematic analysis revealed that students struggled with expressive delivery and grammatical accuracy in storytelling despite intermediate proficiency, which limited the clarity and emotional depth of their narratives

(Ahmad & Shin, 2023; Kim, 2023). In role-playing, students often failed to portray characters authentically and organize their thoughts effectively, leading to a lack of coherence and impact (Clark, 2023; Katemba & Grace, 2023). Impromptu speaking was particularly challenging, with low confidence, hesitation, and pronunciation issues noted—fueled by anxiety and fear of mistakes (Alasmari, 2022; Cheng & Lee, 2025; Lestari & Setiyadi, 2023).

Emotional factors such as nervousness and limited preparation were identified as consistent barriers to fluency across all speaking tasks. Many students equated preparation with memorization, resulting in rigid and anxious performances (Bautista & Del Valle, 2023; Ramos & Lambenicio, 2023). This finding aligns with Cheng and Lee's (2025) cognitive-affective model, which emphasizes the impact of speaking anxiety on coherence and delivery. Nervousness stemming from fear of negative evaluation further hindered spontaneous speaking performance, echoing the findings of Li and Zhao (2025) on the role of emotional regulation strategies.

Quantitative and qualitative data showed that students performed better and engaged more actively when teacher evaluations were frequent and formative. Regression analysis confirmed a significant positive relationship between evaluation frequency and engagement, particularly in storytelling and impromptu speaking (Flores, 2024; Nguyen & Nguyen, 2023). However, the pressure of frequent evaluations was also reported to affect confidence in spontaneous tasks, suggesting that while feedback is beneficial, its timing and delivery must be sensitive to learners' emotional readiness (Shaddad & Jember, 2024).

These results affirm that structured speaking activities—when integrated with regular, supportive teacher feedback—enhance student fluency, coherence, and confidence. This is consistent with previous research emphasizing the role of task-based learning and performance-based assessment in improving oral skills (Brown, 2023; Nelson, 2022). To address the challenges observed, the study proposes a developmental plan incorporating continuous speaking practice, scaffolded instruction, and formative evaluations, aiming to build real-time communication competence (Nazarie & Beigzadeh, 2025; Yang & Lyster, 2023).

CONCLUSIONS

This study concludes that structured speaking activities—storytelling, role-playing, and impromptu speaking—effectively enhance the fluency of second-year English major students at Tagoloan Community College. A significant relationship was also found between frequent teacher evaluations and increased student engagement, particularly in impromptu speaking.

Exhaustive Discussions

The study comprehensively examined the impact of teacher evaluation frequency on second-year English major students' engagement in English-speaking activities—storytelling, role-playing, and impromptu speaking—at Tagoloan Community College. It was revealed that students showed higher levels of engagement and improved performance when teachers consistently provided evaluations and feedback. Through observation and analysis, the study found that while many students displayed strong potential in delivering stories and participating in simulated dialogues, several still struggled with emotional expression, logical organization of ideas, and confident delivery—particularly in spontaneous speech situations. These challenges were often linked to nervousness, lack of preparation, and fear of making mistakes. Recognizing these issues, the researchers proposed a structured developmental plan that incorporated continuous practice, scaffolded learning activities, and timely formative assessments. The plan emphasized the importance of sustained speaking opportunities

supported by clear guidance, constructive feedback, and self-reflection. Overall, the findings underscored the essential role of regular and purposeful teacher evaluation in enhancing students' confidence, coherence, and fluency, ultimately contributing to the development of competent English speakers ready for real-world communication.

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