

Classroom Discourse Strategies in English Communication on the Students' Communication Skills and Performance in English

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Abstract—This study examines the relationship between classroom discourse strategies employed by English teachers and the communication skills and academic performance of Grade 9 students in one Secondary School in Laguna. A quantitative research design was used with 35 Grade 9 student respondents. Data were gathered through surveys, written tests, and classroom observations focusing on discourse strategies such as questioning techniques, feedback and evaluation, interaction patterns, clarification and scaffolding, and encouragement and motivation. Students' communication skills were also assessed in terms of grammar, vocabulary, pronunciation, fluency, and comprehension. Findings revealed that teachers demonstrated a very high level of classroom discourse strategies, reflecting interactive and learner-centered teaching practices. Students showed significant improvement in their post-test results compared to their pre-test performance. A significant positive relationship was found between classroom discourse strategies and students' grammar, sentence construction, pronunciation, and fluency. However, no significant relationship was found in terms of vocabulary and word choice. The study concludes that effective classroom discourse strategies play a significant role in enhancing students' communication skills and academic performance in English, particularly in grammar, pronunciation, fluency, and oral communication. Through meaningful classroom interactions such as questioning techniques, feedback and evaluation, clarification, scaffolding, and collaborative discussions, students are given more opportunities to express their ideas, practice the English language, and develop confidence in communication. These strategies create an interactive learning environment where students become more engaged in classroom activities, allowing them to improve both their linguistic competence and overall academic achievement. The findings further suggest that when teachers use effective discourse strategies consistently, students become more active participants in the learning process and are better able to understand and apply English language concepts.

Keywords— Classroom Discourse Strategies, English Communication, Communication Skills, Academic Performance.

I. INTRODUCTION

Language is at the center of education. It was the basis of learning all over the world, defining how people learnt, shared and contributed to society. In a world that became more and more interconnected, effective communication became a key skill not only to academic achievements, but also to social inclusion and worldwide competitiveness. All over the world, the educational systems favored language development as an essential element of 21st-century skills and realized that

learners had to be prepared to use various contexts with their communication properly.

To this end, Racho (2025), went further to indicate that the center of education was language, and that language was not a communication tool but the main mode through which knowledge was passed across, ideas were generated and connections nurtured within the classroom. The English language became a global lingua franca, and despite all other spoken languages across the world, with the help of English, it became possible to communicate with all other cultures and to be a key to academic progress, further education and the prospects of the world.

Here, the role of classroom interaction is a significant issue in the process of students learning and to be able to speak up confidently. Classroom discourse strategies can be defined as the conscious methods used by the teachers and students to engage in interaction like questioning, explaining, giving feedback, clarifying etc. Those tactics go beyond maintaining classroom conversation; these tactics were critical in establishing significant learning planning situations in which learners were capable of interacting and building their communicative capacity (Dela Cerna & Bagoio, 2024). Nevertheless, even with these efforts of instruction, a large number of learners are still confronted with the challenge of expressing themselves with confidence in English and this highlights the discrepancy between the practice of teaching and the intended goal of the communication desired.

In addition, the concept of communication skills is also an aspect of the English language learning that involves the skill of successfully conveying and deciphering messages, orally, through listening, reading, writing and listening. Again, these skills are not only based on linguistic competency, but pragmatic and sociolinguistic skills, including context, tone, and audience comprehension. (Chou, 2024)

In turn, the performance of students in English is their quantifiable academic performance in the subject that can comprise of oral performance, written product/output, their ability to understand the material, and their overall grades. The performance is normally affected by many factors, among the factors are the instructional practices, motivation of learners and classroom. As the students get to speak out, and participate in the dialogue, there are high chances that they will grow and become fluent and more confident in using the language.

Thus, this paper will examine how classroom discourse strategies contribute to development of communication competencies and achievement of English among students. The study will help further effective and interactive language teaching in ways that help students become independent and aware of effective communication by identifying how the interaction patterns and teaching practices can affect learning results.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the influence of classroom discourse strategies in English communication on the communication skills and academic performance of Grade 9 students in Lumot National High School. Guided by the research paradigm, specifically, sought to answer the following questions:

1. What is the level of Classroom Discourse Strategies employed by English Teachers as perceived by the respondents in terms of:
 - 1.1. Questioning techniques;
 - 1.2. Feedback and evaluation;
 - 1.3. Classroom interaction patterns;
 - 1.4. Clarification and scaffolding; and
 - 1.5. Encouragement and motivation?
2. What is the level of Students' Communication Skills in English in terms of:
 - 2.1. Grammar and sentence construction;
 - 2.2. Vocabulary and word choice;
 - 2.3. Pronunciation and fluency; and
 - 2.4. Comprehension and expression of ideas?
3. What is the Students' Performance in English based on their Written Test in terms of?
 - 3.1. Pre –Test and
 - 3.2. Post?
4. Is there a significant relationship between Classroom Discourse Strategies and Students' Communication Skills in English?
5. Is there a significant relationship effect between the Classroom Discourse Strategies and Students' Performance in English?

II. METHODOLOGY

A quantitative research design was used with 35 Grade 9 student respondents. Data were gathered through surveys, written tests, and classroom observations focusing on discourse strategies such as questioning techniques, feedback and evaluation, interaction patterns, clarification and scaffolding, and encouragement and motivation. Students' communication skills were also assessed in terms of grammar, vocabulary, pronunciation, fluency, and comprehension.

III. RESULTS AND DISCUSSION

This part presents the different results and discusses the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship

between Classroom Discourse Strategies and Students' Communication Skills in English and Students' Performance in English. In particular, the study sought to address the following:

Level of Classroom Discourse Strategies Employed by English Teachers as Perceived by the Respondents

In this study, the level of classroom discourse strategies employed by English teachers, as perceived by the respondents, encompasses a range of instructional practices that facilitate effective teaching and learning in the English classroom. These strategies include questioning techniques, feedback and evaluation, classroom interaction patterns, clarification and scaffolding, and encouragement and motivation. Each of these components plays a vital role in promoting meaningful engagement, enhancing students' understanding, and developing their communication skills.

The following tables present the data gathered from the respondents regarding these discourse strategies. Each table includes the corresponding statements, mean scores, standard deviations, descriptive remarks, and verbal interpretations.

Table 1 shows the level of classroom discourse strategies employed by English teachers in terms of questioning techniques.

Table 1. Level of Classroom Discourse Strategies Employed by English Teachers as Perceived by the Respondents in Terms of Questioning Techniques

Statements	Mean	SD	Remarks
My Teacher...			
...asks thought-provoking questions that encourage critical thinking.	4.91	0.28	Always
...uses both open-ended and close-ended questions during discussions.	4.80	0.41	Always
...provides opportunities for students to ask questions in class.	4.60	0.60	Always
...clarifies questions to ensure students' understanding.	4.74	0.44	Always
...uses questioning to check students' prior knowledge of the lesson.	4.86	0.36	Always
Weighted Mean	4.78		
SD	0.24		
Verbal Interpretation	Very High		

Strongly agree that teachers always employ effective questioning strategies and as a result, they ask thought-provoking questions that promote thinking, mix open and close-ended questions in discussions, give students a chance to ask questions during classes, clarify questions, to ensure comprehension, and use questioning as an assessment tool that evaluates prior knowledge of the lesson to students.

The mean of the level of classroom discourse strategies in questioning skills was 4.78 with a standard deviation of 0.24, which when converted to Verbal representation, it will be considered as Very High. This means that English teachers, on a routine and effective basis use questioning skills in classroom teaching. It also suggests that the teachers put a high value on interactive and learner-based discourse as they encourage critical thinking, engagement and understanding by using different types of questions.

Overall, the results indicate that questioning methods are widely practiced among teachers of English. By embedding

thought-provoking questions, balanced types of questions, clarification strategies and allowing students to inquire, teachers can create a thought-provoking and intellectually stimulating classroom.

Table 2. Level of Classroom Discourse Strategies Employed by English Teachers as Perceived by the Respondents in Terms of Feedback and Evaluation

Statements	Mean	SD	Remarks
My Teacher...			
...provide timely feedback of students answer performance.	4.80	0.47	Always
...give constructed feedback that helps students improve their work.	4.54	0.51	Always
...explains the rationale for correct and incorrect answer..	4.71	0.57	Always
...evaluate students fairly during discussion and activities.	4.71	0.52	Always
...reflect self-assessment and peer feedback.	4.89	0.52	Always
Weighted Mean	4.73		
SD	0.26		
Verbal Interpretation	Very High		

Table 2 shows the level of classroom discourse strategies employed by English teachers in terms of feedback and evaluation. Respondents are very much in agreement that there is always a timely feedback provided by teachers on students answer or performance and constructive feedback is being made by the teacher to help students to improve their work, explain reasons behind correct and wrong responses and students fairly during discussions as well as during activities and self-assessment and peer feedback is also involved in the learning process by the teacher.

The classroom discourse strategies achieved the levels of feedback and evaluation of the weighted mean of 4.73 with a standard deviation of 0.26 that were verbally depicted as Very High. This implies that the feedback and evaluation strategies applied by English teachers in the classroom are effective and a constant practice. It also suggests that educators give more emphasis to practices of meaningful assessment that do not only play the role of measuring performance of students but also enhance learning and understanding.

Overall, the results indicate that feedback and assessment are greatly interwoven in classroom teaching. By responding to learners on time, providing effective advice, analyzing adequately, and practicing mirror activities including self and peer assessments, educators can increase the learning process of students and encourage their further academic development.

Table 3 illustrates the extent of classroom discourse strategies applied by English teachers by classroom patterns of interaction. Respondents unequivocally respond that teachers always actively encourage teachers and students to interact with each other, allow learners to exchange ideas with their peers, facilitate fair distribution of participation among learners in the classroom, allow learners to learn together in groups and ensure that the classroom environment is respectful and engaging.

The weighted mean of the level of classroom discourse strategies in terms of classroom interaction patterns was of 4.82 and the standard deviation was 0.17, verbally, it means the level is Very High. This implies that the English teachers

always create a participatory and productive interaction within the classroom. It also suggests that educators are more preoccupied with the engagement of the learners by providing them with inclusive ability, team work, and warm working environment.

Table 3. Level of Classroom Discourse Strategies Employed by English Teaching as Perceived by the Respondents in Terms of Classroom Interaction Patterns

Statements	Mean	SD	Remarks
My Teacher...			
...encourages interaction between the teacher and students.	4.86	0.36	Always
...provides opportunities for students to share ideas with classmates.	4.86	0.36	Always
...balances participation among all students in the class.	4.89	0.32	Always
...promotes collaborative learning through group activities.	4.63	0.49	Always
...maintains a respectful and engaging classroom environment.	4.89	0.32	Always
Weighted Mean	4.82		
SD	0.17		
Verbal Interpretation	Very High		

Overall, the results indicate that classroom patterns of interaction are very apparent in English teaching. In balances of participation, collaboration with peers, and support, teachers can build an interactive classroom that can encourage communication, collaboration, and active learning among their students.

Table 4 indicates the level of classroom discourse strategies used by the English teachers with regards to clarification and scaffolding. Strongly agree that teachers always clarify the lesson and check their understanding, illustrate and provide examples to clarify a lesson, step by step introduction of new lessons or skills, support given to students who are struggling with lessons, and the support given to the students gradually as they become confident.

Table 4. Level of Classroom Discourse Strategies Employed by English Teachers as Perceived by the Respondents in Terms of Clarification and Scaffolding

Statements	Mean	SD	Remarks
My Teacher...			
...explains lessons clearly and check for understanding.	4.86	0.36	Always
...provides examples and illustrations to clarify lessons.	4.80	0.41	Always
...guides students step-by-step when introducing new skills or knowledge.	4.49	0.61	Always
...provides additional support for students who find lessons difficult.	4.86	0.36	Always
...gradually reduce support as students gain confidence.	4.89	0.40	Always
Weighted Mean	4.78		
SD	0.22		
Verbal Interpretation	Very High		

The weighted mean of the classroom discourse strategies achieved in clarification and scaffolding were 4.78 and a standard deviation of 0.22, respectively, verbalizing it as Very High. This shows that English teachers always use effective scaffolding and clarify strategies in teaching. It also suggests that educators are very sensitive to the needs of learners, in

that they give systematic instructions but gradually develop their students to attain autonomy.

To conclude, the results indicate that clarification and scaffolding are highly apparent in the classroom discourse. With clear explanations, concrete examples, step-by-step instructions and adaptive support, educators can help students to perfect their understanding and, progressively, build their confidence and competence in the learning tasks.

Table 5. Level of Classroom Discourse Strategies Employed by English Teachers as Perceived by the Respondents in Terms of Encouragement and Motivation

Statements	Mean	SD	Remarks
My Teacher...			
...motivates students by recognizing their efforts and achievements.	4.91	0.37	Always
...uses positive reinforcement to boost students confidence.	4.83	0.38	Always
...encourages participation by creating a supportive environment.	4.44	0.59	Always
...inspires students to work hard and do their best in English	4.97	0.17	Always
...fosters enthusiasm and interest in learning English	4.68	0.47	Always
Weighted Mean	4.76		
SD	0.19		
Verbal Interpretation	Very High		

Table 5 shows the level of classroom discourse strategies employed by English teachers in terms of encouragement and motivation. Respondents strongly agree that teachers consistently motivate students by recognizing their efforts and achievements, use positive reinforcement to boost students' confidence, encourage participation by creating a supportive environment, inspire students to work hard and do their best in English, and foster enthusiasm and interest in learning English.

The weighted mean of clay classroom discourse strategies with respect to encouragement and motivation was 4.76 and a standard deviation of 0.19; which verbally is considered as Very High. This means that English instructors are always capable of providing high motivation techniques in classroom. It also implies that positive and constructive teaching practices are indeed significant such that they help teachers to instill confidence, engagement and interest among students.

Overall, the results indicate that encouragement and motivation are very prominent in the discourse strategy of English classroom. By acknowledging the student effort, positive reinforcement and inspirational teaching, teachers can establish a motivating learning environment that encourages the student participation and helps to maintain interest in learning English.

Level of Students' Communication Skills in English

The Communication Skills level of students in English that will be used in the study is Grammar and Sentence Construction, Vocabulary and Word Choice, Pronunciation and Fluency, and Comprehension and Expression of Ideas.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6 shows the level of students' communication skills in English in terms of grammar and sentence construction. Respondents overwhelmingly agree that they building up grammatically correct sentences in English, are using correct subject-verb agreement in the speech and writing, combine simple sentences in a more complex sentence correctly, prohibit frequent grammar mistakes such as tense and plural forms, and writing paragraphs with a correct sentence structure.

Table 6. Level of Students Communication Skills in English in Term of Grammar and Sentence Construction

Statements	Mean	SD	Remarks
I construct grammatically correct sentences in English.	4.94	0.24	Strongly Agree
I use correct subject-verb agreement in speaking and writing.	4.97	0.17	Strongly Agree
I combine simple sentences into more complex ones correctly.	4.89	0.32	Strongly Agree
I avoid common grammar errors (e.g. tense, plural forms)	4.74	0.51	Strongly Agree s
I write paragraphs with proper sentence construction	4.83	0.38	Strongly Agree
Weighted Mean	4.87		
SD	0.13		
Verbal Interpretation	Very High		

The communication skills of the students in terms of grammar and sentence structure received a weighted mean of 4.87 and a standard deviation of 0.13 and verbally explained it as Very High. It shows that the students are competent in applying grammatical structures in both oral and written communication in a high degree of accuracy. It also means that learners have already mastered a good basis of skills in English grammar which help in making the ideas clear and effectively expressed.

Overall, the results indicate that grammar and sentence construction abilities of the students are on a high level. By using the right structure of sentences, appropriate grammar and using coherent paragraphs, the students can convey their ideas in English using calm and flawless language.

Table 7 provides vocabulary and words choice of the level of the communication skills of students in the English language. The participants are vehement about the way they use the right words when sharing their ideas, the ability to grasp the meaning of new vocabulary presented in lessons, the ability to select the correct words to use based on the situation or context of a conversation, the effective use of synonyms and antonyms during communication and extend their vocabulary by reading and listening.

The standard deviation of 4.80 and a weighted mean of 4.80 showed that the level of communication skills of students, both in terms of vocabulary and word choice, was verbally interpreted as Very High. This means that students are vocabulary enthusiasts, and they can select the right words in different communication situations. It also suggests that learners will acquire their lexical knowledge actively, and this will help to improve clarity, accuracy and effectiveness of their transmission in English.

Table 7. Level of Students Communication Skills in English in Terms of Vocabulary and Word Choice

Statements	Mean	SD	Remarks
I use appropriate vocabulary when expressing my ideas.	4.74	0.51	Strongly Agree
I understand the meaning of new words introduced in lessons.	4.83	0.45	Strongly Agree
I choose the right words based on the situation or context.	4.77	0.43	Strongly Agree
I use synonyms and antonyms effectively in communications.	4.77	0.43	Strongly Agree s
I expand my vocabulary through reading and listening.	4.89	0.32	Strongly Agree
Weighted Mean	4.80		
SD	0.23		
Verbal Interpretation	Very High		

In a nutshell, the results propose that word choice and vocabulary proficiency are very developed in students. By exposure to new vocabulary and the possibility of using the new vocabulary in proper situations, the students can become better at conveying their thoughts and expressing themselves on the next level in both oral and written English.

Table 8 shows the level of students' communication skills in English in terms of pronunciation and fluency. Strong agreements have been made by respondents that they are able to pronounce English words with clarity and accuracy, they can read fluently with correct intonation, they have a smooth flow of ideas with minimal or no pauses / fillers, they can imitate correct pronunciation to the teacher or with the help of the audio media, and they use English fluently in conversations.

Table 8. Level of Students Communication Skills in English in Terms of Pronunciation and Fluency

Statements	Mean	SD	Remarks
I pronounce English words clearly and correctly.	4.947	0.17	Strongly Agree
I read aloud fluently with proper intonation	4.89	0.32	Strongly Agree
I express ideas smoothly with minimal pauses or fillers.	4.86	0.36	Strongly Agree
I imitate correct pronunciation from teachers or audio materials.	4.91	0.281	Strongly Agree s
I engage in conversations using English fluently.	4.89	0.32	Strongly Agree
Weighted Mean	4.90		
SD	0.16		
Verbal Interpretation	Very High		

The communication skills of the students in terms of pronunciation and fluency reached a weighted mean of 4.90 with a standard deviation of 0.16 and verbally explained as Very High. This means that students portray a great degree of mastery as regards to oral English communication especially in the ability to generate clear, accurate and fluent speech. It also indicates that learners now possess good speaking confidence and oral communication skills, which are enhanced by good exposure to models of language and classroom practice.

Overall, it can be concluded that pronunciation and fluency among students are well developed. By using proper pronunciation, easy flow of communication, and ability to converse, a student can express himself/herself clearly,

confidently and hopefully fluent in speaking English, both in academic and social contexts.

Table 9. Level of students' communication skills in English in terms of Comprehension and Expression of Ideas

Statements	Mean	SD	Remarks
I understand questions and instructions given in English.	4.92	0.17	Strongly Agree
I comprehend longer passages or text in English.	4.68	0.32	Strongly Agree
I summarize what I read or hear using my own words.	4.48	0.40	Strongly Agree
I express my ideas clearly in English during discussions.	4.62	0.19	Strongly Agree
I respond appropriately to questions or tasks in English.	4.82	0.18	Strongly Agree
Weighted Mean	4.70		
SD	0.18		
Verbal Interpretation	Very High		

Table 9 shows the level of students' communication skills in English in terms of comprehension and expression of ideas. There is a strong agreement among the respondents that they can understand questions and instructions presented in English, they can read longer passages or passages and summarize passages or texts with their own words, they can express themselves clearly during discussions and answer questions or tasks in English.

The overall weighted mean of the comprehension and expression of ideas of the students in the context of communication skills were found to be 4.70 with a standard deviation of 0.18 proceeding verbally as Very High. This shows that students have high degree of comprehension and influence of conveying ideas in the English language. It also means that students can comprehend information and are competent to convey themselves in a way that makes sense, and which are relevant and correct in quality when communicating in a scholarly context.

Summing up, the results tend to indicate that the level of comprehension and expression skills among students is extremely high. As a result of being able to interpret information based on inputs in the English language and give logical responses, students can effectively participate in communication and classroom work.

Level of Students' Performance in English Based on their Written Test Results

In this study, the level of students' performance in English is determined based on their written test results. This testing will offer a check of the proficiency of the learners in the main aspects of English communication such as grammatical, vocabulary, comprehension, and written expression. It provides a vital foundation on which the performance of students in an organized academic activity is measured on whether they have understood the language.

The following tables present the Grade, Pre –Test, Post –Test and Descriptive Equivalent.

Table 10 shows the level of students' performance in English based on their written test results in terms of pre-test and post-test scores. In the pre-test, most of the students (57.14%) obtained scores below 75, which are described as

“Did Not Meet Expectation,” while only a small percentage reached higher performance levels, with 25.71% in “Fairly Satisfactory,” 11.43% in “Satisfactory,” and only 2.86% each in “Very Satisfactory” and “Outstanding.” This indicates that students initially demonstrated low proficiency in English before the intervention.

Table 10. Level of Students’ Performance in English Based on Their Written

Grade	Test Results				Descriptive Equivalent
	Pre Test		Post Test		
	F	%	f	%	
90 - 100	1	2.86	24	68.57	Outstanding
85 - 89	1	2.86	4	11.43	Very Satisfactory
80 - 84	4	11.43	5	14.29	Satisfactory
75 - 79	9	25.71	2	5.71	Fairly Satisfactory
Below 75	20	57.14	0	0.00	Did Not Meet Expectation
Total	35	100	35	100	
	Pre Test		Post Test		Descriptive Equivalent
Weighted Mean	70.88		92.00		Did not meet Expectation
SD	9.52		7.21		Satisfactory

In contrast, the post-test results show a marked improvement in performance. A majority of the students (68.57%) achieved scores ranging from 90–100, described as “Outstanding,” while 11.43% reached “Very Satisfactory,” 14.29% were “Satisfactory,” and only 5.71% remained in the “Fairly Satisfactory” level. Notably, no students fell under the “Did Not Meet Expectation” category in the post-test.

In terms of the weighted mean, the pre-test score of 70.88 (SD = 9.52) is interpreted as Did Not Meet Expectation, while the post-test score of 92.00 (SD = 7.21) indicates a significant improvement in students’ performance. The decrease in the standard deviation is also an indication that there is a more stable level of achievement in the students following the intervention.

Altogether, the results compiled indicate that the performance in English of students has improved significantly between pre-test and post-test. This shows that the teaching plans or the interventions were effective in improving the written English skills of the students that enabled the students to have a higher achievement and better performance.

Test of Association between the Classroom Discourse Strategies and Students’ Communication Skills in English

Table 11 presents the analysis on the relationship between classroom discourse strategies and students’ communication skills in English in terms of grammar and sentence construction, vocabulary and word choice, and pronunciation and fluency. Using Pearson correlation analysis with 34 respondents, the study determined whether the different classroom discourse strategies are significantly related to students’ communication skills.

Findings indicate that classroom discourse strategies have different significant relationships with the communication skills of the students. Grammar and sentence construction had notable correlations with questioning strategies, feedback and appraisal, clarification, and scaffold, and encouragement and motivation. It implies that the more productive such strategies

are used the higher grammatical competence among students is likely to be.

In vocabulary and word choice, the results do not demonstrate any significant relationships among all the classroom discourse strategies and this suggests that the development of vocabulary may not be as dependent on classroom discourse as it may depend on other exposures to learning out of classroom.

Regarding pronunciation and fluency, there were significant correlations between them in the majority of discourse strategies, especially, questioning ones, feedback, evaluation, classroom interaction patterns, clarification and scaffolding, and encouragement and motivation. This implies that interactive, supportive and motivating classroom practices are closely linked with positive oral communication skills among the students.

Table 11. Significant Relationship between the Classroom Discourse Strategies and Students’ Communication Skills in English

Classroom Strategies	Discourse	Grammar and Sentence Construction,	Vocabulary and Word Choice	Pronunciation and Fluency
Questioning Techniques	Pearson Correlation	.118**	-.320	.269**
	Sig. (2-tailed)	.022	.396	.004
	N	34	34	34
Feedback and Evaluation	Pearson Correlation	-.160**	-.020	.092**
	Sig. (2-tailed)	.005	.127	.000
	N	34	34	34
Classroom Interaction Patterns	Pearson Correlation	.186	-.060	-.130*
	Sig. (2-tailed)	.065	.324	.033
	N	34	34	34
Clarification and Scaffolding	Pearson Correlation	-.020**	.024	.351**
	Sig. (2-tailed)	.015	.333	.000
	N	34	34	34
Encouragement and Motivation	Pearson Correlation	-.160**	.054	-.330**
	Sig. (2-tailed)	.005	.210	.003
	N	34	34	34

Clarification and scaffolding have a somewhat closer correlation with pronunciation and fluency, demonstrating that instruction through guidance and step-by-step assistance is a significant element in acquiring speaking skills in students. In the meantime, encouragement and motivation display significant correlations, which underline the significance of the positive and supportive learning environment to improve oral fluency.

Overall, the results indicate that the strategies of classroom discourse are also significant in developing communication skills in students, especially grammar and pronunciation and

fluency. Interaction, support and encouragement strategies which promote interaction among students will lead to improved communication. Nonetheless, vocabulary and word choice are less affected by classroom discourse strategies indicating the necessity to introduce further learning inputs to advance the lexical competence.

Test of association between the Classroom Discourse Strategies and Students' Performance in English

In Table 12, the regression analysis between classroom discourse strategies and the performance of students in English is given. The aim of the study was to examine the hypothesis whether classroom discourse strategies were a significant predictor of the academic performance of students as indicated by their performance in written test.

The results reveal that classroom discourse strategies, as a whole model, show a non-significant relationship with students' performance in English. The significance value ($p > 0.05$) indicates that the combined effect of questioning methods, feedback and evaluation, classroom interaction patterns, use of clarification and scaffold, encouragement and motivation does not play a significant role in the overall performance of students in English.

Neither of the classroom discourse strategies was found to be an important predictor of the students' performance, which implies that no of the variables alone needs to have a large impact to induce a statistically significant effect on academic results.

Table 12. Regression Analysis between the Classroom Discourse Strategies and Students' Performance in English

SUMMARY OUTPUT								
Regression Statistics								
Multiple R	0.527							
R Square	0.278							
Adjusted R Square	0.154							
Standard Error	7.958							
Observations	35							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	5	707.705	141.541	2.235	0.078			
Residual	29	1836.696	63.334					
Total	34	2544.4						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	184.444	73.106	2.523	0.017	34.926	333.962	34.926	333.962
X Variable 1	-6.816	8.319	-0.819	0.419	-23.831	10.198	-23.831	10.198
X Variable 2	-5.080	5.915	-0.859	0.397	-17.178	7.018	-17.178	7.0176
X Variable 3	-5.668	9.616	-0.589	0.560	-25.336	13.999	-25.336	13.999
X Variable 4	-14.335	6.862	-2.089	0.046	-28.369	-0.302	-28.369	-0.302
X Variable 5	3.869	9.825	0.394	0.697	-16.225	23.963	-16.225	23.963

Overall, it can be concluded that there is no significant difference in the discourse strategies used in the classrooms and the English performance of the students. This implies that the academic performance of students might be influenced more by other factors beyond the classroom discourse strategies which include home environment, individual study habits, pre-existing knowledge or exposure to English outside the classroom.

IV. CONCLUSION AND RECOMMENDATIONS

According to the research results, a number of conclusions were made.

As the results showed that there is a significant association between classroom discourse strategies and communication skills of students in English, the hypothesis, according to which there is no significant connection between classroom discourse strategies and communication skills of students with English, is rejected. It implies that useful application of questioning strategies and feedback, interaction, scaffolding, and motivation lead to the enhancement of grammar, pronunciation, fluency and communication skills, in general, among the students.

Similarly, since the results indicated the same, the hypothesis that says "there is no significant effect between classroom discourse strategies and students' performance in English" is accepted. This implies that collectively, all of the classroom discourse strategy does not have any effect on student performance on written English assessments meaning that other underlying factors might have a greater influence on student performance.

Based on the conclusions, it is suggested that;

Curriculum Planners could be encouraged to build and innovate English language programs, which incorporate interactive classroom discourse as well as student-centered classroom discourse strategies. The activities that facilitate communication skills, especially grammar, pronunciation, fluency, and vocabulary development, should be more emphasized. Moreover, it is recommended that curriculum planners should integrate collaborative learning activities, real-life activities, and contextual learning aids, which will encourage active student learning and quality classroom interaction. Periodic evaluation and enrichment exercises can be enacted as well to ensure the constant betterment of academic standards and communicative skills of students in English.

School leaders can promote ongoing professional learning initiatives that address the need to bolster the classroom discourse practices of teachers and further improve vocabulary teaching approaches. It is also advisable to provide training sessions and instructional materials encouraging interactive and communicative teaching to maintain quality in the instruction process.

The English teachers can maintain and continuously develop the use of effective strategies in classroom discourse especially in questioning, scaffolding and timely feedback because they have been found to reinforce the language development and the academic performance of students who have used them. Nevertheless, they can also be persuaded to incorporate more strategic vocabulary growing procedures like over-teaching word meanings, exercising vocabulary in contexts and frequently encountering new words in reading and communication activities to fill lapses in lexical development.

To further enhance their fluency and confidence in the use of English in communication, students might engage actively in classroom activities and take the initiative to use English in discussions, classroom exercises. They should also be encouraged to continue their own learning strategies like:

reading English texts, writing and increasing vocabulary with the daily exposure to materials written in the English language.

Future researchers can use our study by doing more research that addresses vocabulary acquisition strategies and its combination with classroom discourse strategies. Moreover, longitudinal studies can be carried out to determine the ultimate impacts of a consistent classroom discourse approaches on the overall proficiency of an English learner through various domains of language.

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