

Structured Conversation Practice for Oral Discourse Competence Among Senior High School Learners

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ABSTRACT

This study examined the effectiveness of Structured Conversation Practice (SCP) in enhancing the oral discourse competence of Grade 11 senior high school learners at Mangaldan Integrated School SPED Center. Anchored on Canale's Model of Communicative Competence, the study focused on five components: fluency, accuracy, vocabulary, pronunciation, and interaction. An explanatory-sequential mixed-methods design was employed. Quantitative data were analyzed using percentage, weighted mean, and one-way Analysis of Variance (ANOVA), while qualitative data were analyzed through thematic analysis. Findings revealed that Structured Conversation Practice significantly enhanced learners' oral discourse competence. It is recommended that SCP be consistently integrated into English instruction.

INTRODUCTION

The study investigated the effectiveness of Structured Conversation Practice as an intervention aimed at enhancing the English-speaking proficiency of senior high school students. Grounded in Canale's Model of Communicative Competence, the research emphasized the holistic nature of communication—focusing not only on grammatical correctness but also on social appropriateness, discourse organization, and strategic flexibility. This research aimed to provide valuable insights into how this approach could enhance English speaking proficiency among senior high school students and its relevance within the educational field. The review of related literature focused on the Model of Communication, Canale's Model of Communicative Competence, the teaching of oral discourse through structured conversation, and the Model of Behaviorism.

METHODS

The researcher employed a mixed-methods research design, specifically the Explanatory–Sequential Exploration Design. The study was conducted in two major phases: (1) the Quantitative Phase, utilizing a posttest-only quasi-experimental design to measure learners' oral discourse competence, and (2) the Qualitative Phase, which explored and explained the quantitative results through focus group discussions and ethnographic classroom observations. The respondents were Grade 11 Senior High School students at Mangaldan Integrated School SPED Center. For the quantitative phase, 108 students were included. For the qualitative phase, twenty-four (24) students were purposively selected for focus group discussions. Data were analyzed using percentage, weighted mean, and ANOVA for quantitative data, and thematic analysis for qualitative data.

RESULTS

The findings are presented according to the study's objectives.

Determine the posttest performance of the three groups in terms of oral discourse competence after the implementation of Structured Conversation Practice (SCP).

The posttest results showed that the learners generally performed well after participating in the Structured Conversation Practice sessions. Among the five components of oral discourse competence, interaction received the highest ratings, followed by vocabulary and pronunciation. Fluency showed moderate improvement, while accuracy recorded the lowest performance across the three sections. Among the groups, HUMSS 11-Roco consistently achieved higher scores than the two TVL sections, suggesting stronger oral communication performance after the intervention.

Determine whether significant differences exist among the three groups in their posttest performance after exposure to SCP.

The ANOVA results showed significant differences among the three sections in all components of oral discourse competence. This indicates that the learners did not perform at the same level after the intervention. Differences in strand, previous language experiences, and exposure to speaking activities may have contributed to the variations seen in the results.

Identify the communication patterns and interactive behaviors demonstrated by learners during SCP implementation.

Classroom observations revealed noticeable changes in student participation throughout the SCP implementation. Students became more active in conversations, listened more closely to their peers, and showed

greater willingness to ask questions and share ideas. Peer encouragement and cooperative interaction were often noted during the activities.

Explain the level of oral discourse competence demonstrated by the learners.

The qualitative findings showed that learners' oral discourse competence was influenced by several factors, including confidence, past speaking experiences, peer support, and repeated opportunities to practice speaking. High-performing learners were generally more comfortable expressing their ideas, while low-performing learners relied more on prompts and help from classmates. Despite these differences, participants from both groups recognized that the activities helped them improve their communication skills.

Develop an implementation framework for Structured Conversation Practice in English classes.

Based on the quantitative and qualitative findings, a Structured Conversation Competence Development Framework was created. The framework highlights the importance of guided practice, repeated exposure to speaking activities, peer collaboration, and feedback in improving oral discourse competence. These elements work together to support the development of fluency, vocabulary, pronunciation, interaction, and grammatical accuracy.

DISCUSSION

The results suggest that Structured Conversation Practice positively impacted learners' oral discourse competence. The activities provided students with regular opportunities to speak, interact, and express ideas in a supportive classroom environment.

The findings highlighted interaction as the strongest component among the five assessed areas. This result was clear during focus group discussions and classroom observations. Many learners mentioned they gradually became more comfortable talking with their classmates as the sessions progressed. Students who were initially hesitant became more willing to participate, ask questions, and respond during conversations. This may explain why interaction received the highest ratings.

Significant differences were found among the three sections. Discussions with the participants suggested that learners started the program with varying levels of confidence and speaking experience. HUMSS students seemed more familiar with activities requiring oral participation, while some TVL students noted having fewer chances to use English in formal discussions. These differences may have affected their performance during the intervention.

Another important finding was the role of peer support in the learning process. During the activities, students frequently helped one another by suggesting words, clarifying ideas, and encouraging each other. Such interactions seemed to boost learner participation and confidence. As the sessions continued, students became more engaged and could sustain conversations for longer periods.

The qualitative findings also clarified the learners' level of oral discourse competence. Many participants noted that repeated practice allowed them to speak with less fear and hesitation. They gained more confidence in expressing their ideas and responding to others. However, grammatical accuracy remained a challenge for many learners. Even though students could communicate their ideas, grammatical errors persisted in conversations. This suggests that while SCP aids communication development, additional focus on grammar may still be necessary.

The Structured Conversation Competence Development Framework was developed based on these findings. The framework stresses the importance of guided speaking activities, ongoing practice, peer interaction, and constructive feedback in improving oral discourse competence. Together, these elements help learners develop the skills and confidence needed for effective communication.