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Research Article

English Use across Formal and Informal Oral Communication: Contextual Patterns, Reported Strategies, and Sex-Recorded Group Comparisons among Philippine Senior High School Students

Presley V. de Vera*

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Abstract

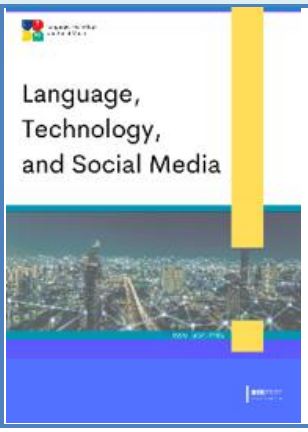
This cross-sectional survey investigated self-reported English use in formal and informal oral communication, responses to social- and affective-strategy-labelled items, and perceived reasons for using English among 54 Grade 11 students at a public school in Pangasinan, Philippines (27 recorded as female and 27 as male). Group-level summaries covered 16 context-specific English-use items and 24 strategy-labelled items, while open-ended responses were synthesized descriptively. Mean English-use ratings in formal and informal contexts were 2.98 and 2.50, respectively, for female-recorded students and 2.90 and 2.04 for male-recorded students; these differences between context averages were not tested inferentially. Independent-samples tests yielded no statistically significant female–male differences in overall English use ($p = .155$), social strategy-labelled responses ($p = .745$), or affective strategy-labelled responses ($p = .503$). Assuming equal variances in the reported tests, reconstructed Hedges' g estimates were approximately 0.39, 0.09, and 0.18, respectively. Open-ended responses emphasized language development, academic participation, confidence, international communication, and career aspirations. The findings describe reported practices in one purposively selected sample and do not establish causation, between-group equivalence, or intervention effectiveness.

Keywords: English Oral Communication; Formal and Informal Settings; Language Learning Strategies; Self-Report; School-Record Sex; Senior High School.

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INTRODUCTION

English oral communication among Philippine senior high school (SHS; Grades 11–12) students occurs in structured school activities and everyday interactions. The Philippine Department of Education's 2013 curriculum guide for Oral Communication in Context provides the curricular basis for speaking activities [1]. Without evidence of its application at the study site, this guide should not be conflated with the later MATATAG curriculum framework. Here, formal communication refers to school-related and official exchanges, including recitation, interactions with officials, and organizational deliberations. Informal communication denotes conversations with classmates, friends, relatives, and others outside formally structured exchanges.

Willingness to communicate (WTC) varies across situations rather than remaining constant across audiences. Studies of moment-to-moment classroom WTC and communication inside, outside, and beyond the classroom indicate that speaking opportunities and anxiety depend on context [2], [3]. Reviews of WTC measurement also distinguish willingness, self-reported speaking frequency, and observed communicative behavior as separate outcomes [4].

This distinction is especially relevant in multilingual settings. Research on participatory multilingual identity and identity-oriented classroom practices shows that language choices convey social meanings beyond proficiency [5], [6]. Studies of learners' linguistic experiences, emotions, and multilingual self-identification further underscore the importance of interpreting English use in relation to local linguistic repertoires [7], [8].

Students may face different audience expectations, purposes, and norms of linguistic appropriateness across contexts. Communicative competence concerns socially situated language use, not grammatical knowledge alone [9]. Less frequent use of English in informal settings therefore does not necessarily imply lower speaking proficiency or identify the alternative language used. Multilingual repertoires can be deployed appropriately for different audiences and purposes [10]. This survey measures reported English-use frequency, not oral proficiency or substitution with a first language.

Students may regard English as a resource for global engagement, academic mobility, and future opportunities while using it less frequently in everyday interactions. Research on global perspectives and WTC suggests that perceived communicative value is a contextual consideration rather than a measure of observed speech frequency [11]. Similarly, scholarship on multilingual identity and language beliefs cautions against interpreting learners' self-descriptions as objective indicators of speaking proficiency [12].

Oxford's classification of social and affective language-learning strategies provides a conceptual basis for describing interactional behavior and emotional self-management [13]. However, assigning an item to a strategy category does not, in itself, validate the psychological construct it purports to measure. Seeking clarification and accepting corrections reflect interactional actions, whereas feelings of comfort or admiration are more closely aligned with attitudes. Likewise, remembering or recording useful expressions may be better characterized as cognitive or metacognitive rather than affective activity. Contemporary strategy research cautions against assuming that taxonomic labels demonstrate self-regulation or instructional effectiveness [14].

Recent scholarship differentiates individual strategic behaviors from broader processes such as self-regulation, self-efficacy, and proactive language learning. Reviews identify variation in how strategies are operationalized, whereas research on self-regulation and proactive learning

emphasizes task demands and learner agency [15], [16], [17]. Consequently, endorsements of comfort, admiration, or perceived confidence should not automatically be interpreted as evidence of effective coping strategies or instructional interventions [18].

Reported female–male differences in language learning are similarly context dependent. Previous studies discourage broad sex-based generalizations and emphasize the influence of tasks and settings [2], [19]. In the present study, the grouping variable was sex as recorded in school records, rather than self-identified gender. Between-group findings are therefore described as comparisons between school-record sex categories, without implying differences in gender identity or biologically determined speaking behavior.

Differences in second-language (L2) affect between sex-recorded groups are particularly difficult to generalize. One study found no overall female–male difference in speaking anxiety within its context, whereas a larger WTC survey reported associations with demographic characteristics in another setting [20], [21]. Research on students' anxiety, enjoyment, and motivation further suggests that individual differences should be interpreted in relation to learning tasks, classroom conditions, and self-perceived proficiency [22], [23].

The present study investigates how self-reported English use differs across school-based formal interactions and everyday conversations. It also examines students' stated purposes for using English and their responses to questionnaire items concerning interaction and emotion. By separating descriptive patterns across contexts from statistical comparisons between groups, the study offers a localized account of reported language use without equating frequency with speaking proficiency or attributing linguistic choices to unmeasured influences.

Specifically, the analysis describes item-level and domain-average patterns of English use in formal and informal oral communication, both overall and by school-record sex. It further examines the purposes identified in students' open-ended responses and their endorsement of items labelled as social or affective strategies across both contexts. The study also tests whether female- and male-recorded participants differ in overall English-use scores and in social- and affective-strategy-labelled scores. Contextual patterns and questionnaire endorsements are presented descriptively, and written responses are synthesized qualitatively. Inferential testing is restricted to the three between-group comparisons because the paired respondent-level data required to test formal–informal differences were unavailable.

LITERATURE REVIEW

Context, Communicative Appropriateness and Oral Interaction

Communicative competence encompasses both grammatical resources and pragmatic responsiveness to audiences and situations [9], [24]. Classroom speaking opportunities may differ from everyday social interaction; consequently, English-use frequency alone cannot reveal its social significance. Interlocutor expectations, familiar relationships, and multilingual norms may inform language choices, but these possible explanations were not directly measured in this survey [10].

Conversational anxiety may depend on learners' perceptions of their interlocutors and the interaction itself, rather than grammatical knowledge alone. Physiological and perceptual findings from L2 conversations, together with research on how first-language (L1) and L2 speakers interpret each other's responses, emphasize the importance of partner-specific conditions [25], [26]. Digital and extracurricular activities may also expand opportunities for practice; however, findings from

online speaking tasks and digitally mediated language use cannot be assumed to apply to this school sample [27], [28].

Social, Affective, and Self-Regulated Strategy Use

Here, "social strategy-labelled responses" refers to items on clarification, feedback, attention to others' English, interaction, comfort, and admiration. "Affective strategy-labelled responses" covers nervousness management, relaxation, confidence, motivation, receptiveness to assessment, and retaining expressions. Oxford's classification [13] and later strategy scholarship [14] guide these terms without establishing that every item measures strategic behavior. Research on anxiety and WTC supports the relevance of speaking-related affect but does not resolve causal mechanisms or effectiveness [29], [30].

Affective experiences should not be conceptualized as a single dimension. Longitudinal and theoretical studies identify anxiety, enjoyment, grit, mindfulness, and self-regulation as potentially distinct yet interrelated aspects of language learning [31], [32], [33], [34]. Research on plurilingual competence and strategy use likewise demonstrates the value of examining relationships between constructs rather than inferring psychological mechanisms from questionnaire labels [35]. Meta-analyses of self-efficacy and enjoyment reinforce the need for construct-specific operational definitions [36], [37].

Sex-Recorded Group Comparisons

Research conducted in different educational contexts has not established a universal female–male profile of language-learning strategies [2], [19], [38]. Comparisons using school-record sex should account for sampling procedures, measurement precision, overlap between groups, and statistical power. A nonsignificant p value remains compatible with multiple possible population differences and should not be interpreted as evidence of equivalence or as proof that contextual influences are stronger.

Previous findings should therefore not be generalized into fixed gender-related patterns. Reported associations between speaking anxiety and group membership may reflect educational norms or selection processes, while studies of the social influences on WTC and perceived competence emphasize contextual variation [20], [39]. This study did not measure gender identity, socialization, or classroom interactions and thus cannot explain the sources of any observed group differences.

METHODS

Research Design and Scope of Integration

A cross-sectional questionnaire survey was conducted using quantitative ratings and six open-ended questions about students' perceived purposes for using English. The quantitative component describes self-reported English-use frequency and endorsement of strategy-related statements, whereas respondent-coded written answers provide qualitative accounts of perceived purposes. Because the quantitative and qualitative responses were not integrated at the individual-participant level, the research is characterized as a survey with a descriptive open-ended component rather than a fully integrated mixed-methods design [40].

Setting, Recruitment and Participants

The sample comprised 54 Grade 11 students from Pangasinan National High School, Lingayen, Pangasinan, Philippines, in the 2024–2025 school year: 27 recorded as female and 27 as male. Purposive sampling included reference to academic and technical–vocational–livelihood strands, but the numbers analyzed from each strand were not documented. All analyses are based on N = 54. Participant ages, the eligible population, and detailed recruitment and nonparticipation records could not be verified. School-record sex, rather than self-identified gender, defined the groups. As a nonprobability sample from one school, the findings are not population-representative estimates.

No prospective power analysis was documented. As an illustrative sensitivity calculation, a two-sided independent-samples t test involving 27 participants in each group, with $\alpha = .05$, would require an approximate standardized difference of $d = 0.78$ to attain 80% power under equal-variance assumptions. Smaller differences may therefore have gone undetected.

Instruments and Construct Boundaries

Four researcher-developed instruments were used. The Survey on the Frequency of Using English in Oral Communication (SFUEOC) comprised eight items on formal and eight on informal contexts (Tables 2 and 3). The Social Strategies in Oral Communication Questionnaire (SSOCQ) and Affective Strategies in Oral Communication Questionnaire (ASOCQ) each contained six statements per context (Tables 5–8). These three questionnaires used five response categories: 5 = always, 4 = often, 3 = moderately, 2 = seldom, and 1 = isolated instances or non-use. For SFUEOC, the lowest response indicated no English use in the specified context; for SSOCQ and ASOCQ, it indicated non-use of the stated strategy. The Survey on the Perceived Purpose of English for Oral Communication (SPPEOC) used six open-ended prompts addressing perceived development of speaking skills, confidence, academic goals, personality, global participation, and future career opportunities. Respondents could select “I do not agree” without a written explanation. These descriptions document item content but do not establish scale validity or verify composite-score calculation.

The lack of instrument-specific evidence of reliability and content validity constrains interpretation of the scale scores. Methodological reviews identify comparable limitations in measures of second-language anxiety and WTC, whereas construct-validation studies illustrate the evidence needed to substantiate psychological measurement labels [18], [41], [42].

Table 1 maps the reproduced questionnaire statements to their content domains and identifies key interpretive limitations. This content mapping does not constitute an instrument-validation study. The wording of the closed-ended items and definitions of the response categories are reported in the Methods and Results sections.

The wording of the items also permits a content-based assessment, although not a statistical validation. The SFUEOC distinguishes eight institutional situations from eight everyday situations and measures reported frequency rather than observed speaking ability. In the SSOCQ, clarification requests, acceptance of corrections, participation in conversation, and attention to others’ English reflect potential interactional practices; items on comfort and admiration instead assess evaluations of speaking partners. The ASOCQ includes statements about nervousness management and relaxation, alongside motivation, confidence, receptiveness to assessment, and recording useful expressions, which represent partly distinct processes. Interpreting these item sets as established,

unidimensional latent constructs would therefore exceed the available measurement evidence [18], [42].

Some questionnaire labels do not correspond consistently to item content. The SSOCQ combines interactional behaviors with attitudes, while the ASOCQ brings together emotion-related statements and learning behaviors. Their average scores are consequently treated as indices of questionnaire endorsement rather than validated estimates of latent traits. Participant-level item responses, expert-review documentation, a completed pilot-study report, and sample-specific reliability estimates were unavailable. Internal consistency coefficients, factor structure, and measurement invariance therefore could not be assessed using aggregate results alone [18], [41], [42].

Table 1. Item-to-construct map and measurement validity considerations

Instrument / items	Count	Content domain	Interpretive caveat
SFUEOC	8 formal + 8 informal	Self-reported English-use frequency by interaction setting	Frequency of English; other languages and proficiency not observed
SPPEOC	Open-ended responses	Perceived purposes for English use	Themes depend on original textual responses
SSOCQ items 1–4 (in each context)	4 + 4	Clarification, accepting feedback, participation, attending to others' English	Potentially interactional actions
SSOCQ items 5–6 (in each context)	2 + 2	Comfort with English speakers; admiration	Attitudinal content; should not automatically count as social strategies
ASOCQ items 1–2 (in each context)	2 + 2	Nervousness management and relaxation	Emotion-regulation content
ASOCQ items 3–5 (in each context)	3 + 3	Motivation, confidence, receptiveness to judgment	Blend of emotional state and evaluative openness
ASOCQ item 6 (in each context)	1 + 1	Remembering and recording expressions for future use	Closer to cognitive/metacognitive behavior

Administration, Ethics, and Data Transparency

Reported procedures included voluntary participation, informed consent, confidential respondent codes, password-protected electronic files, and locked paper storage. Study materials describe institutional and ethics review at Pangasinan State University and a request for school permission. Consent forms had separate student and parent/guardian signature fields, and administrative permission letters were dated 3 February 2025. Surveys were reportedly administered on paper and digitally in the 2024–2025 school year. However, blank forms and permission requests do not verify actual consent or authorization; neither an issued ethics decision nor completed signed forms were available for independent review.

The documentation does not specify an ethics protocol or waiver reference, individual survey dates, or whether teachers were present during administration. Although the consent template provided separate student and parent/guardian signature fields, completed consent or assent records could not be verified. These reporting gaps are particularly relevant because the participants were secondary-school students, some of whom may have been minors.

Quantitative Analysis and Reconstruction Constraints

Quantitative analyses were summarized using item means, domain averages (termed "weighted means" in the original analysis), and three two-sided independent-samples t tests comparing the school-record sex groups. The reported sample sizes (27 per group), absolute t statistics, and p values were numerically consistent with equal-variance Student t tests with 52 degrees of freedom. Assuming that specification, female-minus-male mean differences, approximate 95% confidence intervals, and small-sample-adjusted Hedges' g values were reconstructed from the rounded means and reported test statistics. These derived estimates are distinct from the originally reported statistics and do not replace analyses of individual-level observations.

Because respondent-level records were unavailable, missing data, group-specific standard deviations, distributional assumptions, unequal variances, reliability, alternative scoring procedures, and robustness could not be independently assessed. Consequently, all reconstructed effects and intervals are approximate and depend on the assumed test model; their numerical precision should not be confused with evidence of measurement validity [18].

The three overall scores were retained as presented in the independent-samples summary. The participant-level procedure used to combine formal and informal responses could not be verified. Accordingly, differences between formal and informal averages in the domain tables cannot be characterized as statistically significant without paired analyses. Neither an equivalence margin nor a formal equivalence test was specified.

The derived statistics can be reproduced from the reported aggregates. Let Δ denote the female-minus-male mean difference. Under an equal-variance, two-sided independent-samples t test, $SE(\Delta) = |\Delta|/|t|$, with a 95% confidence interval of $\Delta \pm t(0.975, 52) \times SE(\Delta)$. For 27 students per group, the standardized difference is $d = |t| \times \sqrt{(1/27 + 1/27)}$, signed according to Δ, and adjusted to Hedges' g using $J(52) \approx 1 - 3/(4 \times 52 - 1)$. Estimates remain approximate because the reported means and statistics were rounded; they do not recover group-specific standard deviations, within-student correlations, or alternative-model findings.

An arithmetic check confirms the displayed formal–informal differences: $2.98 - 2.50 = 0.48$ for female-recorded participants and $2.90 - 2.04 = 0.86$ for male-recorded participants. These differences involve aggregate context means and are not inferential estimates. Standard errors for within-person context differences require respondent-level covariance information, which was unavailable. Therefore, neither the statistical significance of these differences nor a context-by-group interaction could be estimated.

Qualitative Component

SPPEOC answers were available as respondent-coded transcriptions, comprising 27 female-labelled and 27 male-labelled identifiers and responses to six prompts. Using the reported descriptive thematic approach, statements were examined for recurring references to language skills, confidence, academic interaction, and perceived opportunities. Although the study account

described familiarization, coding, and thematic refinement, completed forms, coding matrices, negative-case records, and independent coding checks were unavailable. The excerpts support broad descriptive categories, but the full thematic audit trail could not be verified [43].

The six prompts addressed predetermined areas of skill development, confidence, academic goals, personal development, global participation, and employment. The qualitative findings are therefore presented as a thematic-descriptive synthesis of prompt-guided responses rather than themes developed entirely inductively. Students who selected "I do not agree" were not required to provide a written explanation. Consequently, the selected quotations and respondent identifiers do not support claims about category prevalence, saturation, or systematic differences between groups [44].

Responses were organized into three descriptive categories: language development; academic participation and self-expression; and global interaction and career aspirations. Table 4 includes illustrative statements from participants in both school-record sex groups, identified by respondent code and prompt. The transcribed quotations illustrate the scope of the categories but cannot substitute for the original response forms or an independently verifiable coding record [43], [44].

RESULTS AND DISCUSSION

Results

English Use across Formal and Informal Contexts

As shown in Tables 2 and 3, mean English-use ratings were higher in formal contexts (female-recorded: 2.98; male-recorded: 2.90) than in informal contexts (female-recorded: 2.50; male-recorded: 2.04). The corresponding means for classroom recitation were 3.48 and 3.15, compared with 2.70 and 2.11 for conversations with friends or acquaintances. These differences are descriptive because respondent-level paired observations were unavailable for within-person testing. The questionnaire did not identify which other languages students used when they did not speak English.

The contextual pattern is also apparent in the rounded item-level results. For teacher-led classroom participation (item 2, Table 2), the female- and male-recorded groups had means of 3.48 and 3.15, respectively. For informal conversations with family members (item 6, Table 3), the corresponding means were 2.89 and 2.00. These examples indicate variation across audiences and communicative purposes, but they cannot identify alternative languages used or establish differences in speaking competence across contexts.

Table 2. Formal oral communication: item means by school-record sex

No	Questionnaire item	Female	Male
1	As a member of any school organization or in the exercise of official school functions, when I speak and give oral instructions / orders / commands / requests to another student	3.15	2.89
2	When I speak to my teachers during class (recitation and others)	3.48	3.15
3	When I speak to my teachers beyond a class session (consultation or when I am requested to talk to the teacher to take instructions / orders or for disciplinary purposes)	2.81	2.48

No	Questionnaire item	Female	Male
4	When I speak to school officials (school principal, guidance counselor, school coordinators, etc.) when the topic is formal or a school-related matter	3.41	3.30
5	When I speak with fellow students (my classmates or students with the same grade level) when we are talking about academic-related topics during the class	2.74	2.48
6	When I speak with fellow students (fellow or co-equal member in a school organization even as they may be in other grade levels) during meetings or formal deliberations about any issue or concern	2.70	3.00
7	When I speak with school visitors (in case of a school visitor asking or inquiring about something or any spontaneous conversation with a school visitor)	2.67	2.89
8	When I speak with persons in a restaurant, store, or any business enterprise or office during a formal event (being interviewed, purchasing or ordering for something, etc.)	2.85	3.04
	Domain Mean	2.98	2.90

Table 3. Informal oral communication: item means by school-record sex

No	Questionnaire item	Female	Male
1	When I speak with a classmate or a fellow student in the same Grade 11 in order to chat about any topic	2.56	2.07
2	When I speak with a teacher in order to chat about any topic	2.26	2.07
3	When I speak with a non-teaching school personnel (cleaning staff, custodian, etc.) in order to chat about any topic	1.96	1.70
4	When I speak with a school official in order to chat about any topic	2.67	2.22
5	When I speak with friends or acquaintances in order to chat about any topic	2.70	2.11
6	When I speak with family members at home in relaxed and informal conversations	2.89	2.00
7	When I speak with relatives in relaxed and informal conversations	2.56	2.07
8	When I speak with fellow athletes / fellow contestants during an extracurricular activity	2.37	2.04
	Domain Mean	2.50	2.04

Purposes Reported for Using English

The open-ended responses illustrate how students perceived English as a means of developing speaking skills, participating academically, gaining confidence, and communicating beyond their local communities. Table 4 presents brief verbatim excerpts from both groups, identified by respondent code and prompt. These statements express perceived benefits and aspirations rather than demonstrated improvements in speaking performance or verified career outcomes.

The excerpts vary in emphasis but should not be treated as representative of either group. All six prompts permitted disagreement without a written explanation, and the descriptive categories reflect themes already framed by the questions. Therefore, these examples do not justify estimates of category prevalence or claims of qualitative differences between female- and male-recorded participants. Category frequencies and intercoder agreement could not be reported because the underlying coded response matrix was unavailable.

Table 4. Thematic-descriptive categories and illustrative responses from the six open-ended prompts

Descriptive category	Perceived purpose represented	Respondent codes and prompts	Illustrative verbatim responses
Language development	Vocabulary, fluency, pronunciation and speaking practice	F1, Prompt 1; M1, Prompt 1	F1: "My vocabulary will improve over time as I continue using English." M1: "Practicing English speaking helps you develop correct pronunciation, intonation and stress patterns."
Academic participation and self-expression	Confidence in classroom talk and explaining ideas	F3, Prompt 2; M2, Prompt 2	F3: "I am more comfortable conversing in English, I am likely to feel more assured in expressing my thoughts and opinions." M2: "I feel more comfortable speaking up in participating in discussions and connecting with others."
Global interaction and career aspirations	Perceived access to international employers and other opportunities	F27, Prompt 6; M2, Prompt 6	F27: "Many companies want workers who can speak English well." M2: "I can apply for jobs with international companies, work with clients from different countries or move abroad for work."

Note. Quotations retain the wording of the respondent-coded transcriptions, including grammatical irregularities. They illustrate reported perceptions and should not be interpreted as category frequencies or measures of language proficiency.

Social Strategy-Labelled Response Patterns

Tables 5 and 6 report item means for the social strategy-labelled questionnaire. Across the six items, formal-context averages were 3.81 for female-recorded students and 3.75 for male-recorded

students; informal-context averages were 3.79 and 3.68, respectively. Receptiveness to corrective feedback had the highest formal-context means in both groups (4.33 and 4.22). However, the aggregate score combines interaction-related behaviors with attitudes concerning comfort and admiration and cannot be interpreted as a validated measure of enacted social strategies.

Table 5. Social strategy-labelled items: formal communication

No	Questionnaire item	Female	Male
1	I ask questions or clarifications with the person / persons I am talking to if she / he / they use/s a word / phrase / expression / sentence that I do not seem to understand before I give my response or reaction	3.81	3.56
2	I listen to or welcome corrections from the person / persons I am talking to if she / he / they have criticisms, comments or suggestions about my grammatical use of English, my choice of words, or my pronunciation	4.33	4.22
3	I actively participate in conversations and discussions if I know that the person / persons I am talking to are good in English	3.59	3.48
4	I am very attentive of the words, phrases, expressions, sentence constructions, pronunciation, choice of words, etc., etc. used by the person / persons I am talking to hoping to learn from their use of English	3.96	3.74
5	I can confidently identify myself with and feel comfortable with persons if they use English in their oral communication	3.33	3.74
6	I have a deep appreciation or admiration when the persons I converse with use English when speaking to me	3.81	3.78
	Domain Mean	3.81	3.75

Table 6. Social strategy-labelled items: informal communication

No	Questionnaire item	Female	Male
1	I ask questions or clarifications with the person / persons I am talking to if she / he / they use/s a word / phrase / expression / sentence that I do not seem to understand before I give my response or reaction	3.85	3.56
2	I listen to or welcome corrections from the person / persons I am talking to if she / he / they have criticisms, comments or suggestions about my grammatical use of English, my choice of words, or my pronunciation	4.04	3.85
3	I actively participate in conversations and discussions if I know that the person / persons I am talking to are good in English	3.63	3.33
4	I am very attentive of the words, phrases, expressions, sentence constructions, pronunciation, choice of words, etc., etc. used by the person / persons I am talking to hoping to learn from their use of English	3.89	3.52
5	I can confidently identify myself with and feel comfortable with persons if they use English in their oral communication	3.59	3.85
6	I have a deep appreciation or admiration when the persons I converse with use English when speaking to me	3.74	3.96
	Domain Mean	3.79	3.68

Affective Strategy-Labelled Response Patterns

Tables 7 and 8 summarize responses to the affective strategy-labelled items. Across six items, the female- and male-recorded groups had means of 3.69 and 3.62 in formal contexts and 3.59 and 3.40 in informal contexts, respectively. The statements addressed nervousness management, confidence, motivation, and openness to evaluation. Recording expressions for future use is more closely aligned with cognitive or metacognitive learning behavior, but a revised subscale could not be evaluated without respondent-level data.

Table 7. Affective strategy-labelled items: formal communication

No	Questionnaire item	Female	Male
1	I try to control feelings of being nervous that I am using English when I speak with another person / persons or in front of a group	3.74	3.96
2	I try to feel relaxed in my gestures and facial expressions as I use English when I speak with another person / persons or in front of a group	4.00	4.07
3	I feel motivated to engage in longer conversations as I use English when I speak with another person / persons or in front of a group	3.59	3.33
4	I feel confident that I can truly participate and be listened to in conversations as I use English when I speak with another person / persons or in front of a group	3.48	3.56
5	I feel okay that I ask other persons to judge or assess the way I communicate orally in English	3.96	3.74
6	I keep in mind or I write in a notebook the things that I learn from persons I have conversed with in English for purposes of my future oral communication activities	3.33	3.07
	Domain Mean	3.69	3.62

Table 8. Affective strategy-labelled items: informal communication

No	Questionnaire item	Female	Male
1	I try to control feelings of being nervous that I am using English when I speak with another person / persons or in front of a group	3.33	3.41
2	I try to feel relaxed in my gestures and facial expressions as I use English when I speak with another person / persons or in front of a group	3.52	3.85
3	I feel motivated to engage in longer conversations as I use English when I speak with another person / persons or in front of a group	3.63	3.22
4	I feel confident that I can truly participate and be listened to in conversations as I use English when I speak with another person / persons or in front of a group	3.70	3.30
5	I feel okay that I ask other persons to judge or assess the way I communicate orally in English	3.96	3.81
6	I keep in mind or I write in a notebook the things that I learn from persons I have conversed with in English for purposes of my future oral communication activities	3.37	2.78
	Domain Mean	3.59	3.40

Independent-Samples Group Comparisons

None of the three independent-samples tests reached the conventional significance threshold of $p < .05$. Table 9 presents group means, sample sizes, absolute t statistics, and p values, together with approximately reconstructed mean differences, confidence intervals, and Hedges' g estimates. All derived differences are calculated as female minus male. Separate group-specific standard deviations could not be recovered from the aggregate statistics.

The reconstructed female-minus-male mean differences were +0.267 for overall English use, +0.068 for social strategy-labelled responses, and +0.126 for affective strategy-labelled responses. Their approximate 95% confidence intervals were −0.104 to +0.638, −0.349 to +0.485, and −0.249 to +0.501, respectively. The corresponding Hedges' g estimates (0.39, 0.09, and 0.18) indicate small to modest standardized contrasts within this sample rather than established population effects. Because each interval includes zero and the composition of the measures remains uncertain, the results do not establish equivalence or the absence of meaningful differences.

Table 9. Reported independent-samples comparisons and explicitly conditional derived statistics

Outcome	M F / M M	n F / n M	df*	|t|	p	Δ F−M*	95% CI*	g*
English use	2.737 / 2.470	27 / 27	52 (assumed)	1.443	0.155	+0.267	[-0.104, +0.638]	0.39
Social strategy-labelled score	3.799 / 3.731	27 / 27	52 (assumed)	0.327	0.745	+0.068	[-0.349, +0.485]	0.09
Affective strategy-labelled score	3.635 / 3.509	27 / 27	52 (assumed)	0.674	0.503	+0.126	[-0.249, +0.501]	0.18

Note. The overall means and test statistics were taken from the original analysis. The Δ, 95% CI, and g estimates were reconstructed conditionally, assuming a two-sided equal-variance t test with df = 52. The arithmetic mean of the 12 displayed male-group SSOCQ item means is approximately 3.716, whereas the reported overall male social score is 3.731. The original composite-scoring procedure must be confirmed before this discrepancy can be resolved.

Discussion

Context-Dependent Language Use and Interaction

The descriptive contrast between formal and informal communication is consistent with research indicating that anxiety and WTC vary across face-to-face, online, and other interactional contexts [3], [45]. Nevertheless, findings from interviews about digital speaking experiences or studies of extramural digital learning cannot explain the contrast observed in this particular school [27], [28]. Research on changes in WTC and interlocutor effects instead highlights the importance of examining audience, setting, and communicative opportunity directly [2], [25].

Although the questionnaire reveals contrasting patterns across communicative contexts, it does not establish that either setting caused English use to increase or decrease. Context-specific norms, interlocutor expectations, conversation topics, opportunities for code-switching, and the appropriateness of available linguistic resources offer plausible explanations. Future research could evaluate these possibilities through direct observation of interactions and repeated, in-situ reports. Sociocultural perspectives on interaction and learner agency provide a basis for such investigations [46], although these variables were not measured here.

Reported Purposes, Identity, and Multilingual Aspirations

Research on the cognitive and affective dimensions of L2 oral communication shows how different data sources can illuminate complementary aspects of speaking experiences. The present data, however, support only a limited descriptive interpretation of open-ended responses, not a tested explanatory model [47].

The respondent-coded excerpts in Table 4 illustrate perceived linguistic, academic, and employment-related purposes for using English. These categories resonate with scholarship on multilingual identity and communicative value, although neither changes in identity nor causal pathways were measured in the study. Connections with previous findings should therefore be interpreted as conceptual parallels rather than empirical evidence about these participants [5], [6], [7], [8], [11], [12].

The written responses capture students' expressed purposes, while item means summarize reported language-use frequency or questionnaire endorsement. Considering these findings together offers contextual insight but does not establish associations at the participant level, as individual quantitative and qualitative records were not integrated. The study is therefore appropriately described as a survey supplemented by descriptive open-ended responses [40], [44].

Social and Affective Responses as Distinct Constructs

Seeking clarification and accepting corrective feedback may have pedagogical relevance, as suggested by studies of oral feedback and interaction-focused language teaching [48], [49], [50]. Conversation research also indicates that perceptions of an interlocutor's engagement may be associated with speaking anxiety [25], [26]. However, the present questionnaire records endorsement of statements rather than observed clarification behaviors or demonstrated gains in fluency.

Emotional responses during speaking can fluctuate across tasks and moments rather than remain fixed traits. Idiodynamic research on speaking-test anxiety and studies of mindfulness, motivational emotions, and fluency under stress offer complementary evidence of such variability [32], [51], [52], [53]. Research on teacher care, rapport, and emotional contagion also identifies socio-emotional classroom conditions as promising topics for further investigation [54], [55], [56]. These studies do not, however, warrant causal conclusions from the descriptive means reported here.

Likewise, endorsement of items concerning clarification, feedback, confidence, and anxiety management does not demonstrate that these practices improved speaking proficiency. Evaluating the effectiveness of strategy instruction would require an intervention with measured speaking outcomes. Studies of oral feedback [48], speaking-related feedback [49], and drama-based oral-language instruction [57] suggest possible approaches for future research in Philippine SHS settings, but no such intervention was evaluated in this study.

Uncertainty in Sex-Recorded Group Comparisons

The 95% confidence intervals include zero and, for overall English use, potentially meaningful positive differences. Nonsignificant results do not demonstrate equivalence between school-record sex groups or establish stronger effects of instructional practices or contextual factors, which were not assessed. Statistical comparisons of formal and informal scores likewise require paired participant-level observations rather than aggregated domain means.

Nonsignificant findings should therefore not be interpreted as evidence that the groups are identical. Meta-analytic findings on enjoyment and L2 self-efficacy, together with studies of language anxiety and perceived communicative competence, point to heterogeneous relationships that cannot be disentangled in a small, single-school sample [23], [36], [37], [39].

The reported p values are numerically consistent with equal-variance t tests using 52 degrees of freedom, but the required assumptions cannot be assessed from aggregated means alone. Equal sample sizes do not establish homogeneity of variance, normality, or comparable measurement across groups. The conditional confidence intervals convey uncertainty more informatively than a simple significant/nonsignificant distinction, although they remain dependent on the assumed model. Stronger inference would require participant-level composite scores, individual item responses, documentation of missing-data procedures, and the original response-scale specifications.

Implications for Teaching and Future Research

The classroom implications should be regarded as possibilities for future testing rather than demonstrated outcomes. Research on digitally mediated tasks, L2 pronunciation comprehensibility, spoken-language development, and extramural communication identifies potential instructional approaches that require independent evaluation in Philippine senior high schools [27], [50], [58], [59]. A comparison of major Filipino dictionaries highlights contrasting emphases on documenting linguistic diversity and promoting educational standardization; it provides background context rather than evidence about spoken English use [60].

CONCLUSION

Among 54 purposively selected Grade 11 students at a Pangasinan public school, mean self-reported English use was higher in formal than informal contexts for both school-record sex groups. Students associated English with linguistic development, academic participation, self-expression, global communication, and career aspirations. Strategy-labelled responses covered interaction, feedback, and emotion, but also included attitudes and cognitive learning behaviors. Three independent-samples tests yielded $p > .05$ without demonstrating group equivalence. The findings offer a context-specific descriptive account, not evidence of causal setting effects, language substitution, sex-determined behavior, or instructional efficacy. Stronger inference requires documented measures and ethics approvals, paired-context tests, psychometric evidence, and observational or longitudinal research.

LIMITATIONS

This purposive sample comprised 54 Grade 11 students from one school, equally divided between two school-record sex categories. Incomplete information on ages and curricular strands limits transferability. The absence of original item-level data, verified composite-scoring procedures, and sample-specific psychometric evidence prevented independent assessment of statistical assumptions, paired formal–informal contrasts, and scale validity. The qualitative synthesis relied on respondent-coded transcriptions without a fully auditable coding record. Although ethics and consent procedures were described, official approvals and signed records require confirmation. Self-reported English use cannot establish observed proficiency, alternative language choices,

causal setting effects, or sex-determined behavior. Nonsignificant group tests also cannot demonstrate equivalence.

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CONFLICT OF INTEREST

The author declares no conflicts of interest.

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

Grammarly and ChatGPT (OpenAI) were used during manuscript preparation and editorial revision to support language editing, text organization, and clarification of methodological reporting. These tools did not generate new empirical observations or independently verify participant responses. The author remains responsible for the accuracy of the final wording, data, quotations, citations, interpretations, and overall integrity of the manuscript.

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