

Dialogic Filipino Instruction and Learner Communicative Confidence among Grade 6 Learners

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ABSTRACT

This study investigated how dialogic Filipino instruction was associated with the communicative confidence of Grade 6 learners at Old San Mariano Integrated School in San Mariano, Isabela. It employed a cross-sectional explanatory association design using an ordinal-data analytic approach. Data were collected through a validated researcher-developed questionnaire that measured purposeful questioning, probing, learner-to-learner exchange, connection of responses, respect for differing ideas, equitable participation, and dimensions of communicative confidence. The instrument demonstrated high internal consistency, with an overall Cronbach's alpha coefficient of 0.92. Median and interquartile range were used to describe the variables, while Spearman's rank-order correlation and

quantile regression were applied to determine their association. Results showed that dialogic Filipino instruction was experienced at a high level, although learner-to-learner exchange and equitable participation remained moderate. Learner communicative confidence was also moderate, with the greatest difficulties observed in seeking clarification and continuing to speak after committing communication errors. Dialogic Filipino instruction had a strong positive relationship with communicative confidence. Quantile regression further revealed that the association was strongest among learners in the lower-confidence group, indicating that dialogic practices were particularly relevant to hesitant speakers. The findings support the use of structured peer exchanges, equitable speaking opportunities, sufficient response time, and supportive correction in Filipino classes. Strengthening these practices may help learners communicate ideas, respond to others, and recover from mistakes with greater confidence.

Keywords: *Communicative confidence, Dialogic Filipino instruction, Filipino language education, Grade 6 learners, Oral participation, Quantile regression*

INTRODUCTION

Language learning becomes meaningful when learners are given genuine opportunities to use language for thinking, explaining, questioning, and relating ideas to their own experiences. In Filipino classes, learners are expected not only to recognize correct words and grammatical forms but also to communicate their thoughts, feelings, interpretations, and experiences with clarity and respect. The K to 12 Filipino curriculum states that learners in Grades 1 to 6 should use Filipino to understand and explain knowledge, express personal ideas and experiences, and respect the culture of both the speaker and the receiver of a message. By the end of Grade 6, learners are also expected to demonstrate communicative ability, critical thinking, and appreciation of Filipino language, literature, and culture. These expectations place purposeful oral communication at the center of Filipino

instruction rather than treating speaking as a minor activity after reading and writing exercises (Department of Education [DepEd], 2016).

The quality of classroom talk, however, depends on how teachers organize and respond to learner participation. A classroom may contain frequent oral questions without creating meaningful dialogue when learners are only asked to recall information, complete a teacher's statement, or give a single predetermined answer. Dialogic instruction differs from this pattern because ideas are developed through exchanges between the teacher and learners and among the learners themselves. It includes open questions, attentive listening, follow-up prompts, clarification, explanation, comparison of viewpoints, and the connection of one contribution to another. Alexander (2018) described dialogic teaching as a set of connected teaching practices through which teachers guide classroom talk toward clear educational purposes while allowing learners to take a more active role in forming and expressing ideas. Dialogic instruction therefore does not remove the teacher's guidance. Instead, it uses that guidance to make learners' voices and reasoning more visible during the lesson.

Research in primary education has shown that well-planned classroom dialogue can support both learner participation and academic development. Alexander's (2018) large-scale intervention involved Year 5 learners and trained teachers to improve the quality of classroom talk across English, mathematics, and science. The intervention encouraged learners to explain, reason, discuss, and respond more fully rather than provide brief answers. Learners in the intervention group showed better outcomes than those in the comparison group, while classroom observations also recorded changes in teacher questioning and learner talk. Hardman (2019) reported that the same professional development program helped teachers extend learner contributions and improve whole-class interaction. These findings suggest that dialogic instruction can be deliberately developed through changes in questioning, feedback, and the way teachers use learners' responses during a lesson.

The relationship between dialogue and learning becomes clearer when participation involves more than the number of times learners speak. In a study of 72 primary classrooms involving learners aged 10 to 11 years, Howe et al. (2019) examined teacher-learner dialogue and its association with curriculum mastery, reasoning, and attitudes toward learning. They found that elaborating on previous contributions and questioning or challenging ideas were positively associated with learning outcomes when participation was broadly shared among learners. This means that productive talk depends on learners listening to one another, building on earlier statements, clarifying meaning, and examining ideas instead of responding only to the teacher. Such findings are especially relevant to Grade 6 Filipino, where learners are expected to explain interpretations, share reactions to texts, present experiences, and take part in exchanges that require both language knowledge and social awareness.

Dialogic instruction also provides learners with repeated practice in expressing ideas before an audience of classmates. Hennessy et al. (2023) explained that productive teacher-learner dialogue includes active participation, respectful discussion, exploration of different perspectives, and thoughtful critique. In these exchanges, the teacher does not immediately judge every response as correct or incorrect. Learners may first be asked to explain what they mean, provide an example, connect their answer with a text, or respond to another learner's interpretation. These practices can help learners organize their thoughts and see communication as a process of developing meaning. For Filipino instruction, this may take the form of discussing the motives of a character, explaining the lesson of a story, defending an opinion about an issue, comparing interpretations, or relating a text to community life. The language lesson then becomes a place where learners use Filipino for authentic intellectual and social exchange rather than for recitation alone.

The presence of classroom discussion does not guarantee that every learner receives an equal chance to speak. Vrikki et al. (2019) found that productive dialogic practices were not consistently embedded in primary classrooms, even though research had already identified their value for learning. Some classroom exchanges remained controlled by the teacher, while learner contributions were often brief or disconnected from the ideas of classmates. Unequal participation may allow confident speakers to dominate while quieter learners remain dependent on volunteers or direct teacher nomination. This concern is important because learners who rarely explain, ask, or respond have fewer chances to test their language, improve the organization of their ideas, and become comfortable speaking before others. Dialogic Filipino instruction must therefore be examined not only

according to the presence of questioning and discussion but also according to whether these practices invite broad, respectful, and sustained learner participation.

Learner communicative confidence may be understood as the learner's sense of readiness and capability to express ideas, answer questions, seek clarification, respond to other speakers, and continue communicating even when a response is not perfectly formed. Confidence does not require the absence of mistakes. It is shown when learners are willing to participate, attempt an explanation, revise an answer, and speak with growing independence. Classroom structures can either strengthen or weaken this confidence. The Organisation for Economic Co-operation and Development [OECD], (2025) noted that high-quality classroom interaction requires equitable opportunities to participate, time to prepare responses, support for quieter learners, respectful disagreement, and prompts that help students connect their statements with earlier contributions. These practices give learners a safer and more orderly way to enter classroom conversations while still requiring them to think carefully about what they say.

Communicative confidence is particularly significant in Filipino because language carries personal, cultural, and social meanings. Learners may understand a lesson yet hesitate to speak because they fear giving an incorrect answer, being laughed at, using an unsuitable word, or receiving an immediate negative judgment. Others may participate only when questions require short and predictable responses. A supportive dialogic classroom can address these conditions by making listening, explanation, clarification, and respectful disagreement part of the normal routine. When learners are allowed to think before speaking, discuss an idea with a partner, use familiar experiences, and improve an initial response, oral participation becomes less threatening and more purposeful. The Filipino curriculum's emphasis on expressing ideas, feelings, and experiences with respect supports an approach in which communication is practiced through meaningful exchanges rather than measured solely through memorized oral responses (DepEd, 2016; OECD, 2025).

Grade 6 is an important level for examining this issue because learners are approaching the transition from elementary to secondary education, where oral tasks, group discussions, interpretation, reporting, and reasoned responses become more demanding. At this level, learners are expected to move beyond literal recall and communicate ideas with greater organization, accuracy, and sensitivity to their audience. The Grade 6 Filipino curriculum expects learners to demonstrate communication skills, critical thinking, and appreciation of language, literature, and culture. Meeting these expectations requires teaching practices that allow learners to speak often enough to improve while ensuring that their contributions are heard, examined, and connected with the ideas of others. Dialogic instruction may provide this opportunity, but its relationship with learners' communicative confidence should be examined through evidence drawn from the actual school setting.

This study examines how dialogic instructional practices are experienced in Grade 6 Filipino and how these practices relate to learners' confidence in oral communication. Conducted at Old San Mariano Integrated School in San Mariano, Isabela, the study gives attention to classroom practices such as purposeful questioning, learner explanation, attentive listening, follow-up responses, shared discussion, and respectful engagement with differing ideas. It also examines learners' communicative confidence through their willingness to express ideas, respond to questions, interact with classmates, ask for clarification, and communicate despite the possibility of mistakes. Findings from the study may provide a school-based basis for improving Filipino lessons so that learners develop not only knowledge of the language but also the confidence to use it thoughtfully and responsibly.

Literature Review

Nature and Structure of Dialogic Instruction

Dialogic instruction views classroom talks as a means of developing knowledge rather than simply checking whether learners can recall information. It allows teachers and learners to examine ideas through questioning, explanation, interpretation, and reasoned exchange. Kim and Wilkinson (2019) explained that dialogic teaching draws its instructional value from the use of talk to strengthen thinking, learning, and problem-solving. They also clarified that dialogue should not be identified only by the visible form of classroom

conversation because its educational value depends on the purpose of the exchange, the classroom culture, and the ways ideas are examined. Applied to Grade 6 Filipino, this approach may include asking learners to explain the meaning of a text, justify an interpretation, connect a lesson with personal or community experiences, and consider the views expressed by classmates. Dialogic Filipino instruction therefore requires purposeful communication in which learners are treated as contributors whose ideas can influence the direction and depth of classroom discussion.

Teacher Facilitation and Learner Participation

The success of dialogic instruction depends greatly on how the teacher invites, supports, and extends learner participation. Learners may remain passive when classroom interaction is dominated by questions that require brief answers or when the teacher immediately evaluates every contribution. Böheim et al. (2021) found that changes in teachers' dialogic discourse practices were associated with stronger learner activation, autonomy support, competence support, and cognitive engagement. Their findings showed that participation became more meaningful when teachers used open questions, encouraged learners to elaborate, connected different responses, and treated mistakes as opportunities for further explanation. In a Filipino classroom, teacher facilitation may involve allowing learners sufficient time to prepare an answer, asking follow-up questions, inviting classmates to respond, and acknowledging different ways of expressing an idea. These practices can widen participation and help Grade 6 learners recognize that speaking is part of understanding the lesson rather than merely a test of whether they already know the correct response.

Dialogic Talk and Oral Communicative Development

Oral communicative development grows through repeated opportunities to explain meaning, listen closely, respond appropriately, and adjust language according to the needs of an interaction. Van der Wilt et al. (2022) examined an eight-week intervention that helped teachers make classroom talk more dialogic and found a significant positive effect on children's oral communicative competence. The study involved 17 teachers and 311 children and showed that structured dialogue could support learners' ability to take part in oral exchanges, although the same intervention did not produce significant effects on every language and social outcome measured. The findings suggest that conversational ability is strengthened when classroom talk requires learners to provide complete responses, react to what others have said, and maintain a meaningful exchange. For Grade 6 Filipino learners, these experiences may support clearer expression, more appropriate word choice, attentive listening, and the ability to communicate ideas across discussions, oral reports, literary responses, and collaborative activities.

Communicative Confidence and Willingness to Speak

Communicative confidence is closely connected with a learner's willingness to enter and sustain classroom interaction. A learner may possess sufficient language knowledge but avoid speaking because of anxiety, fear of criticism, low confidence, or uncertainty about how classmates and the teacher will respond. Mulyono and Saskia (2021) examined self-confidence, speaking anxiety, and motivation among 436 secondary and university learners and found that all three variables significantly predicted willingness to communicate in face-to-face and digital environments. Although their study focused on English as a foreign language, the affective relationship remains relevant to Filipino instruction because speaking in any formal classroom setting can expose learners to evaluation and possible embarrassment. Grade 6 learners may become more communicatively confident when they experience patient listening, constructive correction, respectful peer responses, and regular opportunities to speak without being ridiculed for errors. Confidence is therefore not simply a fixed personal quality but may also develop through classroom practices that make oral participation safe, valued, and academically purposeful.

METHODS

Research Design

The study employed a cross-sectional explanatory association design with an ordinal-data analytic approach. This design was selected because the study sought to determine whether differences in learners' experiences of dialogic Filipino instruction were associated with corresponding differences in their communicative confidence without introducing an intervention or altering existing classroom practices. The explanatory component allowed the analysis to move beyond describing the two variables by estimating how strongly dialogic Filipino instruction accounted for variations in learner communicative confidence. Data were gathered at one point during the school year, which provided a focused representation of the learners' classroom experiences and confidence in communicating during Filipino lessons. The design was appropriate because both constructs were measured through ordered response categories and were examined under naturally occurring instructional conditions.

Research Locale

The study was conducted at Old San Mariano Integrated School in Old San Mariano, San Mariano, Isabela. The school offered elementary and secondary education and served learners from the barangay and nearby communities. Grade 6 Filipino classes provided the setting for the inquiry because the learners regularly participated in oral reading, literary discussion, reporting, question-and-answer activities, interpretation of texts, and other classroom tasks that required the use of Filipino. The locale was considered suitable because classroom communication formed a regular part of Filipino instruction, allowing the study to examine dialogic practices and communicative confidence within an authentic learning environment.

Participants and Sampling Technique

The participants were Grade 6 learners who were officially enrolled at Old San Mariano Integrated School and were attending Filipino classes during the period of data collection. Learners who had not attended regular Filipino lessons for a substantial part of the grading period were excluded because they might not have had sufficient exposure to the instructional practices being assessed. Stratified systematic random sampling was applied to provide balanced representation from the Grade 6 sections. Each section was treated as a stratum, and the participants were selected proportionately from official class lists. A random starting point was established for every section, after which learners were selected according to a fixed sampling interval. This procedure reduced the possibility of selecting participants based on convenience, academic standing, classroom participation, or the personal judgment of the researcher.

Research Instrument

A researcher-developed questionnaire written in Filipino was used to gather the required data. The first section measured dialogic Filipino instruction through statements concerning purposeful questioning, probing and follow-up, learner-to-learner exchange, connection of responses, respectful consideration of different ideas, and equitable participation. The second section assessed learner communicative confidence through statements on willingness to speak, clarity in expressing ideas, confidence in responding to questions, participation in group discussions, ability to seek clarification, and persistence when communication errors occurred. Responses were recorded using an ordered agreement scale that was presented in language suitable for Grade 6 learners.

Content validity was established through a review by specialists in Filipino education, language teaching, educational research, and measurement and evaluation. The validators examined each item for relevance, clarity, developmental suitability, cultural appropriateness, and alignment with the study variables. Items judged to be vague, repetitive, leading, or difficult for Grade 6 learners were revised or removed. The instrument obtained a scale-level content validity index of 0.94, which indicated strong agreement among the validators regarding the suitability of the items.

The revised questionnaire was pilot-tested among Grade 6 learners from another public school with characteristics comparable to the research locale. The pilot participants were not included in the main data collection. Their responses were examined to determine whether the directions, statements, response choices, and Filipino terms were easily understood. Reliability analysis produced a Cronbach's alpha coefficient of 0.91 for the dialogic Filipino instruction scale and 0.89 for the learner communicative confidence scale. The complete instrument obtained an overall Cronbach's alpha of 0.92, indicating a high level of internal consistency. Minor wording adjustments were completed after the pilot test, but the meaning and measurement focus of the retained items were not changed.

Data Gathering

Permission to conduct the study was secured from the appropriate school authorities before any participant was approached. The researcher coordinated with the school head and Grade 6 class advisers regarding the schedule and conditions of questionnaire administration. Because the participants were minors, written informed consent was obtained from their parents or legal guardians, while learner assent was secured before the questionnaires were distributed. The purpose of the study, the voluntary nature of participation, and the confidentiality of responses were explained using language understandable to the learners.

The questionnaires were administered during an agreed period that did not interfere with examinations or major classroom requirements. Standardized instructions were read to all groups to ensure that the administration procedure remained consistent across sections. The researcher clarified procedural questions but did not interpret individual statements for the participants or suggest preferred responses. Completed questionnaires were checked for missing answers while the learners were still present. No learner was pressured to complete an unanswered item. The responses were coded, encoded, and verified through a second review of the data file. Questionnaires containing substantial missing data or uniform response patterns that indicated inattentive answering were excluded from the final analysis.

Data Analysis

The data were analyzed using statistical procedures suited to ordered questionnaire responses and potentially non-normal score distributions. Item responses and construct scores were summarized using the median and interquartile range. The median represented the typical response, while the interquartile range showed the degree to which learner ratings were concentrated or dispersed. Frequency distributions were also examined to identify response patterns and possible floor or ceiling effects.

The association between dialogic Filipino instruction and learner communicative confidence was initially examined through Spearman's rank-order correlation coefficient. This procedure was appropriate because it measured the direction and strength of a monotonic relationship without requiring the variables to follow a normal distribution. Confidence intervals for the correlation coefficient were generated through bias-corrected bootstrapping to obtain a more stable estimate of the relationship.

To determine whether dialogic Filipino instruction predicted communicative confidence at different points of the outcome distribution, quantile regression was employed. Separate regression estimates were obtained for the lower, middle, and upper quantiles of learner communicative confidence. This method allowed the study to determine whether dialogic instruction had a similar influence on learners with relatively low, moderate, and high communicative confidence. Quantile regression was preferred over ordinary least squares regression because it was less affected by outliers, unequal variances, and non-normal residuals. The regression coefficients, bootstrap confidence intervals, and probability values were reported. Statistical significance was evaluated at the 0.05 level, while the magnitude and practical meaning of the coefficients were considered alongside statistical significance.

Ethical Consideration

The study observed ethical standards for research involving school-aged participants. Participation remained voluntary, and learners were informed that they could decline or discontinue their participation without punishment or effect on their grades, classroom standing, or relationship with their teachers. Parental consent and

learner assent were obtained before data collection. No names, learner reference numbers, or other direct identifiers were written on the questionnaires. Numerical codes were used during data encoding and analysis.

The researcher avoided administering the instrument while serving as the learners' classroom evaluator to reduce pressure and perceived obligation. Individual answers were not disclosed to teachers, classmates, parents, or school personnel. Results were presented only in summarized form, and no statement was written in a manner that could reveal the identity of a learner or class section. Electronic files were stored in a password-protected device, while printed questionnaires were kept in a secured location accessible only to the researcher. The information collected was used solely for the stated research purpose and was handled in accordance with the principles of confidentiality, respect, fairness, and the Data Privacy Act of 2012.

RESULTS AND DISCUSSION

Table 1. *Level of Dialogic Filipino Instruction Experienced by Grade 6 Learners*

Dimensions of Dialogic Filipino Instruction	Median	Interquartile Range	Interpretation
Purposeful questioning	4.00	0.75	High
Probing and follow-up responses	3.75	0.75	High
Learner-to-learner exchange	3.25	1.00	Moderate
Connection of learner responses	3.50	0.75	High
Respectful consideration of different ideas	4.00	0.50	High
Equitable learner participation	3.00	1.00	Moderate
Overall dialogic Filipino instruction	3.58	0.63	High

Note. Interpretation was based on the following scale: 4.21 to 5.00, very high; 3.41 to 4.20, high; 2.61 to 3.40, moderate; 1.81 to 2.60, low; and 1.00 to 1.80, very low.

Table 1 shows that the learners generally experienced a high level of dialogic Filipino instruction, as reflected by an overall median of 3.58 and an interquartile range of 0.63. Purposeful questioning and respectful consideration of different ideas obtained the highest median of 4.00. These results suggest that Filipino lessons commonly involved questions that encouraged learners to think and that learner contributions were generally received with respect. Probing and follow-up responses also received a high assessment, indicating that initial answers were often extended through requests for clarification, examples, or further explanation.

Despite the high overall result, learner-to-learner exchange and equitable learner participation were assessed only at a moderate level. The interquartile range of 1.00 for both dimensions also indicated noticeable differences in learners' classroom experiences. Some learners appeared to participate regularly, while others may have had fewer opportunities to respond, question, or interact directly with classmates. The findings point to a classroom pattern where the teacher successfully encouraged meaningful responses but remained the main center of interaction. Dialogue was present, although it was not always distributed evenly among the learners.

This result revealed an instructional concern because the presence of open questions did not automatically ensure that all learners became active participants. A classroom could be dialogic in the quality of selected exchanges while still allowing a small group of confident speakers to receive most of the speaking opportunities. Strengthening pair discussion, structured turn-taking, small-group reporting, and response-building routines may help quieter learners become more involved. Equal access to classroom talk is important because dialogic instruction becomes more educationally valuable when learners are not merely listening to a few speakers but are also forming and expressing their own ideas.

Table 2. *Level of Learner Communicative Confidence in Grade 6 Filipino*

Dimensions of Learner Communicative Confidence	Median	Interquartile Range	Interpretation
Willingness to express ideas	3.25	1.00	Moderate
Clarity in communicating thoughts	3.50	0.75	High
Confidence in answering questions	3.25	1.00	Moderate
Participation in group discussions	3.75	0.75	High
Confidence in seeking clarification	3.00	1.00	Moderate
Persistence after committing communication errors	2.75	1.00	Moderate
Overall learner communicative confidence	3.25	0.75	Moderate

Table 2 indicates that the Grade 6 learners demonstrated a moderate level of communicative confidence, with an overall median of 3.25 and an interquartile range of 0.75. Participation in group discussions obtained the highest median of 3.75, followed by clarity in communicating thoughts at 3.50. These findings suggest that learners were more comfortable speaking when they were supported by classmates or when the task allowed them to prepare and organize what they intended to say.

Willingness to express ideas and confidence in answering questions both obtained a median of 3.25. This result suggests that learners did not consistently volunteer answers or express personal interpretations during Filipino lessons. Their participation may have depended on the familiarity of the topic, certainty about the answer, presence of supportive classmates, or manner in which the teacher called for responses. Seeking clarification also remained moderate, which may mean that some learners hesitated to admit that they did not understand a word, instruction, or idea.

Persistence after committing communication errors received the lowest median of 2.75. This finding identified the clearest concern in learner communicative confidence. Learners appeared more likely to lose confidence when they mispronounced a word, used an unsuitable expression, forgot part of an answer, or received correction while speaking. Such reactions may lead learners to shorten their responses, remain silent, or allow more confident classmates to speak for the group. The result shows that learners needed not only speaking opportunities but also stronger emotional and instructional support when errors occurred.

The moderate overall confidence level was lower than the high assessment of dialogic Filipino instruction. This difference suggests that the presence of discussion-oriented practices had not yet produced equally strong confidence among all learners. Confidence may require repeated successful speaking experiences, constructive responses to mistakes, and assurance that incomplete answers can still contribute to the discussion. Evidence on oral language education likewise indicates that sustained opportunities for speaking and listening are related to improved confidence, although the quality and distribution of these opportunities remain important (Holmes-Henderson et al., 2025).

Table 3. *Relationship Between the Dimensions of Dialogic Filipino Instruction and Learner Communicative Confidence*

Dialogic Filipino Instruction Dimension	Spearman's rho	Bootstrap 95% Confidence Interval	p-value	Interpretation
Purposeful questioning	0.49	0.32 to 0.63	< .001	Moderate positive relationship
Probing and follow-up responses	0.55	0.39 to 0.68	< .001	Strong positive relationship
Learner-to-learner exchange	0.61	0.47 to 0.72	< .001	Strong positive relationship
Connection of learner responses	0.57	0.42 to 0.69	< .001	Strong positive relationship
Respectful consideration of different ideas	0.43	0.24 to 0.58	< .001	Moderate positive relationship
Equitable learner participation	0.64	0.51 to 0.74	< .001	Strong positive relationship

Dialogic Filipino Instruction Dimension	Spearman's rho	Bootstrap 95% Confidence Interval	p-value	Interpretation
Overall dialogic Filipino instruction	0.66	0.53 to 0.76	< .001	Strong positive relationship

Table 3 shows a statistically significant positive relationship between dialogic Filipino instruction and learner communicative confidence. The overall Spearman correlation coefficient was 0.66, with a bootstrap 95% confidence interval ranging from 0.53 to 0.76 and a probability value below .001. This result indicates that learners who reported stronger exposure to dialogic Filipino instruction also tended to report greater confidence in expressing ideas, answering questions, joining discussions, seeking clarification, and continuing to communicate after making mistakes.

Among the instructional dimensions, equitable learner participation obtained the strongest relationship with communicative confidence, with a correlation coefficient of 0.64. Learner-to-learner exchange followed closely with a coefficient of 0.61. These results suggest that confidence was more closely associated with the actual distribution of speaking opportunities than with questioning alone. Learners appeared more confident when they were regularly invited to participate and when classroom activities allowed them to respond directly to classmates.

Purposeful questioning and respectful consideration of different ideas were also significantly related to communicative confidence, although their relationships were weaker than those of equitable participation and peer exchange. Asking meaningful questions may have encouraged thought, but confidence was more likely to develop when learners were given enough time and space to answer those questions themselves. Similarly, a respectful classroom atmosphere supported participation, but respect alone may not have been sufficient when opportunities remained concentrated among a few speakers.

The strong positive overall relationship did not indicate that dialogic instruction was the sole cause of communicative confidence. Learner confidence could also have been shaped by language ability, previous speaking experiences, peer relationships, family language practices, and fear of evaluation. Nevertheless, the result established that dialogic classroom experiences were closely connected with how comfortable learners felt when communicating in Filipino. Research has likewise shown that dialogic classroom talk can support oral communicative competence by giving learners active opportunities to use language during meaningful exchanges (van der Wilt et al., 2022).

Table 4. Quantile Regression Estimates for Dialogic Filipino Instruction as a Predictor of Learner Communicative Confidence

Communicative Confidence Quantile	Regression Coefficient	Bootstrap Standard Error	Bootstrap 95% Confidence Interval	p-value	Pseudo R ²
25th quantile, lower confidence	0.52	0.11	0.31 to 0.72	< .001	0.24
50th quantile, median confidence	0.41	0.08	0.25 to 0.57	< .001	0.29
75th quantile, higher confidence	0.23	0.09	0.06 to 0.40	.009	0.14

Note. Wald test for the difference between the 25th and 75th quantile coefficients: $\chi^2 = 5.87$, $p = .015$.

Table 4 shows that dialogic Filipino instruction was a significant positive predictor of learner communicative confidence across the lower, middle, and upper parts of the confidence distribution. The regression coefficient was strongest at the 25th quantile, where a one-unit increase in dialogic Filipino instruction corresponded to an estimated 0.52-unit increase in the lower conditional quantile of communicative confidence. The association remained statistically significant at the median quantile, with a coefficient of 0.41, and at the 75th quantile, with a coefficient of 0.23.

The Wald test showed that the coefficient at the 25th quantile was significantly larger than the coefficient at the 75th quantile, $\chi^2 = 5.87$, $p = .015$. This finding suggests that dialogic Filipino instruction was more strongly associated with confidence among learners who initially belonged to the lower-confidence portion of the distribution. Learners who were already confident showed a positive relationship as well, but the size of the association was smaller.

The pseudo- R^2 values also showed that the model accounted for a meaningful portion of the differences in communicative confidence, particularly at the median and lower quantiles. The model accounted for more variation at the median quantile than at the upper quantile. This pattern indicates that dialogic instruction may have had its greatest practical relevance for learners who were hesitant, unsure, or only moderately willing to speak. Confident learners may already have possessed personal or social resources that allowed them to participate even when classroom dialogue was less evenly structured.

The quantile regression result was important because an ordinary regression coefficient could have concealed differences among learners with low and high communicative confidence. The findings showed that the relationship was not uniform across the distribution. Learners who struggled most with speaking appeared to be the group most closely associated with changes in dialogic classroom experiences. Regular turn-taking, guided peer exchange, sufficient response time, and constructive handling of mistakes may therefore be particularly valuable for learners who commonly remain silent.

CONCLUSION

Dialogic Filipino instruction was positively and significantly associated with the communicative confidence of Grade 6 learners, particularly among those who initially showed lower confidence in expressing ideas, answering questions, seeking clarification, and continuing to speak after committing errors. Although purposeful questioning, probing, and respectful treatment of differing views were strongly practiced, learner-to-learner exchange and equitable participation still required improvement, which explained why the overall level of communicative confidence remained moderate. It is therefore recommended that Filipino teachers strengthen structured classroom dialogue through pair rehearsal, small-group discussion, guided peer response, rotating discussion roles, sufficient thinking time, and supportive correction practices that allow learners to complete and refine their ideas without embarrassment. School administrators may also provide professional development activities on dialogic teaching, inclusive questioning, and oral language facilitation, while regular classroom monitoring may be conducted to determine whether speaking opportunities are fairly distributed among learners. Future studies may include additional schools, examine other grade levels, and consider factors such as language proficiency, peer relationships, classroom anxiety, and home language exposure to provide a broader explanation of learner communicative confidence.

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