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Exploring Teachers' Competence in Oral Language Teaching

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ABSTRACT

The study was undertaken to describe the teachers' level of competence in oral language teaching. Specifically, it assessed the teachers' level of competence in oral language teaching strategies in terms of the promotion of auditory memory, development of listening and speaking skills, teaching and extending of vocabulary and conceptual knowledge, creation of a language learning environment, and teaching of a variety of spoken text. Using total enumeration, 44 Grade 5 English from the public elementary schools of the Schools Division of Laoag City served as the respondents in this study. A survey questionnaire was utilized to gather the needed data on the teachers' level of competence in the oral language teaching strategies, along with the five components of effective oral language instruction. Overall, the teachers are moderately competent in using the oral language teaching strategies, as reflected in the overall mean of 3.49. The teachers are moderately competent in three of these components – development of listening and speaking skills ($x=3.48$); teaching and extending of vocabulary and conceptual knowledge ($x=3.48$); and teaching of a variety of spoken texts ($x=3.43$).

INTRODUCTION

In the Philippines, mastering basic English skills is emphasized in the Department of Education's (DepEd) K to 12 Basic Education Curriculum 2016 as a core learning area standard. This mastery is evident when learners can effectively communicate orally across various social and academic settings while performing real-life tasks. Filipino learners encounter formal English language training throughout their education—from elementary to tertiary levels—where English is taught as a subject and often used as the medium of instruction, except in the primary level where the mother tongue (MT) is employed (Pangket, 2019). Some children are even exposed to English before formal schooling and may consider it their first language (L1) (Dussling, 2018).

Despite this early exposure, many Filipino learners still struggle to develop adequate oral English proficiency. This challenge hinders their academic performance as they progress and ultimately affects their employability. Supporting this, data from the Professional Regulatory Commission (PRC) board reveals a decline in pass rates for licensure exams from 2014 to 2017, with only 10.39 percent passing in 2017 for aspiring elementary school teachers—the lowest since 2010.

Cabigon (2015) noted a decline in English language quality nationwide, coupled with a rise in unfilled positions in industries requiring strong English communication skills. Similarly, a 2018 report by Tima on GMA News' 24 Oras, citing a survey by Hopkins International Partners (official representatives of TOEIC), revealed that the English proficiency of Filipino college graduates is even lower than the target proficiency of Thai high school students. Hamad (2013) identified factors negatively impacting

learners' oral English proficiency, including the use of the mother tongue in teaching, students' fear of speaking publicly, limited classroom speaking practice, and insufficient teacher support. Teachers often face difficulty encouraging students to actively use English.

Hossain (2015) further emphasized that many teachers underperform in English proficiency—both oral and written—which is a crucial teaching competency. Many feel unprepared to address learners' speaking difficulties, finding classroom challenges overwhelming and unclear on how to begin.

Songbatumis (2017) highlighted issues faced by elementary teachers in teaching oral English: insufficient training, low language proficiency, limited mastery of teaching methods, unfamiliarity with technology, and lack of professional development. In addition to teacher competence, Abrar (2016) identified three major challenges faced by elementary English teachers: lack of learner motivation, limited time and resources, and overcrowded classes.

From personal observations, researchers noted that many local teachers lack adequate knowledge and skills in oral language teaching strategies. Some learners show low enthusiasm for speaking tasks due to a lack of motivation, resulting in underdeveloped oral competencies.

The decline in oral English skills among Filipino learners and educators necessitates that teachers explicitly teach speaking in meaningful language contexts (Goh & Burns, 2012). Simply assigning speaking activities is insufficient; learners must be taught the knowledge, skills, and strategies necessary for effective oral communication. Abao (2013) recommended that teachers, as facilitators, focus on the cognitive, affective, and psychomotor

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domains of learning, alongside English proficiency. Prospective teachers should be proficient English users to express ideas clearly and competently, thereby enhancing student learning.

Given the current state of English education in the Philippines, it is essential for teachers to actively develop their learners' oral language skills. This involves selecting appropriate teaching strategies that engage learners and reduce anxiety, so oral activities are enjoyable rather than intimidating.

In light of these considerations, this study aims to assess the competence of Grade 5 teachers in implementing oral language teaching strategies in English.

LITERATURE REVIEW

Nature of Oral Language

In the article "All about Speaking as a Communicative Skill" (2021), oral language is described as a complex linguistic and cognitive ability. Children learn to speak through interaction with those around them in their native language. For most adults, speaking their first language is effortless and natural.

Morozova (2013) emphasized that developing speaking ability in English is crucial for language learners, especially in academic settings. Similarly, Bahadorvar *et al.* (2014) noted that speaking is a fundamental skill students must master when learning English, as it is an essential tool for communication. Improving students' speaking skills has long been a focus in classrooms, and in today's fast-evolving 21st century, innovative technologies are increasingly used to enhance speaking instruction.

Rigg (2019) asserted that oral language skills form the foundation for academic success and literacy. A strong oral language foundation helps children become proficient readers, confident communicators, and positively impacts their overall well-being. Rigg further explained that a child's ability to learn, build relationships, achieve academically, and develop a sense of self-identity is closely tied to effective oral language use. Research also shows that poor oral language competence can contribute to mental health issues like depression and anxiety that may continue into adulthood.

Ubaedillah (2019) described oral language as the most demanding skill required for everyday communication. It involves expressing ideas clearly in spoken form, enabling listeners to grasp the intended message.

Glover (2011) reinforced that oral language is a primary skill that language learning programs aim to develop, enabling students to articulate ideas appropriately and communicate successfully. Speaking proficiency is often regarded as clear evidence of language acquisition.

Palmér (2010) highlighted that oral language is a vital part of the learning process and the main means by which students communicate. It is relevant across all foreign language teaching contexts that seek to enhance students' communicative abilities. She stressed that teachers should prioritize oral communication to support students' language development, echoing Williams (2010), who

advocated for guided support during students' formative school years.

Indeed, oral language is one of the essential skills that educators must emphasize. The goal of teaching communication skills is to enable students to use the language confidently in any situation. Without the ability to speak, language remains merely written text, lacking the power of true communication.

Characteristics of an Effective English Language Teacher (ELT)

High-quality teachers are essential for the effective functioning of educational systems and for improving the quality of learning. Babai and Sadeghi (2015) emphasized that teachers' actions play a crucial role in fostering effective and efficient student learning. English language teachers are no exception—their role in facilitating successful language acquisition is vital, especially in countries where English is learned as a second language (L2). Since language learning primarily occurs in formal classroom settings, teachers, as the main source of language input, directly influence their students' progress. Sadeghi and Shishavan (2010) observed that while effective teachers generally share certain qualities, some characteristics differ depending on the subject they teach. For English language teachers, it is expected that they possess both the common traits of effective educators and distinct qualities relevant to their field. However, no consensus exists on what precisely defines an effective English language teacher. Various perspectives highlight different determinants, including affective factors, classroom management skills, and subject knowledge. Sadeghi and Shishavan (2010) identified four key features of effective English language teachers: socio-affective skills, pedagogical knowledge, subject-matter expertise, and personality traits. Both Sadeghi and Shishavan (2010) and Borg (2016) noted that socio-affective skills enable teachers to build strong rapport with students, promoting a more successful and engaging learning environment. Dinçer, Göksu, Takkaç, and Yazıcı (2013) further stressed that effective teachers harmonize their behaviors with their emotions and intellect.

Pedagogical knowledge is another crucial factor. According to Aydin *et al.* (2010, as cited in Dinçer *et al.*, 2013) and Clark and Walsh (2012), effective teachers possess comprehensive knowledge of educational methods. Classroom management skills are particularly important, as they help maintain a positive, relaxed, and stress-free environment conducive to learning (Aydin *et al.*, 2010).

Subject-matter knowledge is fundamental to facilitating the teaching-learning process. Aydin *et al.* (2010) and Dinçer *et al.* (2013) agreed that thorough understanding of the subject enables teachers to deliver lessons more effectively and achieve better learning outcomes. Sadeghi and Shishavan's (2010) study confirmed that mastery of the subject matter is a hallmark of effective teaching.

Beyond pedagogical and subject knowledge, teachers bring

their personal characteristics into the classroom. These traits significantly influence their teaching effectiveness and professional success (Ali *et al.*, 2013). Malikow (2016) compiled a list of personality traits frequently cited as essential for effective teachers, including being challenging with high expectations, having a sense of humor, enthusiasm, and creativity. Additional qualities identified by other studies include tolerance, patience, kindness, sensibility, open-mindedness, flexibility, optimism, enthusiasm, receptiveness to new ideas, and genuine care for students. Clark and Walsh (2012) suggested that integrating these characteristics helps teachers build trusting relationships with their students, fostering a supportive and productive learning environment.

Five Components of Effective Oral Language Instruction

Oral language is considered a child's first, most important, and most frequently used structured medium of communication. It serves as the primary tool through which children organize, evaluate, describe, and control their experiences. More importantly, oral language acts as the main mediator of culture, shaping how children understand their place in the world and define themselves within it (Cregan, 1998, as cited in Shiel *et al.*, 2012).

At its core, oral language involves communicating and interacting with others. This process requires the use of thinking, knowledge, and skills to speak and listen effectively. As such, oral language is vital for all individuals and holds equal importance alongside reading and writing within the curriculum's integrated language process.

Despite the curriculum's strong emphasis on oral language, its implementation has proven challenging. Evidence suggests that some teachers struggle to deliver this component effectively due to unclear frameworks (Shiel *et al.*, 2012). To address this, the booklet *Five Components of Effective Oral Language Instruction* (PDST, 2014) proposes a structured model consisting of five key elements: promoting auditory memory, developing listening and speaking skills, teaching and extending vocabulary and conceptual knowledge, creating a language-rich environment, and teaching a variety of spoken texts.

The first component, promoting auditory memory, involves understanding, processing, storing, and recalling orally presented information. Students with auditory memory difficulties often struggle to comprehend or remember orally delivered content, impacting subjects like history and science. Teachers should encourage students to restate passages, main ideas, and supporting details to ensure full comprehension, as auditory challenges can lead to significant information loss.

The second component focuses on developing listening and speaking skills, also called pragmatic knowledge (Otto, 2006, as cited in PDST, 2014). Conversational skills form a vital part of this, influencing children's social interactions (Ninio & Snow, 1999; Weiss, 2004, as cited in PDST, 2014). While children naturally acquire

some conversational abilities, teachers and parents play a crucial role in nurturing these skills. Asking open-ended questions—questions without fixed answers—helps assess comprehension and expand vocabulary (Whitehurst *et al.*, 1988, as cited in PDST, 2014). However, most classroom “teacher talk” (about 80%) tends to focus on instructions and low-level recall questions (Kerry, 1982, as cited in PDST, 2014). Effective questioning also depends on allowing sufficient “wait time” for students to formulate answers, and teachers’ responses significantly influence students’ willingness to participate in future discussions (Otto, 2006, as cited in PDST, 2014).

The third component involves teaching and extending vocabulary and conceptual knowledge. Early and active vocabulary engagement is essential, especially when introducing unfamiliar concepts. Teachers should connect new words to concepts students already understand. Effective vocabulary instruction includes teaching individual words (e.g., synonyms, antonyms), word-learning strategies (e.g., context clues, word maps), fostering a love and awareness of language (e.g., word games), and providing varied experiences through reading, writing, and speaking. Quigley (2019) emphasizes that vocabulary development requires diverse approaches and reflective teaching, while Konza (2016) highlights the importance of explicit vocabulary instruction to build confidence and contextual use.

The fourth component is creating a language learning environment that supports and nurtures diverse communication styles (PDST, 2014). Teachers can design differentiated activities based on students’ interests and skills, helping them develop strategies for speaking and listening in different contexts. Providing authentic purposes and audiences encourages students to become confident, enthusiastic communicators. This environment comprises three elements: the physical classroom setup, classroom culture, and communication opportunities. Motivating social interaction and idea sharing fosters language growth (Kail, 2016; Barrett, 2013). Conversely, limited social interaction and unsupportive environments hinder language acquisition. Positive factors include enriching the physical environment, teachers’ experience, and engaging children through play and games.

The final component is teaching a variety of spoken texts. Speaking is inherently complex, and learners often experience anxiety that leads to silence in and outside the classroom (Koran, 2015). Language teachers must encourage students to use English regularly, both in class and daily interactions with peers and others. The *Five Components* booklet (PDST, 2014) stresses that students need to understand how different oral language texts function and be given opportunities to practice these in varied settings. Teachers should consider the social context (formal/informal, familiar/unfamiliar), cultural contexts (local, institutional), and the participants’ relationships (known/unknown, peers/adults) when guiding students.

Problems and Issues of Teachers in Teaching Oral Language in the Elementary Level

Transforming teaching approaches is crucial to effectively implement the Kindergarten to Grade 12 curriculum, which requires all learners—indigenous and non-indigenous—to progressively master lessons across educational levels. Hanlen (2010) emphasized that mainstream classroom teachers in the Philippines need to focus on quality language instruction and incorporate customized educational programs into their teaching practices. To promote successful learning, teaching approaches and activities should consider three key aspects: academic excellence, a supportive learning environment, and meaningful learning outcomes.

Oral language plays a vital role in the holistic development of Filipino learners, as it is used simultaneously with listening. To achieve academic success, learners are expected to develop English vocabulary skills that enhance their speaking abilities and overall learning capacity. Leño *et al.* (2019) noted that a strong English speaking vocabulary supports verbal idea-sharing and helps sustain good academic performance. However, their study also revealed that teachers, parents, and learners face challenges regarding language instruction, especially indigenous learners who struggle with English as the medium of instruction. Difficulties in recalling, articulating, and interpreting English words often prevent these learners from fully participating in classroom interactions.

A persistent issue in mainstream Philippine classrooms is the inadequate preparation of teachers. Many educators have struggled in the past because they were unprepared to support learners with language difficulties, particularly in speaking English. They often find classroom challenges overwhelming and are uncertain about where to begin. According to Abrar (2016), three major challenges confront elementary English teachers: learner motivation, insufficient time and resources, and overcrowded classrooms. Motivation, which drives students' willingness to participate, is often lacking, leading to reluctance in engaging with the language. Additionally, limited instructional time, inadequate teaching materials, and scarce resources hinder effective teaching and learning, as these factors must work together for success. Overcrowded classrooms further complicate teaching; while Tanner (2009) recommends an ideal primary class size of no more than 17 students, Filipino elementary classes often exceed this, with a teacher-to-student ratio reaching up to 1:35. This overcapacity creates chaotic learning environments that challenge effective classroom management. Moreover, Songbatumis (2016) identified other difficulties faced by elementary English teachers, including insufficient training, low proficiency in English, limited mastery of teaching methods, unfamiliarity with technology, and lack of ongoing professional development.

MATERIALS AND METHODS

This study used the descriptive research design as it

described the teacher respondents' competence in various oral language teaching strategies, namely: promoting auditory memory, developing listening and speaking skills, enhancing vocabulary and conceptual knowledge, creating a supportive language learning environment, and teaching a diverse range of spoken texts.

Participants

The study was conducted in the public elementary schools of the Schools Division of Laoag City in school year 2020-2021. Employing total enumeration, 44 teachers in grade 5 English were the respondents in the study.

Data Collection

For the data collection procedures, the researchers wrote a formal letter of request addressed to the schools division superintendent of Laoag City, signifying the study's intention. Upon the approval of the superintendent, the copies of the first instrument were sent through google forms. In compliance with the approved letter in conducting the study from SDOIN, the researchers coordinated with the school heads before administering the online survey-questionnaire, assessment tool on teachers' level of competence in oral language instruction. Attached to the survey-questionnaire was a letter indicating the respondents' full consent in their participation in the study.

The survey-questionnaire determined the teachers' level of competence in the oral language teaching strategies on a rating scale. The researchers created the instrument based on her research on the five components of effective oral language instruction: promotion of auditory memory, development of listening and speaking skills, teaching and extending of vocabulary and conceptual knowledge, creation of a language learning environment, and teaching of a variety of spoken texts.

Since the researchers made the survey-questionnaire based on their readings about oral language instruction, the tool was validated by a panel of experts in the development of research instruments. Also, eight teachers of Mariano Marcos State University – Laboratory Elementary School tried out the survey-questionnaire. The results indicated that the respondents clearly understood the items in the survey questionnaire. Thus, no modifications were made. In scoring the responses to the items in the survey, the following scale was used:

Scale	Description
5	Very Highly Competent (VHC)
4	Highly Competent (HC)
3	Moderately Competent (MC)
2	Slightly Competent (SC)
1	Not Competent (NC)

The researchers gave the teacher-respondents three weeks to complete the survey-questionnaires before submitting them, making sure that no school activity was disrupted.

Consent to Participate

Ethical considerations were implemented in the data collection. The rights of the respondents were maintained or upheld throughout the conduct of this study. Through a letter, the study was explained to the respondents, including the benefits they could get from it. It was emphasized that their participation would be based on their willingness or volition to participate in the study. Nevertheless, informed consent was sought from them.

Data Analysis

Frequency count and mean rating were used to describe teachers' level of competence in the oral language teaching strategies. In describing the teachers' level of competence in oral language teaching strategies, the following statistical ranges with their corresponding descriptive interpretations were used:

Scale	Range Interval	Descriptive Interpretation
5	4.51 – 5.00	Very Highly Competent (VHC)
4	3.51 – 4.50	Highly Competent (HC)
3	2.51 – 3.50	Moderately Competent (MC)
2	1.51 – 2.50	Slightly Competent (SC)
1	1.00 – 1.50	Not Competent (NC)

RESULTS AND DISCUSSION

This section reveals the findings on the teachers' level of competence in oral language teaching strategies, particularly on the promotion of auditory memory, development of listening and speaking skills, teaching and extending of vocabulary and conceptual knowledge, creation of a language learning environment, and teaching of a variety of spoken texts.

Promotion of Auditory Memory

Table 1 displays the results regarding teachers' proficiency in oral language teaching strategies, with a focus on promoting auditory memory. The data reveals that teachers generally exhibit a high level of competence in this area, reflected in a composite mean score of 3.58. Among the five strategies examined, two—using visual cues and mnemonics (mean = 3.45) and providing organizational aids such as graphic or visual organizers (mean = 3.41)—were identified as moderately mastered and were incorporated into the Development Plan.

These findings indicate that teachers recognize the significance of these strategies in improving their students' oral language skills. As highlighted by PDST (2014), students who struggle with auditory memory often find it difficult to comprehend and retain orally presented information, such as in subjects like history and science. The guide further explains that these students may also have trouble processing and recalling written information. Although teachers show competence in promoting auditory memory, the results suggest the need for additional training to enhance their skills further. Research supports the idea that understanding diverse learning styles is crucial for effectively supporting auditory memory development in language learners. Singh (2019) recommends that teachers engage in continuous professional growth by updating their teaching methods and acquiring new expertise to better facilitate student learning.

Moreover, PDST (2014) emphasizes that different components of auditory memory are distinct, and students must learn to process various types of information both independently and within context. Teachers should not assume that a student who can recall a sequence of numbers can also recall a sequence of words. While it is

Table 1: Teachers' level of competence in the promotion of auditory memory

1.	Promotion of Auditory Memory	Mean (μ)	Descriptive Interpretation (DI)
1.1.	Repeating and using information	3.60	HC
1.2.	Reciting poems, songs, tales, rhymes, etc.	3.75	HC
1.3.	Re-telling stories using visual aids or by illustrating a map	3.71	HC
1.4.	Using visual cues and mnemonics	3.45	MC
1.5.	Providing organizational tools to assist memory, such as graphic or visual organizers	3.41	MC
	Composite Mean	3.58	HC
Legend			
Scale	Range Interval	Descriptive Interpretation	
5	4.51 – 5.00	Very Highly Competent (VHC)	
4	3.51 – 4.50	Highly Competent (HC)	
3	2.51 – 3.50	Moderately Competent (MC)	
2	1.51 – 2.50	Slightly Competent (SC)	
1	1.00 – 1.50	Not Competent (NC)	

important for students to answer specific questions based on texts they've read, ensuring full comprehension of the entire passage remains paramount.

Development of Listening and Speaking Skills

Table 2 illustrates the teachers' competence in developing their students' listening and speaking skills. The findings indicate that teachers possess a moderate level of

proficiency in applying strategies aimed at enhancing these skills, as evidenced by a composite mean score of 3.48. Among the five strategies assessed, teachers showed moderate proficiency in three specific areas: providing opportunities for students to participate in conversational-style speaking (mean = 3.47), assigning tasks that require observing and recording effective speaking (mean = 3.35), and explicitly modeling effective speaking in both formal and informal contexts (mean = 3.34).

These results highlight the need for Grade 5 English teachers to strengthen their skills in employing teaching strategies that foster improved listening and speaking competencies among learners. Otto (2006, as cited in PDST, 2014) noted that early childhood is a crucial period when children use language not only to understand their environment but also to learn how language serves various functions—referred to as pragmatic knowledge. A key component of this is conversational skills.

Research by Ninio and Snow (1999) and Weiss (2004), both cited in PDST (2014), emphasized that children's proficiency in conversational skills significantly influences

their social interactions. While some conversational abilities develop naturally, teachers play an essential role in guiding learners to become effective conversationalists. The PDST (2014) also pointed out that engaging children in conversation is not the sole method to expand their vocabulary. Kerry (1982, as cited in PDST, 2014) observed that approximately 80% of teacher talk in classrooms centers on instructions, information delivery, or behavior correction, with the majority consisting of low-level questions prompting simple recall rather than higher-order thinking. Kerry recommended that teachers allow adequate “wait time” for students to formulate thoughtful responses.

Beyond allowing sufficient response time, Otto (2006, as cited in PDST, 2014) emphasized that teachers' reactions at this moment can either encourage or discourage students from participating in future discussions. He advised teachers to use supportive body language, build on children's answers, ask clarifying questions, and practice reflective listening to nurture ongoing engagement in classroom dialogues.

Table 2: Teachers' level of competence in the development of listening and speaking skills

2.	Development of Listening and Speaking Skills	Mean (μ)	Descriptive Interpretation (DI)
2.1.	Explicitly modeling effective speaking in a formal and informal manner	3.34	MC
2.2.	Providing opportunities for students to engage in conversational-style speaking	3.47	MC
2.3.	Giving students tasks that involve observing and recording effective speaking	3.35	MC
2.4.	Using role-playing to teach and reinforce good conversational skills	3.54	HC
2.5.	Carrying out activities where the whole class read aloud	3.72	HC
	Composite Mean	3.48	MC
Legend			
Scale		Range Interval	Descriptive Interpretation
5		4.51 – 5.00	Very Highly Competent (VHC)
4		3.51 – 4.50	Highly Competent (HC)
3		2.51 – 3.50	Moderately Competent (MC)
2		1.51 – 2.50	Slightly Competent (SC)
1		1.00 – 1.50	Not Competent (NC)

Teaching and Extending Vocabulary and Conceptual Knowledge

Table 3 presents the teachers' proficiency in teaching and expanding vocabulary and conceptual knowledge. The data indicate that teachers demonstrate a moderate level of competence in applying strategies aimed at enhancing these areas, as reflected by a composite mean score of 3.48. Specifically, teachers showed moderate proficiency in three key strategies: offering rich and varied language experiences such as dialogic instructional activities, independent reading, and interactive writing (mean = 3.43); ensuring students have multiple exposures to new words through review and practice (mean = 3.42); and

providing learners with contextual information that clarifies both the meaning and use of vocabulary (mean = 3.37).

The PDST (2014) highlights the importance of developing children's understanding of word meanings early on, emphasizing active engagement in vocabulary acquisition. Academic vocabulary is closely linked to concept learning, and when students encounter unfamiliar concepts, it is essential first to build their conceptual understanding before introducing related vocabulary. Conversely, when concepts are already familiar, new words can be introduced by connecting them to students' existing knowledge.

Therefore, the PDST recommends that teachers plan vocabulary instruction thoughtfully by: teaching individual words through synonyms, antonyms, root and suffix analysis; employing word-learning strategies such as contextual clues, definitions, and word maps; fostering a love and awareness of language through activities like word games and “word of the week”; and providing diverse opportunities for vocabulary use across reading, writing, and oral language. Exposure to vocabulary in varied contexts supports deeper understanding and nuanced usage.

Quigley (2018) concurs with PDST’s view, noting that

there is no single best approach to extending vocabulary and conceptual knowledge in the classroom. Instead, language teachers must carefully consider challenges, reflect on their methods, and monitor both explicit vocabulary instruction and the implicit language development that occurs through reading and rich, structured conversations. Konza (2014) further stresses the importance of explicit vocabulary teaching to help students confidently grasp word meanings and use them appropriately in different contexts, integrating new words into their active language repertoire.

Table 3: Teachers’ level of competence in the teaching and extending of vocabulary and conceptual knowledge

3.	Teaching and Extending Vocabulary and Conceptual Knowledge	Mean (μ)	Descriptive Interpretation (DI)
3.1.	Providing rich and varied language experiences, e.g., dialogic-based instructional activities, independent reading, interactive writing	3.43	MC
3.2.	Providing students with information that contains the context as well as the meaning of the word	3.37	MC
3.3.	Teaching them tools to unlock the meaning of unknown words, e.g., using context clues, word parts, reference materials	3.67	HC
3.4.	Making sure students have multiple exposures to the words with review and practice	3.42	MC
3.5.	Encouraging word consciousness through writing	3.51	HC
	Composite Mean	3.48	MC

Legend

Scale	Range Interval	Descriptive Interpretation
5	4.51 – 5.00	Very Highly Competent (VHC)
4	3.51 – 4.50	Highly Competent (HC)
3	2.51 – 3.50	Moderately Competent (MC)
2	1.51 – 2.50	Slightly Competent (SC)
1	1.00 – 1.50	Not Competent (NC)

Creation of a Language Learning Environment

Table 4 presents data on teachers’ competence in creating a language learning environment. The findings reveal that teachers are highly proficient in employing strategies aimed at fostering such an environment, as reflected by a composite mean score of 3.53. However, among the five strategies assessed, teachers demonstrated moderate proficiency in three specific areas: motivating students to engage in speaking with all class members (mean = 3.49), encouraging all attempts at speaking and listening by children (mean = 3.41), and allowing students to participate in spontaneous role-plays, recount personal experiences, and experiment with new ideas and vocabulary (mean = 3.37).

According to PDST (2014), teachers can enhance learning by designing differentiated activities that tap into students’ interests, knowledge, and skills. Additionally, teachers support students by helping them develop strategies for speaking and listening across various contexts. Providing authentic purposes and real audiences for communication helps students build confidence and become enthusiastic communicators.

PDST (2014) identifies three essential elements for establishing a successful language learning environment. First is the physical environment; enriching the classroom setting creates numerous opportunities for oral interaction and language development. The second element is classroom culture, which shapes how students engage and interact. The third involves communication opportunities, as interaction occurs continuously in the classroom. By leveraging these opportunities, students are exposed to diverse oral language contexts and uses, promoting their communicative competence.

Teaching of a Variety of Spoken Texts

Table 5 presents the teachers’ level of competence in teaching a variety of spoken texts. The overall composite mean of 3.43 indicates that teachers possess a moderate level of proficiency in implementing these strategies. Specifically, teachers showed moderate competence in four key strategies: providing students with opportunities to practice persuasive speaking, such as presenting arguments, accepting viewpoints, and justifying opinions

Table 4: Teachers' level of competence in the creation of a language learning environment

4.	Creation of a Language Learning Environment	Mean (μ)	Descriptive Interpretation (DI)
4.1.	Allowing pupils to engage in spontaneous role play, to re-tell experiences, and experiment with new ideas and vocabulary	3.37	MC
4.2.	Motivating pupils to speak with all members of the class	3.49	MC
4.3.	Teaching pupils to resolve conflicts through language	3.71	HC
4.4.	Encouraging all attempts by the children at both speaking and listening	3.41	MC
4.5.	Being sensitive to cultural differences	3.68	HC
	Composite Mean	3.53	MC

Legend:

Scale	Range Interval	Descriptive Interpretation
5	4.51 – 5.00	Very Highly Competent (VHC)
4	3.51 – 4.50	Highly Competent (HC)
3	2.51 – 3.50	Moderately Competent (MC)
2	1.51 – 2.50	Slightly Competent (SC)
1	1.00 – 1.50	Not Competent (NC)

through formal or informal debates (mean = 3.43); encouraging creative expression by allowing students to invent new worlds and create stories or poems through activities like reader's theatre, drama, storytelling, and puppetry (mean = 3.40); offering authentic learning contexts that promote both speaking and listening skills, such as partner work and cooperative learning groups (mean = 3.39); and giving students experience in selecting and organizing

information appropriately for specific purposes, audiences, and situations, for example, through oral reports or acting as a "reporter for the day" (mean = 3.39).

Koran (2015) highlighted the complexity of speaking as a skill and noted that learners often experience anxiety when asked to speak in or outside the classroom, leading to silence due to social or psychological factors. To address this, language teachers should employ natural, engaging

Table 5: Teachers' level of competence in the teaching of a variety of spoken texts

5.	Teaching a Variety of Spoken Texts	Mean (μ)	Descriptive Interpretation (DI)
5.1	Giving students experience in selecting and organizing information that will suit specific purposes, situations, and audiences, e.g., oral report, reporter for the day	3.39	MC
5.2	Allowing students to create new worlds and to make up stories and poems, e.g., reader's theatre, drama, storytelling, puppetry	3.40	MC
5.3	Providing an authentic learning context in which students can develop both speaking and listening skills, e.g., partner works, cooperative learning groups	3.39	MC
5.4	Encouraging students to enhance understanding by questioning and conducting interviews.	3.52	HC
5.5	Providing students opportunity to practice persuading, accepting a particular point of view justifying own opinions, e.g., arguments and formal/ informal debates	3.43	MC
	Composite Mean	3.43	MC

Legend

Scale	Range Interval	Descriptive Interpretation
5	4.51 – 5.00	Very Highly Competent (VHC)
4	3.51 – 4.50	Highly Competent (HC)
3	2.51 – 3.50	Moderately Competent (MC)
2	1.51 – 2.50	Slightly Competent (SC)
1	1.00 – 1.50	Not Competent (NC)

strategies such as oral reports, storytelling, anecdotes, partner and small group activities, giving instructions or procedures, conversations, questioning, interviews, and informal debates.

Therefore, a primary responsibility of language teachers is to encourage students to use English regularly both in class and in everyday interactions with classmates, teachers, and other English speakers whenever possible.

According to PDST (2014), it is important for students to understand how different oral language texts function across various contexts. Teachers must establish classroom structures and routines that help students grasp the diverse forms of spoken texts and provide purposeful opportunities to practice these forms in multiple settings. The guide further stresses the need to consider various social contexts of language use (formal or informal, familiar or unfamiliar), cultural contexts (local, community, institutional), and the participants involved in conversations, including their relationships (known or unknown, peers or adults).

Summary of the Teachers' Level of Competence in Their Oral Language Teaching Strategies

Table 6 presents the summary of the level of competence of the teachers in Grade 5 English in employing oral language teaching strategies. Overall, the teachers are moderately competent in using the oral language teaching strategies, as reflected in the overall mean of 3.49.

The teachers are moderately competent in three of these components – development of listening and speaking skills ($x=3.48$); teaching and extending of vocabulary and conceptual knowledge ($x=3.48$); and teaching of a variety of spoken texts ($x=3.43$).

It can be inferred from the findings that the teachers should continue familiarizing themselves with these oral language teaching strategies by actively engaging themselves in training activities, seminars, and webinars to foster their growth and development as language teachers.

Table 6: Teachers' level of competence in the teaching of a variety of spoken texts

Oral Language Teaching Strategies	Composite Mean (μ)	Descriptive Interpretation (DI)
1. Promotion of auditory memory	3.58	HC
2. Development of listening and speaking skills	3.48	MC
3. Teaching and extending vocabulary and conceptual knowledge	3.48	MC
4. Creation of a language learning environment	3.53	HC
5. Teaching of a variety of spoken texts.	3.43	MC
Overall Mean	3.49	MC
Legend		
Scale	Range Interval	Descriptive Interpretation
5	4.51 – 5.00	Very Highly Competent (VHC)
4	3.51 – 4.50	Highly Competent (HC)
3	2.51 – 3.50	Moderately Competent (MC)
2	1.51 – 2.50	Slightly Competent (SC)
1	1.00 – 1.50	Not Competent (NC)

CONCLUSION

The teachers in Grade 5 English in the public elementary schools of the Schools Division of Laoag City are moderately competent in the oral language teaching strategies. Thus, it is suggested that teachers continue being open to new learnings by actively participating in the programs and projects that seek to develop their competence in oral language teaching. It is also recommended that school administrators give their full support to teachers in training, seminars, and webinars that seek to develop their oral language teaching competence. Finally, it is proposed that policymakers use the findings of this study as basis for policy formulations and the design of quality oral language teaching materials that will cater to teachers' and learners' needs.

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