

Teachers' Capability and Challenges in Teaching Oral Language at the Primary Level

Allyssa Jean Andrade Natividad¹; Dr. Lilybeth Jacolbia Matira²

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ABSTRACT

This study explored teachers' capability and the challenges they face in teaching oral language at the primary level. Findings revealed that teachers possess dedication, passion, and fundamental instructional skills; however, their effectiveness is often limited by insufficient professional support and training opportunities. Classroom practices are further constrained by high class sizes, diverse learner abilities, limited instructional resources and facilities, and inadequate assessment tools, all of which collectively impact the quality of oral language instruction. To address these gaps, the study led to the development of the guidebook "Enhancing Teachers' Capability in Teaching Oral Language at the Primary Level", which provides practical, contextualized strategies and solutions to common classroom challenges. The guidebook also promotes continuous professional growth through assessment, peer collaboration, and instructional reflection, empowering teachers to improve learner participation, oral proficiency, and foundational literacy skills. The study underscores the importance of ongoing professional development and administrative support to enhance the gap between policy expectations and classroom realities.

TABLE OF CONTENTS

	PAGE
TITLE PAGE	123
ABSTRACT	124
TABLE OF CONTENTS	125
CHAPTER ONE INTRODUCTION	126
The Problem and its Background	126
Background of the Study	126
CHAPTER TWO REVIEW OF RELATED LITERATURE	127
Theoretical Framework	130
Conceptual Framework	131
Statement of the Problem	131
Significance of the Study	132
Scope and Delimitations	132
Operational Definition of Terms	132
CHAPTER THREE METHODOLOGY	134
Research Design	134
Population and Sampling	134
Participants of the Study	134
Research Tools/ Instruments	135
Data Gathering Procedures	135
Data Analysis Procedures	135
Ethical Considerations	135
Gantt Chart 2024 & 2025	136
CHAPTER FOUR RESULTS AND DISCUSSION	137
Introduction	137
Problem No. 1 Demographic Profile	137
Problem No. 2 Capabilities of Teachers	137
Problem No. 3 Challenges of Teachers	139
Problem No. 4 Programs Needed	140
CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	143
Summary of the Findings	143
Conclusions	144
Recommendations	145
REFERENCES	146
APPENDICES	148
Letter of Request to the Institution	148
Confidentiality Letter to the Participants	149
Letter of Request to Validators and Credentials	155
Validated Questions and Interview Protocol	164
Guidebook	166
Coding: Document Manager Overview	169
Coding: Codebook	170
Coding: Sample Coded Quotations	171

CHAPTER ONE INTRODUCTION

➤ *The Problem and Its Background*

Reading is one of the important skills that students must learn as it enables them to become capable in another subject. If reading competence is sustainable in an institution, teaching, and learning will be more accessible for teachers and students. Oral language skills impact students' academic performance: if the student is engaged in reading they foster the development of critical thinking skills and comprehension, which yields edge across to several academic disciplines. (Whitten et. al., 2019) In oral language, students can learn to think outside the box and gain a deeper understanding of the world around them. These skills are important because this is a gateway to a lot of opportunities when they grow up paving the way for success and personal growth. Teachers and students may find the reading process challenging without high reading competence. The Philippines ranked third from the bottom in the PISA 2022 results, which demands immediate attention, collaborative effort, and dedication to progress so that students can get the best possible learning experience. To understand the circumstances, it is necessary to assess the capacity of teachers to teach reading in the country and determine their needs. Research has shown that children who learn literacy skills early need help maintaining pace in their later years (Qizi, 2021). Considering the pandemic and shifts in teaching modalities, students' reading skills and proficiencies have greatly diminished, particularly among elementary students. Prior to implementing interventions, the Department of Education (DepEd) needs to comprehend the firsthand experiences and challenges that teachers encounter in the classroom after schools have reopened to effectively address a decline in literacy and remediate learning gaps. The DEPED Most Essential Learning Competencies (MELCs) were designed to be flexible, allowing teachers to incorporate Learning Competencies (LCs) without being limited by horizontal alignment. This study aims to identify ways teachers can assist in improving their abilities to teach oral language, primarily based on their needs, difficulties, and perceived capabilities.

➤ *Background of the Study*

Literacy is a significant challenge for public schools in the Philippines. In our educational institution. Rosauro Almario Elementary School, many pupils have progressed to the next academic level and need sufficient reading proficiency. Also, our school got the lowest scores in the recent PISA results. Educators are often tasked with teaching Literacy, even if it falls outside their expertise. Teaching early reading is difficult for teachers as they lack an understanding of its purposes and how to teach it effectively. Numerous educators were not familiar with the basic principles of teaching reading at an early age. Educators often lack the necessary skills and have a limited understanding of what reading skills to teach and the methods to effectively impart them. Reading intervention techniques are essential for supporting pupils who are struggling with Literacy. Teachers can help these students enhance their reading skills and become proficient readers by employing interventions tailored to the individual student's requirements. As a preschool teacher, learning to read during their primary years is essential to prevent jumping to another level, yet lacking literacy skills. The present research incorporates exercises to facilitate teachers' ability to understand phonological and phonemic awareness. Educators will have a complete knowledge of teaching literacy, its importance, and how it can be implemented in their classrooms. Also, stimulation of phonological awareness will be done through games and play; the use of playful materials will contribute to the process of phonological awareness in students, and it will reduce reading difficulties. This study will provide a guidebook that includes enhancement programs to find out how educators could improve the skills they acquired in teaching literacy, specifically to their specific requirements, challenges, and capabilities. This guidebook empowers teachers to become better reading educators by understanding their needs, challenges, and perceived abilities. After this study, teachers who are not reading teacher majors can now confidently teach Literacy because they are already guided enough.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature review's criterion focuses on the observed benefits of assessing teachers' capabilities and challenges in teaching verbal communication. As a result, the literature review focuses on teachers' pedagogical challenges, capabilities, and programs, and on improving reading instruction skills. The research and information will benefit early literacy educators and personnel who provide interventions to pupils during primary literacy development. These subtopics are important because they are some of the most critical factors for assessing teachers' capabilities and challenges.

The researcher retains some references indicated in this study because they are relevant to the study.

➤ *Pedagogical Challenges in Teaching Literacy*

Multiple research findings indicate that teachers commonly encounter numerous difficulties in language acquisition, specifically in Language (Wirawan, 2020; Vilazadeh, 2021; Rahman et al., 2019). The primary issues contributing to these problems are institutional, including an excessive English curriculum, large class sizes, and deficiencies in technology and equipment (Sali & Kecik, 2018). Rahman et al. (2019) believe that language education policies, the implementation of language curriculum, teaching techniques, resources, analysis, and teacher professional development are all essential variables that limit the enhancement of language teaching situations. In today's dynamic world, proficiency in the English language is crucial. Numerous countries outside native English-speaking regions have been trying to improve English language education. However, they often face challenges such as limited resources, difficulties with English literacy, and students' lack of internal motivation (Abikar, 2022). An issue that has been observed at the elementary level is the declining proficiency in Literacy among students. Bao et al. (2020) stated that in this post-pandemic time, educators are beginning to realize the adverse effects of the closure of schools (Stravropoulos, 2020). Given the current scenario, DepEd has set a goal to fill the learning gap caused by the epidemic (Malipot, 2022). Thus, implementations, interventions, and initiatives should address reading capacity's short-term and long-term issues locally and nationally. Teaching Reading in isolated areas poses challenges for educators as they must address issues related to students, teachers, and infrastructure. According to a study by Endriyati and Abasa (2019), the difficulties associated with teaching reading in rural settings arise from factors such as students' vocabulary, motivation, parental involvement, teachers' proficiency with technology, their familiarity and training, as well as the absence of computers, suitable buildings, and LCD projectors in schools. Kurniastuti et al. (2019) examined instructors' obstacles when teaching reading to children, particularly those with special needs in kindergarten and primary school. They have determined that one of the teachers' primary concerns is finding appropriate learning programs and providing media to accommodate youngsters with diverse capacities. In response to this challenge, teachers have developed different strategies to teach basic literacy skills, such as developing individualized education programs, creating a conducive environment, applying differentiated learning, teaching pre-academic skills, and utilizing different learning strategies. Clear instructions and rubrics must set attainable goals to help the learners know their progress and where they are lacking. Torres and Dela Pena (2022). Furthermore, Garci (2023) observed that some teachers possess low confidence in using their mother tongue as a medium of instruction, affecting the quality of oral instructions in the classroom.

Teachers require aid with difficulties like poor student participation and unmet competencies. Language teachers are more capable of teaching reading than content teachers with inadequate skills (Relleve, 2023). Teachers encounter difficulties understanding important Literacy and differentiating it from higher-order cognitive abilities. Due to misunderstandings and challenges, they require assistance in applying critical literacy-based instruction for teaching reading (Hakim et al., 2021). Beginner individuals must acquire knowledge of the alphabet system, encompassing the associations between letters and their corresponding sounds and spelling patterns, and apply this knowledge in reading. Proficiency in reading is essential for acquiring knowledge, establishing self-awareness, and interpreting the world. The future achievement of present-day students will rely on their capacity to acquire and skillfully utilize diverse texts. Teachers need to have materials to support them in delivering the lesson effectively. Continuous development should be prioritized because teachers need to have refresher courses to be updated on current trends. (Lopez, 2023).

Alva (2022) highlighted the importance of Literacy in education and noted that many students complete their schooling without attaining sufficient proficiency in reading and writing. This learning gap occurs due to varying timelines and the challenges of teaching Literacy through phonics. Mara (2024) exhibits varying levels of potential regarding their contributions in the classroom. There is a noted phenomenon where confident children lack enthusiasm for reading. Their lack of readiness or insufficient motivation could be the reason. Reading is essential for preparing individuals for the subsequent stage of education. Proficient readers are students who possess the ability to understand and read with ease. A large class size can be challenging for a teacher to facilitate. Instead of doing only activities that will help them learn, the teacher will allocate spare time to ask the learners to keep quiet. An ideal classroom must be only 20-25, and delivering a lesson can be enjoyable. Providing instructional materials can also have a significant impact on teaching the learners.

➤ *Capabilities Possessed by Teachers*

More than high-quality preservice education is required to address the myriad obstacles instructors encounter throughout their careers. Teacher education programs can provide only a portion of the skills needed for the classroom. Modern educators are required to engage in lifelong learning, adapt to evolving circumstances, and address changing cultural expectations within the classroom. Furthermore, teachers with TPD opportunities reported increased job commitment and satisfaction, positively impacting attrition and turnover (Shin, Meekyung, et al. 2021).

Teachers at primary level who teach oral language classes need to possess the capabilities to address students' varying needs (Kurnuawati 2023). These capabilities include designing an inclusive learning environments, utilization of different methods, fostering collaborative learning, promoting motivation and positive environment to navigate oral language practices. (Rissa, 2023). Additionally, teachers must have a deep understanding of the subject matter they teach, implementing appropriate learning models, strategies and continuous enhancement of skills are top tier to foster professional development and support inclusive practice. (Forsling, 2023). To be an effective teacher and remove barriers to students' oral language development teachers can focus on flexibility and preparedness these aspects will ultimately contribute to improve oral language outcomes in primary classroom. According to Archer (2022), reading-proficient teachers show attributes such as educational background, expertise in an area, and excellent communication skills. Utilization of technology, observation, assessment and behavior management are connected in teaching sound and letter recognition to students, which will help the teacher to be an effective one. (Relleve, 2023). Different models of reading development and instructional approaches emphasize the importance of flexible grouping and differentiation in literacy instruction. Reading teachers must consider reader identity, motivation, and responsive curriculum to support struggling adolescent readers effectively, integrating content knowledge with student understanding for success (Kuhn et al., 2024). Having a skilled educator is crucial to ensure the learning satisfaction of students. However, the responsibilities that come with being a teacher, such as rigorous lesson planning, conducting classes, attending meetings and conferences, and grading tests, leave little time for reflecting on one's role in the education system (Kusin, S. M., 2022).

➤ *Programs in Teaching Literacy Communication*

According to Shainely (2022), policy and professional norms have continually emphasized the significance of preceptors integrating assessment into their tutoring practices to describe, cover, support, estimate, and report on pupil literacy. Nonetheless, the cornucopia of numerous generalities associated with evaluation, similar to assessment faculty, proficiency in assessment, assessing capability, and assessment identity, has led to nebulousness and different interpretations of preceptors' assessment tasks. These structures appear from different literal origins, each with distinct counteraccusations for perpetration, which have impacted ultramodern educational programs and professional development styles in colorful systems. The process of tutoring and Literacy requires a Creative Class that emphasizes core reading and language chops through suitable conditioning and diurnal routines. The Creative Class met our specific requirements throughout the entire process. (Salendab,2021).

Effective policy and program interventions for enhancing knowledge communication among learners include multimodal approaches that concentrate on language and pre-literacy chops (Cheng & Chavers, 2023). enforcing integrated interventions like the Better Launch Knowledge Approach (BSLA) has appreciatively impacted foundational knowledge chops, especially for children with low oral language capability in grueling communities(Scott, 2022). Early knowledge interventions in kindergarten, emphasizing phonological mindfulness and letter-sound knowledge, have proven successful in linguistically different settings, leading to bettered knowledge issues in native and alternate languages (Abreu, 2020). To produce exceptional study results, preceptors in public seminaries must increase their exploration chops. Still, they cannot do it on their own. The institution and its mates must unite to help preceptors acquire and develop information, chops, values, and good stations. It will benefit all experimenters and allow them to fully follow the policy(Hero, 2023).

➤ *Importance of Oral Language Development in Young Literacy Learners*

Learners utilize language structure as a foundation for acquiring reading skills. Therefore, literacy instruction for young learners should incorporate the unique ways in which each child utilizes spoken language. Their personal speaking language facilitates the exploration of new subjects and enhances their reading skills. Given the significant role of oral language in a learner's literacy development, people working with young children must foster the advancement of spoken language from infancy. It also covers activities that promote oral language development in young children, ensuring they establish a robust linguistic foundation for literacy skills acquisition. Engaging in meaningful talks and play with young kid will enhance their language development, establishing a stronger foundation for literacy acquisition.

Children use language structures as an introduction to learning reading skills. Consequently, literacy education must integrate the learners individual use of oral language. Learner's use spoken language to comprehend the fundamental principles of reading. It will assist students in exploring new concepts and enhancing their reading skills. They must then identify patterns in written language to improve their reading proficiency. As textual patterns evolve in complexity, children will start to recognize that they diverge from those found in traditional texts. They discover distinctions between their mode of communication and how books provide information. They start to comprehend that written language may differ from oral language. (Lee et al.,2020).

➤ *Role of Oral Language*

The foundation of oral language for the young learner is essential. Learners beginning elementary school understand language usage and its inherent patterns. (Reed, 2020). Educators, as well as their guardians, must acknowledge that the advancement of oral language facilitates the initial foundations of Literacy. The development of reading abilities requires that a child engage with the visual information presented on a printed page while applying their innate grasp of the meanings and structures of both spoken and written language.

The students are still examining how the printed characters in a text relate to the structure of their spoken language. Developing these skills depends on the learners' ability to use expression, meaning, and language effectively. The link between the development of oral language and the process of reading acquisition for early literacy learners is extensively covered in existing literature. (Christie, 2020).

The ability of children to control their speech and language usage is necessary for their development of writing, reading, speaking, and listening skills. Their linguistic knowledge is mainly subconscious and intuitive, enabling them to navigate various language applications proficiently. For instance, they unconsciously comprehend pragmatic concepts such as subject-verb agreement, tense usage, the significance of meaning, and appropriate register. (Lindfors, 2020) explain that children's mastery of oral language upon kindergarten is foundational for their subsequent learning. Their capacity to read, hear, speak, and write is contingent upon their understanding of the interplay between expression and meaning.

➤ *Importance of Phonemic and Phonological Awareness in Primary Level*

Phonological awareness, especially the phoneme stage, directly impacts many aspects of literacy development, including decoding and spelling. There is a relationship between phoneme-level awareness, decoding, and encoding an alphabetic way of writing as graphemes (letters) mirror phonemes (sounds) in written words. Phonemic awareness and letter recognition are critical abilities that a kindergarten student must master to avoid problems later in life. The multimodal learning technique has been suggested to improve these abilities (Faunillan M., 2023).

Gezer (2021), Phonological awareness is a broad word that encompasses recognizing and manipulating Words, syllables, onset, and rimes, examples of linguistic constructs used in oral language. Phonemes are also phonemes. Children with exceptional phonological awareness can identify and generate rhymes and alliteration and recognize words within a sentence or syllables inside a word. Phonological awareness predicts reading achievement (Fernandez-Otoya et al., 2022). Learners benefit from developing reading and spelling skills (Novianti & Syihabuddin, 2021; Soto et al., 2019).

Faunillan, M. (2023). Fostering phonological awareness can assist students in overcoming educational obstacles. A multisensory approach, when applied explicitly, proves to be an effective method for teaching phonological awareness as part of reading interventions. Multiple studies explicitly highlight the crucial significance of phonological awareness. After acquiring proficiency in these phonological awareness abilities, individuals will be able to identify identical initial, middle, and final sounds and manipulate certain spoken sounds. Phonological awareness is an auditory ability that encompasses the act of listening to language, perceiving sounds, and articulating words. Phonological awareness is cultivated in young learners by acquiring language rhythm and sounds. Children who can perceive the rhythm of language can effectively segment sentences into individual words and syllables.

➤ *Phonological Instruction*

Primary school students must have a strong foundation in phonics to aid them in their continued development of reading and writing skills. Hence, educators must possess an extensive understanding of the most effective pedagogical approaches to assist their students in recognizing and applying phonics during reading and writing (Mara, 2023).

There is a common misconception that PA and phonics are interchangeable terms. Students learn to read and spell words through phonics instruction, which focuses on the relationship between letters and sounds. On the other hand, PA instruction refers to the explicit teaching of the individual sounds that make up words, including phonemes, syllables, and onset-rime units. Phonics instruction is a widely recognized pedagogical strategy in which children are taught to blend or segment the sounds in words using letters (Reading Rockets, 2020).

Instructing phonemic awareness to children involves recognizing that spoken words are not indivisible entities but rather a combination of co-articulated sounds that form a complete word. Upon comprehending this notion, children can be instructed to separate, combine, divide, and alter the phonemes. Fluency in phonemic awareness skills fluency in reading is really important.

Phonemic awareness and phonics are different concepts yet exhibit a connection. It is unnecessary to teach the child phonics instruction until a child's phonemic awareness has been established. Teachers should guide students in understanding the relation between phonemic awareness and phonics. In designing reading strategies for primary-level education, it is advised that phonemic awareness activities be allocated 10-12 minutes within literacy time. The curriculum should incorporate proficiencies in early stage to build a foundation to each children. (Bottari, 2020).

➤ *Qualitative Research*

Qualitative approach, have become essential for understanding and comprehending complicated process. It has many aspects and by providing a thorough introduction and valuable ways it will understand easily Qualitative research focused on human experiences, perspectives and capturing situations and variations through story telling or descriptive analysis. In addition to being a methodological decision, qualitative research involve a dedication to searching deeply into social phenomena and allowing researchers to relate to the subjective experiences of their subjects.

➤ *Synthesis of the Study*

Oral language development at the primary level is the foundation for literacy and overall academic progress of the students. Several studies highlighted the crucial role of teachers' capability in promoting an effective oral instruction. Rissa (2023), emphasized that teachers who can teach with a strong knowledge or confident on what she does often known to be an effective teachers in developing learners' oral language skilled. Similarly, Forsling (2023) found out that teachers who puts a lot of effort in crafting appropriate learning strategies boost learners confidence and become more motivated. However, despite their capabilities, they continuously faced instructional challenges daily. Lopez (2021) observed that having a large class size, a lack of instructional materials, and limited training opportunities for regular teachers are significant barriers to effective teaching. Similarly, Torres and Dela Peña (2022), encountered many teachers who find assessment in oral performance as struggles this is due to a lack of attainable instructions and rubrics. Additionally, meeting competencies was also a challenge to teachers because there so many competencies to achieve but they lack time. Furthermore, Garci (2023) learned that some teachers have low confidence in using their mother tongue as a medium of instruction, affecting the quality of oral instructions in the classroom. Teachers from different provinces are here in Manila; the language they grew up in differs from Tagalog, so pronunciation is different. Overall, the reviewed literature suggests that although the teachers possess capabilities of oral language development, their instructional capability is often restrained by contextual challenges they encounter. Continuous professional development, provision of appropriate learning resources, and manageable class sizes are significant aspects to strengthen teachers' competence and ensure effective oral language instruction at the primary level.

➤ *Theoretical Framework*

• *This Research is Based on the Following Major Theories and Concepts:*

According to Liana Loewus (2024), if you investigate decades of study on how people learn to read, you will quickly discover that one theory supports much of what is known in the area. It is known as the Simple View of Reading. The Simple View, proposed in 1986 by cognitive psychologists Philip Gough and William Tunmer, holds that reading comprehension depends on word recognition and language comprehension. In other words, people must be able to detect words on a page and understand oral language to comprehend what they read.

Andy Minshew (2023) believes that understanding the science of how children learn to read is the first step toward developing successful, well-founded classroom training. Cognitive psychologists, neuroscientists, and education professionals have been studying literacy development for decades, yielding much information for educators. The Simple View of Reading is one of the most well-known, succinct, and grounded theories of literacy development, representing reading competency as the result of two variables.

She also explains that the brain's left hemisphere forms the reading network. Specific parts of the brain process visual information and letter sounds. Other brain regions aid in retrieving word meanings and pronunciations. These brain areas have not yet been associated with non-readers or developing readers. Learning to read alters the brain, building neuronal networks between areas that must collaborate to enable reading.

Cindy Jiban (2024) explains that the science of reading is the collection of facts about what matters and what succeeds in literacy teaching, structured around models that explain how and why. A single research study is not considered a science. Tens of thousands of studies on early Literacy have been published, with some yielding conflicting results. To enable educators to consume research meaningfully, seek convergence of evidence. When multiple well-designed studies yield comparable results, one should pay attention.

Haile and Samuel Zinabu (2023) state that teaching phonological awareness in early childhood is essential to developing reading skills. Teachers in the early grades should employ explicit and methodical training to enhance children's literacy skills. Kids' reading achievements correlate with their teachers' overall reading instructional abilities. Subject-area teachers in numerous nations may require additional fundamental strategies and skills for teaching reading. Teacher preparation preservice programs may be ineffective in teaching literacy instruction and assessment approaches.

Furthermore, they must incorporate the essential elements of reading proficiency into their subjects and instructional methods. Consequently, many young students are required to attain the minimal expected learning competencies at their grade level. Hence, reading education in the early grades must incorporate the fundamental elements of reading: phonics, phonological awareness, vocabulary, word decoding awareness, reading comprehension, and practical application of reading skills. These components are

essential for teaching reading in the primary grades. By helping a child develop phonological awareness abilities, we may equip them with the necessary tools to become proficient readers.

➤ *Conceptual Framework*

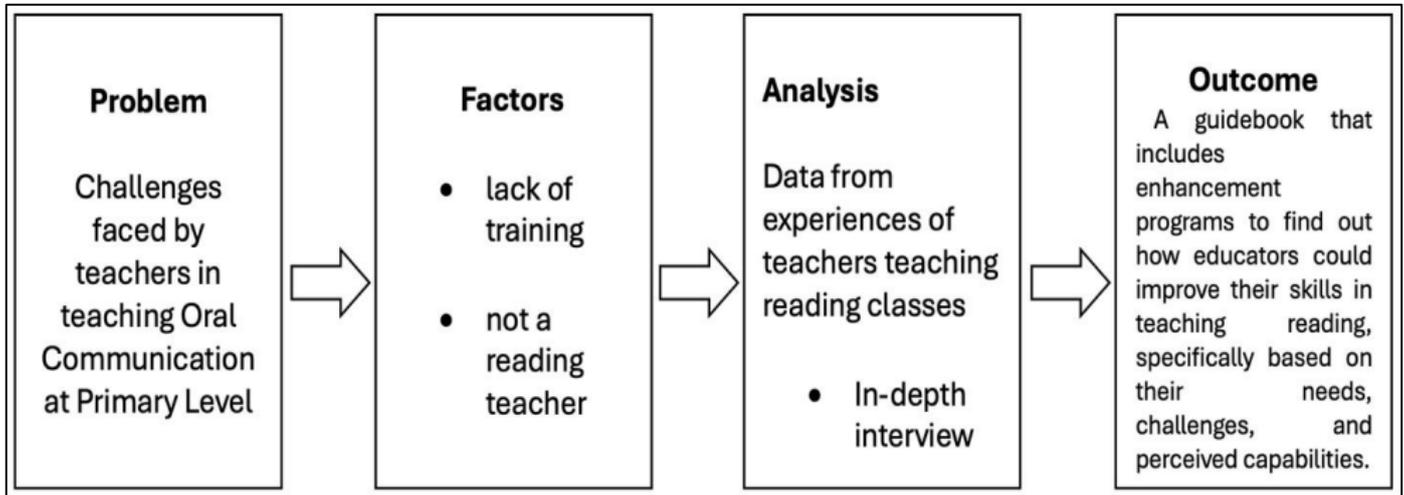


Fig 1 Conceptual Framework for Assessing Teachers' Capabilities and Challenges in Teaching Oral Language at the Primary Level

The conceptual framework of this study is self-made and designed to illustrate the flow of the survey and the teachers' challenges in teaching oral language at the primary level. The basis of this framework was from Pedagogical Content Knowledge of Shulman, which explains the relationship between teachers' knowledge, skills, and teaching capabilities. Also, another theory from the Constructivists of Vygotsky supports the idea that teachers guide learners in constructing knowledge through oral and reading activities

This study, as depicted in Figure 1, aims to assess educators' capabilities and challenges in teaching oral language classes. The first box presents the problem, which identifies teachers' difficulties in delivering reading instruction. The components contributing to teachers' challenges include the lack of content training and the designation of teachers who are not trained explicitly as reading teachers. Teachers who teach reading classes often face challenges that can be a hindrance in their daily classes, but teachers are creative enough to manage those challenges with an open heart. Possible The researcher will interview the teachers who are also the participants of this study. Daily routines and experiences are one of the highlights of this interview. Additionally, this study will produce a guidebook that includes enhancement programs to help teachers improve their oral language skills based on their specific needs and challenges. This guidebook empowers teachers to become effective oral language teachers by understanding their needs and challenges. It will provide valuable insights to help teachers elevate their teaching skills and create more positive learning environment for students.

An in-depth interview will be conducted to gather information. The results of this study will provide valuable insights into enhancing literacy classes and students' learning experiences.

➤ *Statement of the Problem*

This study aims to determine teachers' capabilities and challenges in teaching Literacy at the primary level. To achieve this objective, the researchers came up with the following research questions:

- *What is the Demographic Profile of Teacher Participants in Terms of:*
 - ✓ Age
 - ✓ Sex
 - ✓ Education
 - ✓ Years of teaching
 - ✓ Training
- *What are the Present Capabilities of Teacher-Participants in Terms of:*
 - ✓ Phonemic awareness
 - ✓ Phonics

✓ Phonological instruction

• *What are the Present Challenges of Teacher-Participants in Terms of:*

- ✓ Teaching strategies
- ✓ Classroom class size
- ✓ Unmet learning competencies

• *What Programs are Needed to Improve the Teaching Capability of Oral Language Teachers in Basic Education?*

➤ *Significance of the Study*

• *This Study is Deemed Beneficial to the Following:*

✓ *New and Old Educators—*

This will give them a better understanding of the importance of teaching young children the correct sounds and engaging strategies and activities that may be used during daily instruction.

✓ *Students—*

The study will significantly increase students' opportunities to develop a keen interest in reading, as they will have many opportunities to read academic texts throughout the school year.

✓ *School Administrators—*

The study will benefit school administrators as they acquire knowledge regarding teachers' experiences teaching Literacy. They may use this as a basis when implementing changes in their curriculum.

✓ *Future Researchers –*

The data emerging from this study may serve as a basis for future development of teaching literacy and may extend to other age groups, localities, and regions.

➤ *Scope and Delimitations*

This study explores the teacher's challenges and capabilities when teaching oral language at the primary level at Rosauo Almario Elementary School in Kagitingan, Tondo, Manila, so that researchers and practitioners can enhance teacher education and professional growth. Knowing how teachers contribute to adopting more effective teaching methods to better serve all learners' educational requirements in learning to read is helpful. The target group of this study is kindergarten to grade three (3) teachers teaching literacy classes.

Accordingly, the study focused on ten (10) teachers for interviews. The data will be collected in three (3) months. The primary data source will be the questionnaire prepared by the researchers and validated by the experts.

This study will not extend beyond the participants' capabilities and challenges with teaching literacy communication before they were employed at the school and will not extend beyond the allotted time frame of the study.

➤ *Operational Definition of Terms*

• *To Ensure Clarification, the Operational Definition of the Terms Used in the Study is Defined as Follows:*

- ✓ *Assess –* Refers to how well students learn and how effective teaching methods work. Educators can use it to distinguish areas for improvement, track individual and collective growth, and ensure instruction goals are met.
- ✓ *Capability –* Refers to the skills abilities, and personality traits that allow educators to design, deliver, and evaluate effective education.
- ✓ *Communication Literacy-* Pertains to a person's reading comprehension and suggests that they can understand or interpret written content.
- ✓ *Challenges –* Refer to the struggles that educators put to the test whenever they face difficulties, including students with varying ability levels, complex texts, or rigorous academic demands.
- ✓ *A guidebook –* Refers to the policies, programs, and guidelines educators must follow.

- ✓ Oral language – Refers to the process by which utilize spoken words to express knowledge, ideas, and concepts.
- ✓ Primary Level – Refers to children in kindergarten through third grade.
- ✓ Phonemic Awareness refers to the comprehension of oral language, composed of discrete units known as phonemes.
- ✓ Phonological Awareness - the fundamental basis upon which the process of acquiring reading skills is built. It refers to the cognitive capacity to recognize and manipulate phonetic elements within oral communication.
- ✓ Programs - refers to developing an educational institution or government that determines each subject's learning progress throughout the formal education process.
- ✓ Strategies - refers to what a Reading teacher does to teach literacy class effectively at the primary level.
- ✓ Verbal Communication – refers to using spoken and written words to channel a message to another person.
- ✓ Years of Teaching – refers to the duration of time that a teacher has spent actively instructing children in a classroom within a school or school system.

CHAPTER THREE METHODOLOGY

➤ *Overview*

In this chapter, the researcher focused on an individual within a context to explore its unique differences thoroughly. The researcher secured a permission to gather data. The researcher chose a purposive case study approach, which explains selecting individuals with teaching experience to conduct in-depth perspectives on the research topic. This design is valuable in exploring the challenges that educators encounter while teaching.

➤ *Research Design*

This chapter outlines the various methods employed in gathering and analyzing pertinent data. The methods will address a range of subjects, such as the place of study, research methodology, sampling techniques, sample size, data classifications, methods of data collection, and data management. This section details the procedures followed to gather information for the research. Individual interviews will primarily be used for data collection. The interviews and the interviewer are then transcribed and evaluated.

According to Creswell and Poth (2018), case studies investigate specific difficulties in comprehensively understanding a single case or a series of cases. We will use a qualitative case study methodology for the study at hand. Case study design is suitable for this study because it helps us understand complicated problems in real-life settings and is often used to see things from the people involved in those settings. The collected data will then be analyzed, and emerging codes will be used to base the recommendations.

Case studies provide depth to a generic inquiry by closely examining specific examples (e.g., activity, event, process, time, and community—individual, group, and organization), exposing the intricacies and dynamics of a phenomenon in its actual context. This method is a good substitute for action research, mainly when the researcher's direct engagement or co-creating solutions are not the main goals. Case studies, defined as descriptive and observational studies focusing understanding and documentation above active participation in change, which is important to a research, because of this case studies are ideal for investigations that call for a thorough contextual understanding without necessity of researcher-led action.

➤ *Population and Sampling*

The researcher picked participants from schools in the Manila district, focusing on the Tondo area and explicitly targeting schools where students with limited oral language skills resided, such as Parola and Isla Puting Bato within the slums of Tondo, as an example of such communities. Participants were chosen based on the practicality and convenience of their accessibility (Cohen and Manio). Among them were ten capable teachers responsible for teaching oral language in their classes.

Qualitative, research is a scientific inquiry methodology that focuses on the richness and depth of context and voice in understanding the phenomena. This approach tries to understand and build ideas seeking to reveal the 5WH behind social behaviors and interactions instead of just telling what happened (Lim 2023). To ensure a thorough investigation of the phenomena, qualitative research embraces openness. It uses techniques, including participant observation, in-depth and focus group discussions, and open-ended questions, to explore people's subjective perspectives, experiences, and meanings of their social environment.

By being reflexive and flexible, qualitative research ensures that the research process remains responsive and relevant while remaining sensitive to bias. For example, if preliminary interviews with participants reveal unexpected responses (e.g., social desirability), researchers can adjust their approach accordingly (e.g., individual to projective or third-person techniques). Weng Marc Lim, 2024

The school where the study will be conducted has a big problem regarding literacy classes. The said school always places them at the bottom of every test. The researcher has been a teacher for almost four years there, so she came up with this study because of that problem. She believes that if teachers have proper training or a guidebook to teach reading, students may keep up and be able to read.

The experts in the teaching field validated the survey instruments that will be used in this study. This study had three expert validators whose comments significantly impacted this study. Validator 1 commented on the best way to define terms based on the context of the study. Validator 2: Had a comment to give a specific strategy for teaching phonological awareness, such as initial sound isolation and blending phonemes. Validator 3 suggested putting a checklist for participants to track their current practice and skills regarding phonological awareness and instruction. He also added that by having this, participants would be aware of the extent of the role information and or data needed to support this study.

➤ *Participants of the Study*

The researcher chose participants using purposive sampling, deliberately choosing individuals based on their specific skills and experiences. Purposive sampling is a non-probability sampling technique where participants are intentionally chosen because they

possess characteristics that are relevant to the research objectives. This method is particularly useful when only a few primary data sources can contribute to the study, making purposive sampling the most appropriate strategy.

The study involved ten teachers from the primary level of Rosauo Almario Elementary School. The participants in this study hold degrees in education. The researcher chose this school as the research site due to its eagerness to improve literacy and its willingness to participate in the study.

➤ *Research Tools/ Instruments*

In-depth interviews were used with each participant as part of this study. The primary goal of using interviews in research is to collect additional information about a particular topic of interest to the researcher. In conducting discussions, the researcher highlighted the importance of interviews as both a tool and a social activity.

The researcher has been in the service for almost ten years; she chose this study because she knows the problem regarding literacy in her school. The goal of this study is for educators to have a complete knowledge of teaching literacy, its importance, and how it can be implemented in their classrooms. This study will provide a guidebook that includes enhancement programs to find out how educators could improve the skills they acquired in teaching oral language, specifically to their specific requirements, challenges, and capabilities. This guidebook empowers teachers to become better reading educators by understanding their needs, challenges, and perceived abilities. After this study, teachers who are not reading teacher majors can now confidently teach oral language because they are already guided enough. The researcher selected teachers who have a load of literacy but are not reading teachers, mainly because the school lacks a reading teacher. The participants are the ones who have encountered difficulties and struggle the hardest. The length of the interviews ranged from 30 to 45 minutes, depending on the teacher's answers to the questions.

➤ *Data Gathering Procedures*

Before collecting any data, the researcher obtained a letter of permission from the Division of City Schools Manila for the research and collected consent forms from individual participants. During research at Rosauo Almario Elementary School, teachers will be asked to use interviews to gather data. The interviews varied from 30 to 45 minutes based on how the teachers responded to the questions. The actual words of the participants will also be presented in this study. The reason for selecting formal interviews is their adaptability. This method proved helpful as it enabled me to delve into the stories shared by the 10 participants through open-ended questions. This approach will help to gather insights by encouraging further elaboration from the participants. The study participants will be actively involved in the interviews. The researcher will ask open-ended questions to share their knowledge in their own words while being interviewed at the school where they teach reading. All collected data will be securely stored in a password-protected file/device accessible only to the researcher.

➤ *Data Analysis Procedures*

This study used qualitative data to gather the received content analysis. A single case study is used because only one study of a single unit of analysis will be conducted. A single case study analyzes data in the context of that example, allowing themes to stand out within its framework. In this scenario, disaggregation breaks the case down into components that can be analyzed, yet these components stay connected to their source, maintaining the case's specificity and integrity.

This method is similar for facts and under concepts and themes, organizing them for understanding and interpretation. The data collected have been coded by the researcher and a thematic analysis of the transcripts from in-depth interviews was presented. The in-depth interview was coded using the tool ATLAS.ti and analyzed thematically to gather fresh information, which will form the foundation for a teachers' guide. An individual form was filled consisting of open ended questions and participants were asked to complete in recording to assess the content of validity of the questions. After the interview question were developed, a pilot experiment were conducted with ten (10) primary teachers. Following the pilot experiment, the questions were determined to be appropriate for the research.

In line with Sundler et., al (2019) study, the researcher employed a careful method to examine the information and vividly illustrated the participants experiences. The information obtained from the transcripts of the in-depth interview were undergo thematic analysis, enduring the reliability and validity of the findings.

➤ *Ethical Considerations*

All ethical obligations were attained by obtaining approval to protect the confidentiality and privacy of all the individuals who are part of the study. Participants were provided with a detailed consent form outlining all the relevant information that the participants need to know. To maintain confidentiality of the data, the researcher will take steps to protect it and reduce any possible risks to data privacy. All consent forms that have been signed were placed in a locked filing cabinet, and all survey data files will be protected with password security. Data will be kept for the entire school year, allowing sufficient time for analysis, validation, and completion of all research requirements. After the school year, all data will be permanently disposed of: digital files will be deleted, and printed records will be shredded to ensure complete confidentiality.

To validate the transferability of the findings from this study project with truthfulness and accuracy, the responses of participants and thorough descriptions of this study’s environment were utilized directly. To maintain accuracy, a detailed examination of the interview data was conducted to ensure consistency in the gathered information. The teachers at Rosauro Almario Elementary School received the information gathered from the in-depth interviews to assess the accuracy of the transcripts and make any required changes.

➤ *Gantt Chart 2024 & 2025*

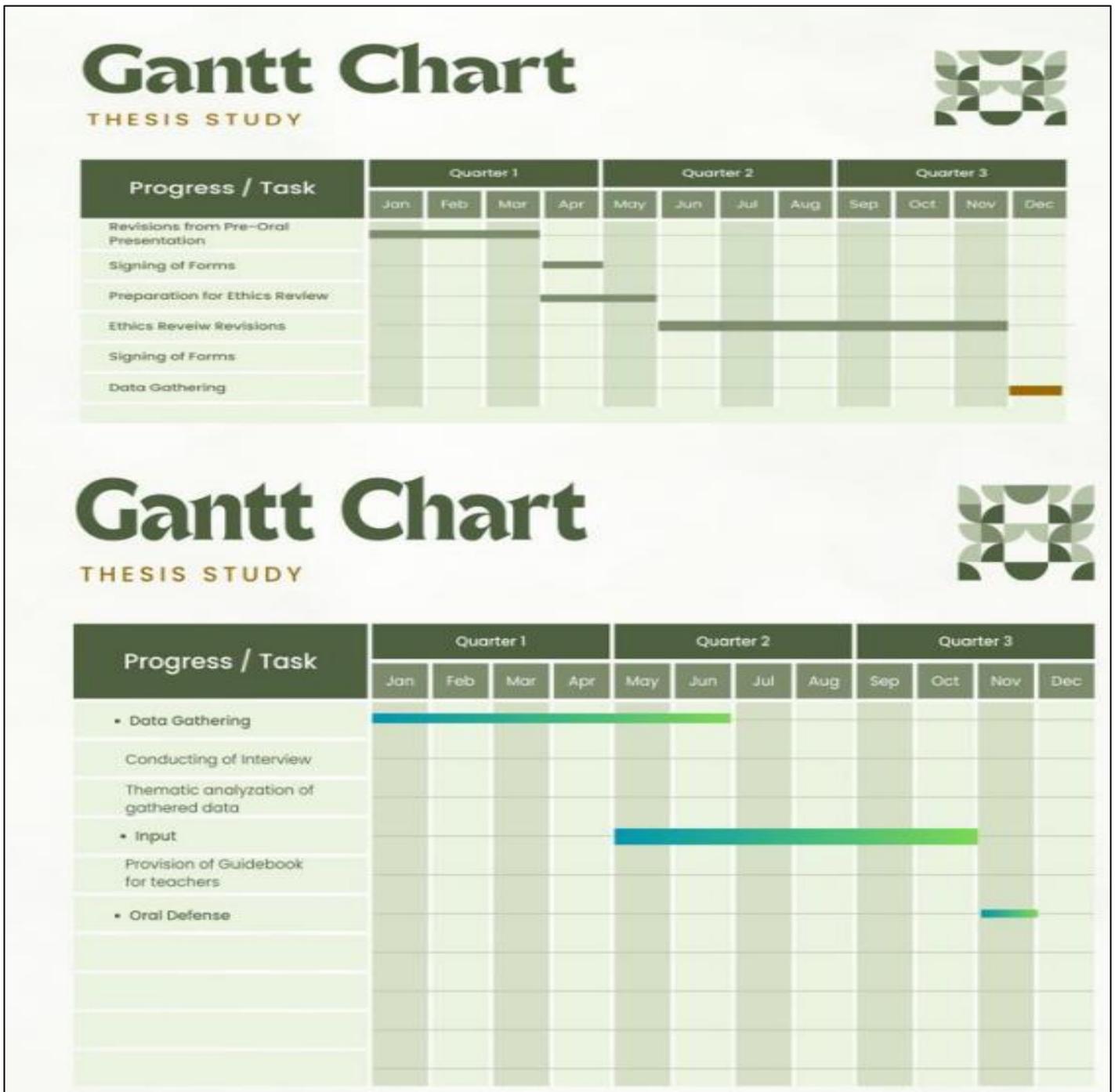


Fig 2 Gantt Chart 2024 & 2025

The Gantt chart provides a visual illustration of the timeline and process of this study. The multiple phases of this research is highlighted through the data grids in this graphics. The process includes advising the participants to answer the questionnaires at their convenience, and later analyzing the data collected thematically. Based on the results of the data analysis, a guidebook that highlights enhancement programs that teachers can use in their classrooms will be featured to assist teachers in overcoming the challenges they are experiencing.

CHAPTER FOUR RESULTS AND DISCUSSIONS

➤ Introduction

This chapter presents the summary of the findings of this study based on thematic analysis of interviews with primary-level teachers. The discussion of this study was organized according to the main themes that came from the data. These themes show the core issues experienced by teachers' capabilities and challenges in teaching oral language in their classrooms. Each theme was anchored by a direct quote from the participants to describe key points, followed by a discussion linking the findings to relevant literature.

➤ Problem No. 1 Demographic Profile

Table 1 shows the demographic profile of the ten (10) participants in the study. The ten participants are all female, aged 27-47 years old. Most of them took a major in Bachelor of Elementary Education degree, while a few specialized in degrees such as BEED - ECE, BSED MATH, BSE HOME ECONOMICS. Their teaching experience ranges from 2-6 years, indicating that the group comprises new educators. In terms of professional development, seven participants have only attended INSET (In-Service Training), while three participants have gone to training on the overview of The Science of Reading. This says that while most teachers have attended traditional training, fewer have been exposed to or experienced more specialized literacy-focused professional learning. Overall, the demographic data shows that they need more professional development experiences.

Table 1 Demographic Profile of Participants

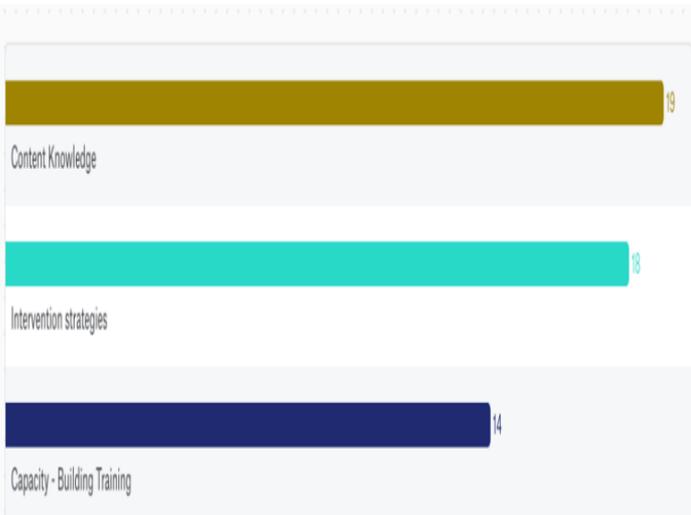
Participant	Age	Sex	Education	Years of teaching	Training
1	30	Female	BEED - ECE	2	INSET only
2	32	Female	BEED - ECE	3	INSET only
3	28	Female	BEED	6	INSET only
4	27	Female	BEED	5	Science of Reading
5	31	Female	BSED - Math	6	INSET only
6	43	Female	BEED	4	INSET only
7	47	Female	BSE - HE	4	Science of Reading
8	27	Female	BEED	2	INSET only
9	31	Female	BEED	4	Science of Reading
10	33	Female	BEED	6	INSET only

➤ Problem No. 2 Capabilities of Teachers

This outcome demonstrates that preservice teachers must receive training before beginning their work and continue to do so while in service, as our education does not specifically prepare us to be reading teachers due to our different majors. Teachers expressed confidence in their basic ability to teach literacy, citing their training and classroom experience as foundational. However, some noted gaps in specialized knowledge for teaching oral language and writing strategies effectively. It is important for teachers to know the basics of the reading class to be able to keep learning and be efficient teachers for their students. As students' reading levels change when they proceed to another grade, the classes become more diverse, so teachers must be equipped with many strategies they can use. If teachers do not attend training, they might teach reading because they know old strategies or less effective ways. A lot of learners have difficulty in reading; that's why they need well-trained and effective teachers. Reading instruction is more adaptable when teachers know exactly what they are doing. Teachers must be equipped with theories, strategies, and activities suited for learners. Having a lack of training specifically in reading class is one of the challenges in literacy education. Teachers often find themselves in resource-constrained environments, unable to access specialized programs. They are assigned to be a reading teacher, and yet they are not a reading major. Why is this happening? This problem occurs because teachers in public schools are often not assigned to teach in their area of expertise. Providing a workshop training will help educators to be equipped with in-depth knowledge and practical strategies needed to address specific aspects of reading instruction, such as phonemic awareness, phonics, comprehension, and different approaches for diverse learners, which must be visible. This gap in professional preparation will enhance the ability of teachers to support the struggling readers and implement evidence-based interventions for the benefit of the learners. Consistent and specific professional development training will surely help the teachers improve their teaching quality and student progress. Consistent training will deepen the teachers' understanding of theoretical and instructional skills. The educators must receive strong support to improve literacy growth outcomes, address existing gaps, and ultimately ensure that there are zero struggling readers and non-readers in the Philippines.

This figure shows the distribution of codes for theme 1 across the participants (e.g., 2,3, and 4). The diagram shows the connection between these three primary areas of capabilities and participants who expressed these aspects in their responses. First, some participants highlighted their strength in applying intervention strategies. This shows the importance of using varied methods or techniques to address learners’ needs. Second, participants 5,6, and 7 show that they have a strong content knowledge awareness, which is very important for a teacher to have a strong subject-mastery. The answer of the participants highlights the importance of in-depth subject knowledge as an edge or factor to have better teaching in the classroom. Third, participants 8,9, and 10 pointed out that the significance of professional development is really important in the field. The flows shown in the diagram are only to emphasize that the training initiatives are acknowledged as essential in enhancing teacher capabilities. Overall, this Sankey diagram indicates that while teachers demonstrate capabilities across three areas, capacity-building training and intervention strategies were most important. This reflects on both recognition and existing strengths that enable a teacher to have continuous development.

Table 2 Emergent Themes and Coding Results from Qualitative Analysis

Emerging Theme	Coding Graph								
<p>1. Pedagogical Knowledge and Literacy Instruction Skills (Teacher Capability)</p>	 <table border="1"> <caption>Data for Coding Graph</caption> <thead> <tr> <th>Code</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Content Knowledge</td> <td>19</td> </tr> <tr> <td>Intervention strategies</td> <td>18</td> </tr> <tr> <td>Capacity - Building Training</td> <td>14</td> </tr> </tbody> </table>	Code	Count	Content Knowledge	19	Intervention strategies	18	Capacity - Building Training	14
Code	Count								
Content Knowledge	19								
Intervention strategies	18								
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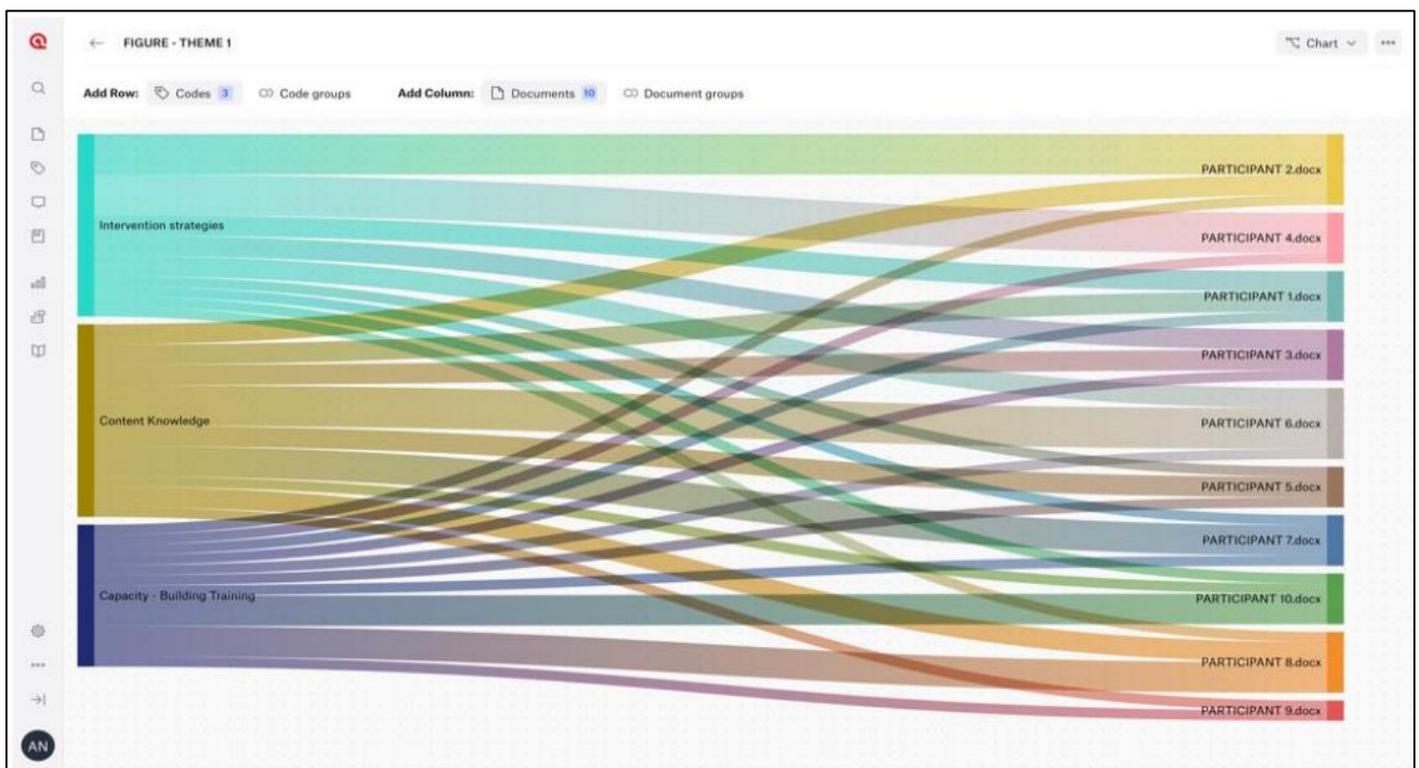


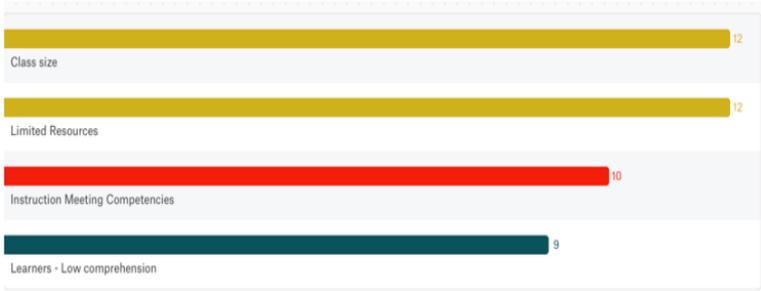
Fig 3 Sankey Diagram Showing the Reported Capabilities Across Participants.

➤ *Problem No. 3: Challenges of Teachers*

This shows how challenging classrooms are, because students have different oral language skills, learning motivation, styles, and help needed. Providing differentiated instruction is really important because it allows teacher to adapt their techniques to meet the needs of both struggling and advanced learners. Teachers who plan for differentiated activities and the right usage of materials will have a class full of motivated learners. That’s why schools that lack resources, teachers might not be able to give each student the meaningful yet fun learning they need, or consistently use a variety of teaching strategies. Along with institutional support like smaller class sizes, access to teaching assistants, and targeted professional development, it is important to help teachers improve their ability to provide differentiated lessons and activities. The goal of targeted professional development is to provide teachers and policymakers more power by making them feel capable and ready to take on challenges in promoting fair literacy outcomes. Lack of resources makes it harder to teach reading and writing effectively, especially at the primary level when learners need to have access to a wide range of materials that are suited for their age and stage of growth. Many schools experience a lack of materials such as textbooks, storybooks, phonics cards, and other supplies needed for individualized learning. When these materials aren’t available, learning will be less effective because the learners will not execute or practice reading meaningfully and interestingly. Also, a lack of materials can slow down the progress of early learners. Availability of materials is important because it will surely help the learners to learn and measure the effect on literacy outcomes. Classrooms with enough resources regularly see the progress of learners, specifically the fluency. It is important to have a wide range of updated teaching tools for teachers and learners; this will help not only the students who are having trouble in reading but also long-term growth in literacy and lower the gaps between learning settings.

This figure shows the challenges encountered by the teachers under Theme 2. As shown in the figure, four major areas of difficulty were identified: class size, instruction meeting competencies, learners’ low comprehension, and limited resources. First, class sizes with several participants, like P1, 4, and 2, reported that having many learners can affect the classroom interaction and engagement. The wide flows in the figure indicate that this concern was one of the most experienced challenges. Second, instruction meeting competencies: many teachers (e.g., P2 3, 4, and 9) highlighted struggles in aligning instruction with required competencies. This shows that the expectations between curriculum and actual teaching practices are one of the bridging gaps that the public schools encounter. Third, learners who have low comprehension are still one of the major issues among participants (e.g., 3,6,7,& 10). The reason behind this was the limited comprehension skills of learners, making the delivery of lessons and mastery of topics critical. Lastly, limited resources were present; almost all of the participants mentioned that the lack of adequate materials and facilities can hinder the progress of the students. The diagram shows the consistent flows of the participants (e.g., 5,7,8 & 9), focusing on the insufficient resources are really a big factor in constrained teaching. Overall, the Sankey diagram showed that the teachers faced both systemic challenges, such as large class sizes and limited resources, and most of all instructional challenges, such as meeting competencies and addressing low comprehension. The issues highlighted the difficulty of teaching context and the serious support mechanism to bridge the gaps in learning resources and outcomes

Table 3 Theme & Coding Graph

Theme	Coding Graph										
<p>2. Diverse Learner Needs and Challenges</p>	 <table border="1"> <caption>Data from Coding Graph</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Class size</td> <td>12</td> </tr> <tr> <td>Limited Resources</td> <td>12</td> </tr> <tr> <td>Instruction Meeting Competencies</td> <td>10</td> </tr> <tr> <td>Learners - Low comprehension</td> <td>9</td> </tr> </tbody> </table>	Category	Count	Class size	12	Limited Resources	12	Instruction Meeting Competencies	10	Learners - Low comprehension	9
Category	Count										
Class size	12										
Limited Resources	12										
Instruction Meeting Competencies	10										
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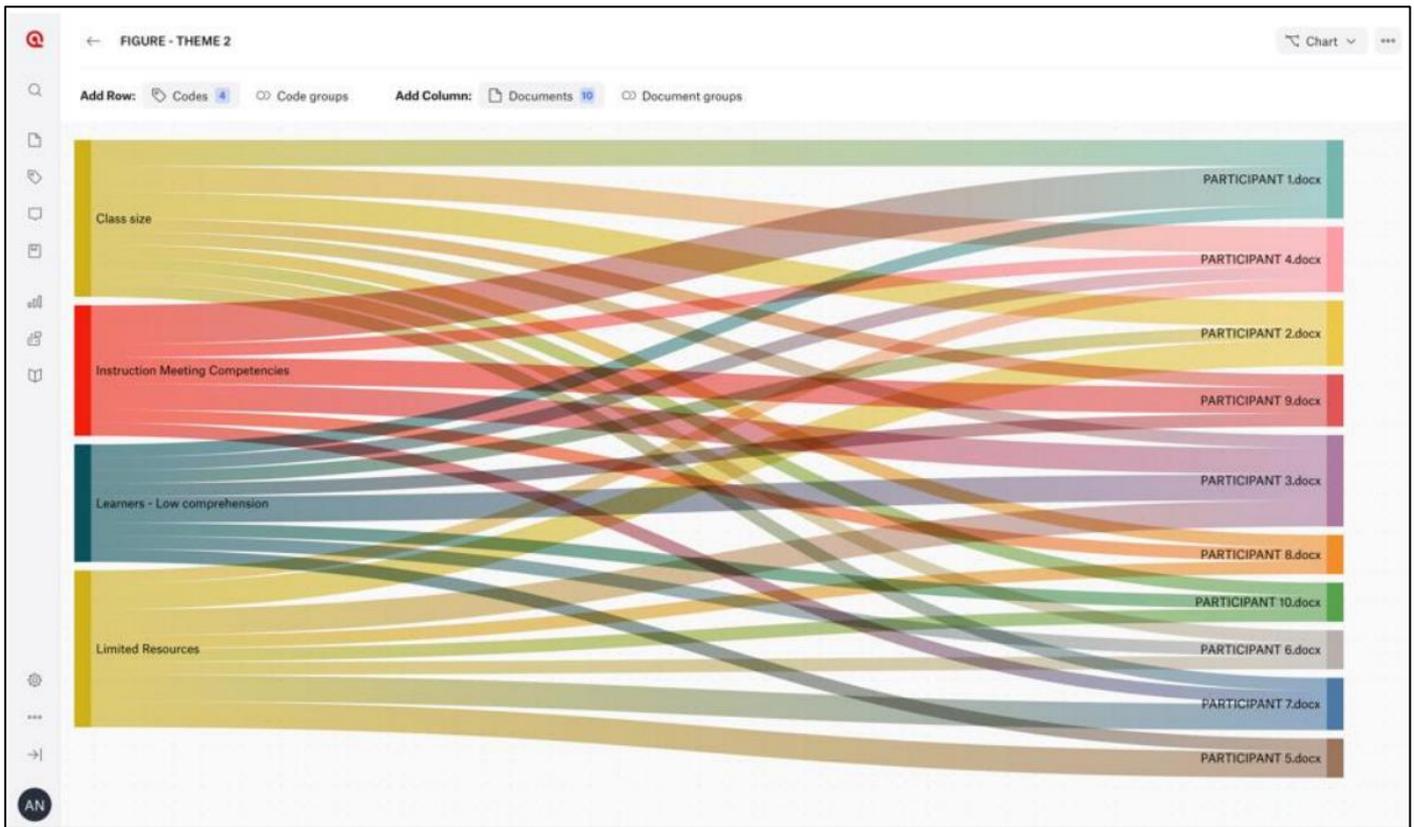


Fig 4 Sankey Diagram Showing the Reported Challenges Across Participants.

Assessment is one of the important components of the academic progress of the students. It provides data on the students’ capabilities and difficulties so that teachers can adjust or modify the strategies they use to cater to all the needs of the students. Assessments, in targeting phonemic awareness, phonics, and fluency, are essential for understanding the needs of students, especially at the primary level, where foundational skills are being formed and developed. Teachers who lack access to appropriate tools to assess their students effectively cannot really form an assessment for their students. Providing an assessment is essential to know what the learners know and where they lack. In this case, evaluation may become limited to general tests or informal observation, which can overlook learning difficulties. If the structured and systematic assessment is not present, evaluation can be missed at the primary level. This is critical for addressing learning difficulties before they develop. Providing tools and the right usage of it, and competencies to conduct literacy-focused assessment, is one of the best ways for teachers to be equipped. This can improve the students’ outcomes and ensure that no learners are left behind in adapting essential oral language skills.

Table 4 Theme and Coding Graph

Theme	Coding Graph
3. Assessment Practices and Student Progress Monitoring	

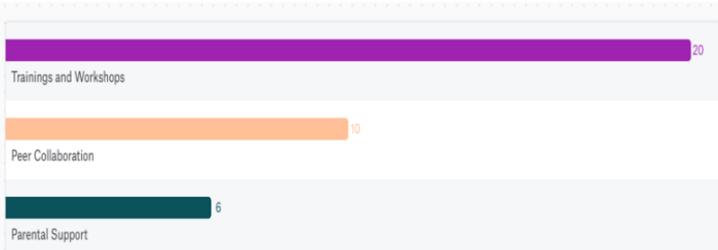
➤ *Problem No. 4 Programs Needed*

Programs like training and workshops from an expert reading specialist can really have a big impact on teachers who are teaching literacy classes. Schools can invite an expert, not just a regular teacher. Teacher who work in an environment where they feel valued and inspired openly develop professional growth, strengthening their skills and putting a lot of effort into teaching. Teachers who experience proper treatment can help create a sense of worth and the ability to provide excellent instruction for their students. Opportunities for collaboration among colleagues develop a sense of purpose by exchanging knowledge and expertise with each other. They can also provide solutions to challenges they are experiencing, and as this issue continues, they will build professional communities that enhance their morale. But if the teachers do not receive any support from administrators or have few

opportunities to grow with colleagues, they may feel stuck in their work and eventually experience burnout. Also, parent support is really important when it comes to the academic success of their children. Unfortunately, parents in public schools also struggle with reading because they did not finish even elementary school. That’s why having this kind of experience invites negative energy and manifests in reduced teaching efficacy, lower classroom engagement, and lessened capacity to address students' diverse needs. Inspired and motivated teachers openly display greater instructional effectiveness and positively influence student learning outcomes. All the effort of teachers should be recognized to foster a culture of positivity so that teachers will excel in all things they do.

Figure 5 presents a Sankey diagram that highlights the programs and support mechanisms identified by teachers as necessary to strengthen their practice. Three main areas were emphasized: training and workshops, parental support, and peer collaboration. First, trainings and workshops: The widest flows in the diagram connect this area to almost all participants (e.g., P1, 3, 4, 10, 2, and 5). This indicates a strong collective demand for continuous professional development to enhance skills, upskill strategies, and address evolving classroom challenges. Second, parental support; Multiple participants (e.g., 2, 6, and 9) emphasized the importance of stronger collaboration with parents. This reflects the teacher’s recognition that students progress is not solely dependent on classroom instruction but also requires support and reinforcement at home. Third, peer collaboration: several participants (e.g., 7,8,9, and 10) highlighted the need for supportive relationships among colleagues, the flow suggests that teachers value shared experiences, sharing of knowledge and teamwork in overcoming classroom difficulties. Overall, this figure shows that while three areas are considered essential, participants prioritize training and workshops. This will encourage teachers’ to give more to their craft so that professional growth is vital in improving capabilities and that continuous learning opportunities still exist. Peer and parent support provide further reinforcement for improving academic performance.

Table 5 Sankey Diagram that Highlights

Theme	Coding Graph								
<p>4. Programs and Support Systems</p>	 <table border="1"> <caption>Data for Coding Graph</caption> <thead> <tr> <th>Theme</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Trainings and Workshops</td> <td>20</td> </tr> <tr> <td>Peer Collaboration</td> <td>10</td> </tr> <tr> <td>Parental Support</td> <td>6</td> </tr> </tbody> </table>	Theme	Count	Trainings and Workshops	20	Peer Collaboration	10	Parental Support	6
Theme	Count								
Trainings and Workshops	20								
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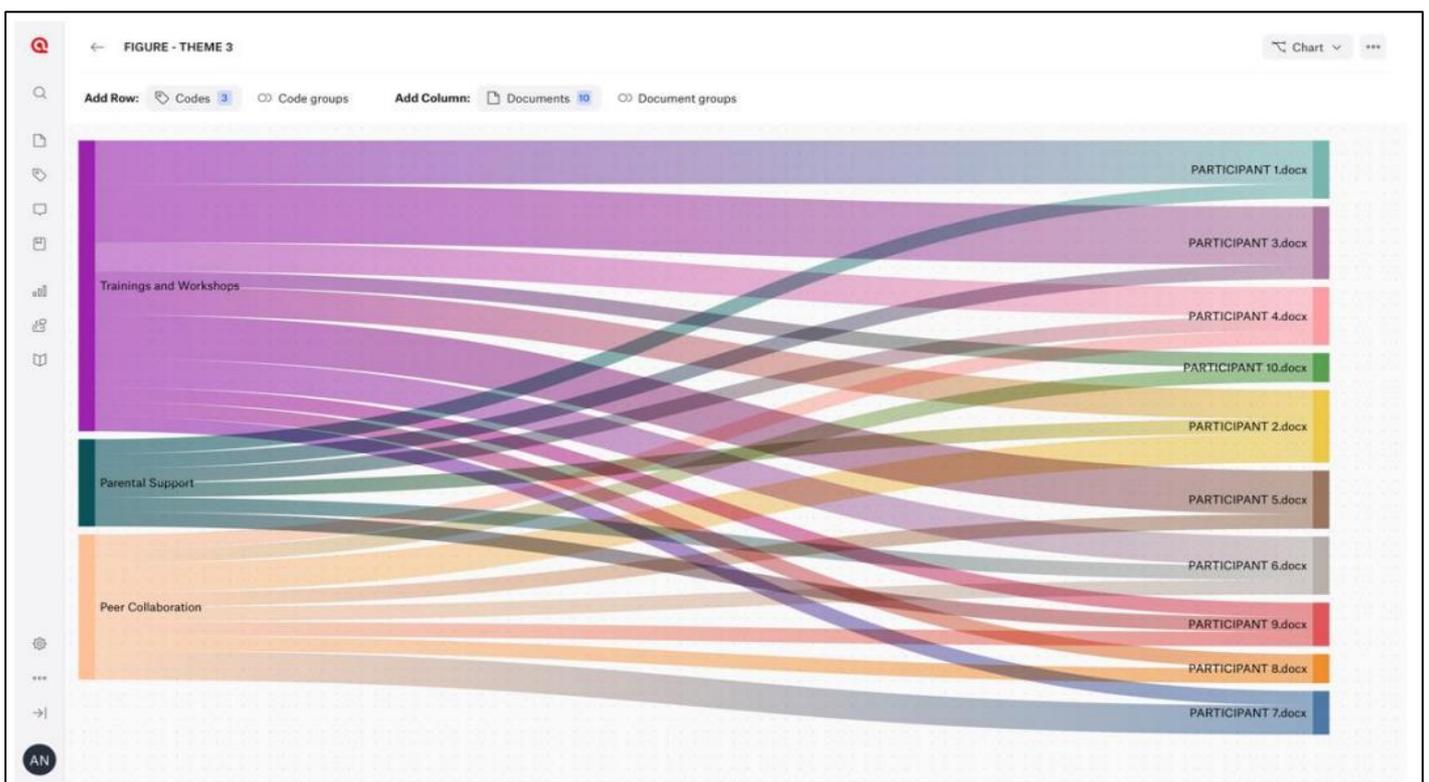


Fig 5 Sankey Diagram that Highlights Programs and Support Mechanisms

➤ *Summary of Themes*

Table 6 Summary of Themes

Theme	Key Insights
Pedagogical Knowledge	Foundational skills present; gaps in specialized literacy strategies
Diverse Learner Needs and Challenges	Difficulty in meeting individual needs within large classes
Assessment Practices	Informal and inconsistent tracking of literacy progress
Programs and Support System	Passion exists but undermined by lack of support systems

The findings suggest that while primary-level teachers firmly commit to oral language teaching, systemic and contextual challenges hinder their effectiveness. Teacher capacity-building effort must be visible at all times during classroom realities, focusing on professional development, provision of resources and institutional support.

These themes underscore the connection of teacher capability and external challenges.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

➤ *Summary of the Findings*

This study aimed to assess the capabilities and challenges of teachers in teaching oral language at the primary level using a thematic approach. The study examined their experiences, competencies, and obstacles in oral language instruction through a qualitative data collected from in-depth interviews with primary school teachers.

- *Statement of the Problem 1:*

What is the demographic profile of teacher participants regarding age, sex, education, years of teaching, and training?

The study revealed that most *participants* are women between 26-43 years old. Majority of them graduated with a bachelor's degree in elementary education. Not all the participants had a chance to attend a seminar about oral language instruction, which indicates professional development opportunities. In addition, teachers in primary level teach self-contained meaning they teach all the subjects even if they are not major in that, which suggests that not all undergo training as specialist in oral language instruction.

- *Statement of the Problem 2:*

What are the present capabilities of Teacher-participants in terms of phonemic awareness, phonics, and phonological instruction?

The findings revealed that the teachers have moderate capabilities across the components. Many participants demonstrated appropriate understanding of basic oral language concepts but showed inconsistent application of explicit strategies in classroom instruction. Teachers can conduct simple listening games and identify sounds activities regarding phonemic awareness. However, only a few consistently provide a systematic instruction that guide learners to manipulate sounds individually, like blending and segmenting. This suggests for more structured training in early grades. Regarding phonics, many teachers were familiar with letter-sound relationships but found difficulty in implementing a sequence of phonics approach. Also, their mother tongue used of the teachers can affect their teaching just because on how they pronounce a sound or a word. Instruction often focused on rote memorization of the sequencing of the letters rather than integrating phonics in a meaningful way in daily life lessons. Provision of materials and training can make the teachers equipped their skills and students could gain more knowledge.

For phonological awareness, teachers have satisfactory skills in doing activities such as rhyming and onset-rime. However, these activities were not consistently done and practiced due to time limits and the need to follow broader curriculum demands. Overall, the findings indicated that while teachers have a foundational knowledge about oral language components, they still need enhancement that will surely help them improve in applying structured and evidenced-based techniques in teaching.

- *Statement of the Problem 3:*

What are the present challenges of Teacher-participants in terms of teaching strategies, classroom class size, and unmet learning competencies

Participants identified challenges that hinder the effective teaching of oral language communication. The most common issues included the large classes, insufficient learning materials, and pupils' low confidence in speaking, which can affect teaching strategies. Time constraints for unmet learning competencies were also a problem because so many competencies need to be tackled, and limited resources also affected teachers' ability to provide individualized feedback and practice opportunities.

- *Statement of the Problem 4:*

What programs are needed to improve the teaching capability of reading teachers in basic education?

Based on common findings in studies about teachers' capabilities and challenges in teaching oral language, the following programs are needed to enhance their capabilities and confidence.

The purpose of Capacity-Building and Training Workshops is to strengthen the knowledge and skills of teachers, which will help them to be effective educators for their learners. Conducting intensive training is necessary not only for the master teachers but primarily for regular teachers. Having a demonstration teaching from the sessions helps hands-on to integrate oral language activities in daily lessons. Provincial languages and teaching guides tailored to early-grade teachers.

- *Thematic analysis revealed six major themes:*

- ✓ Pedagogical Knowledge and Literacy Instruction Skills – teachers possess foundational teaching skills but lack specialized training.

- ✓ Diverse Learner Needs and Classroom Challenges – teachers struggle to meet different student needs within large or mixed-ability classes.
- ✓ Assessment Practices – informal and irregular assessment practices hinder accurate literacy progress monitoring.
- ✓ Program and Support Systems – teachers are motivated but feel unsupported due to a lack of institutional and administrative support.

These findings display a systemic need for stronger support structures and capacity-building to enhance literacy instruction at the primary level.

- *Narrative Report on the Implementation of the Guidebook:*

“Enhancing Teachers' Capability in Teaching Oral Language at the Primary Level” The implementation of the guidebook titled “*Enhancing Teachers' Capability in Teaching Oral Language at the Primary Level*” was carried out to support teachers in strengthening their instructional skills in teaching oral language. The guidebook was developed based on the findings of the study “*Assessing Teachers' Capability and Challenges in Teaching Oral Language at the Primary Levels*,” which revealed that although teachers possess foundational knowledge of oral language components, gaps remain in instructional strategies, assessment practices, and access to training opportunities. These gaps continue to affect the quality of oral language instruction delivered to learners. Thus, the guidebook was introduced as a practical resource designed to provide ready-to-use activities, contextualized strategies, and professional learning materials that teachers can apply in their daily classroom instruction.

The implementation began with an orientation session attended by primary teachers from Kinder to Grade 3, language teachers, and pre-service teachers. During this briefing, the objectives of the guidebook were presented, with an emphasis on enhancing teachers' understanding of oral language components, including phonemic awareness, phonics, and phonological awareness. Teachers were also oriented on how the guidebook supports the application of effective instructional techniques, the development of contextualized materials, the use of assessment tools, and the engagement in reflective teaching practices.

Following the orientation, teachers were introduced to the structure and content of the guidebook. Each section was explained in detail—from foundational oral language concepts, teacher roles and competencies, to common classroom challenges, instructional strategies, assessment tools, and opportunities for continuous professional growth. Sample activities such as *Rhyming Words*, *Clap the Syllables*, *Alphabet Song*, and *Initial Sound Isolation* were demonstrated to illustrate how oral language concepts can be made interactive and meaningful for young learners. Teachers were encouraged to incorporate these activities into their daily routines to strengthen retention and engagement among pupils.

To address common challenges faced by teachers, the guidebook provided practical suggestions. For example, teachers with limited training were encouraged to seek guidance from Master Teachers, participate in peer mentoring, and observe demo teaching sessions. Those who lacked resources were guided to utilize self-made or low-cost instructional materials. Strategies were also suggested to help learners who exhibit shyness or low motivation, emphasizing the use of praise, modeling, and group games. The integration of oral language in daily routines, such as morning greetings and classroom transitions, was promoted to maximize instructional time.

As part of professional growth, teachers were provided with year-round tools, including self-assessment checklists, peer-sharing sessions, and coaching and mentoring opportunities. These activities were scheduled on a quarterly or monthly basis to ensure consistent monitoring and improvement. A structured monitoring and evaluation plan was also implemented, utilizing observation checklists and teacher reflection journals, which were reviewed quarterly by the Master Teacher. Indicators of successful implementation included increased learner participation, improved oral proficiency, and the teacher's overall confidence in delivering oral language instruction.

Overall, the implementation of the guidebook provided a comprehensive support system for primary teachers. It provided clear guidance, practical teaching strategies, and sustained professional development opportunities that helped enhance classroom practices. Through the collaborative effort of teachers, school leaders, and support staff, the guidebook became a valuable tool in improving oral language instruction and fostering communication skills among young learners.

➤ *Conclusions*

Based on the results of the study, many conclusions can be drawn. The teacher's dedication, passion, and fundamental skills were shown; however, their effectiveness was not really achieved due to a lack of professional support and training opportunities given to them. Classroom practices are hindered by the challenges encountered daily, such as class size that so high, the presence of students abilities, lack of instructional resources and facilities, and inappropriate assessment tools. These are the factors collectively affects the overall quality of teaching instruction. Therefore, continuous professional development programs that will focus on oral language are important and essential to enhance teaching quality and students' progress. Furthermore, the study reveals a clear gap between expectations that are being set by the policymakers and the real scenarios that the teachers faced while they are inside the classroom, particularly in limited resources and professional development. Finally the findings highlighted that the consistent support and recognition from school administrators play an important role in maintaining teachers' drive and ensuring top-tier performance.

The development of the guidebook “*Enhancing Teachers’ Capability in Teaching Oral Language at the Primary Level*” serves as a significant response to the identified gaps in classroom strategies, assessment practices, and professional learning in oral language instruction. Grounded in the study’s findings, the guidebook offers teachers practical, easy-to-follow, and contextualized strategies that can be applied in their classrooms. Through step-by-step activities, ready-made assessment tools, and realistic solutions to common challenges, the guidebook supports teachers in strengthening learners’ foundational oral language skills.

Moreover, the guidebook promotes continuous professional growth by encouraging self-assessment, peer collaboration, and instructional reflection. With its visual layout and user-friendly structure, it is designed not only to inform but also to guide teachers in delivering meaningful, engaging, and developmentally appropriate oral language instruction. Ultimately, the guidebook aims to empower teachers to become more confident and capable, leading to improved learner participation, enhanced oral proficiency, and stronger literacy development in the early grades.

➤ *Recommendations*

To address the identified gaps and enhance literacy instruction in primary education, the following:

• *To Educational Authorities and Policymakers:*

- ✓ Implement consistent, mastery-based curriculum, professional development programs that emphasize contemporary pedagogical methods, phonics instruction, and reading intervention strategies.
- ✓ Allocation of educational resources that will help learners to develop their progress, such as learning materials that are appropriate to the age of primary levels.
- ✓ An assessment framework should be expanded for teachers to monitor and evaluate learners' progress accurately and effectively.
- ✓ Create a program that will support teachers with their progress, including peer collaboration, mentoring, and literacy coaching

• *For School Administrators:*

- ✓ Differentiated instruction practices can be given through providing enough time, resources, and training on inclusive strategies for diverse learners' classrooms.
- ✓ Promote a professional learning environment where school-based workshops and reflective practice session are visible.
- ✓ Recognize and support teachers’ efforts, especially those who possess initiative in active learning.

• *For Teachers:*

- ✓ Engage in self-directed learning and seek collaboration and knowledge-sharing opportunities.
- ✓ Record and share functional literacy practices, creating a community of practice among peers.
- ✓ Advocate for their needs with school leaders and local education institutions to influence training and resource provision changes.

➤ *Suggestions for Future Research*

• *Future Studies Could:*

- ✓ Explore the impact of specific literacy interventions or teaching strategies on learner outcomes.
- ✓ Compare teachers' experiences in urban vs. rural contexts to identify context-specific challenges.
- ✓ Examine the role of digital tools and technology in supporting literacy instruction in primary education.
- ✓ Improving literacy instruction at the primary level requires a multi-dimensional approach that strengthens teacher capability, enhances classroom resources, and fosters supportive school environments. By listening to teachers’ voices and responding to their needs, stakeholders can better equip educators to build foundational literacy skills for lifelong learning.

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APPENDICES

LETTER OF REQUEST TO THE INSTITUTION



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MANILA

May 9, 2024

MR. GRACIANO A. BUDOY, JR.
Principal, R. Almario Elementary School
Manila

Sir,

Please be informed that permission is hereby granted to **Ms. Allyssa Jean A. Natividad, LPT**, researcher National Teachers College, to conduct a study on **“Assessing the Teacher’s Capability and Challenges in Teaching Communication Literacy at the Primary Level”** in Rosauro Almario Elementary School with a target sample size of 45 primary teachers as respondents.

However, please observe several protocols as listed:

1. The conduct of the study shall be in consultation with your office. Proper scheduling is requested.
2. **Time-on-Task Policy** as stipulated in DepEd Order No. 9, s. 2005 titled, *“Instituting Measures to Increase Engaged Time-on-task and Ensuring Compliance Therewith”* shall be adhered to.
3. Confidentiality of the respondents and strict adherence to Republic Act No. 10173 or the *Data Privacy Act of 2012* and its Implementing Rules and Regulations (IRR) is ensured.
4. Stringent observance of ethical considerations.

Further, the school must have a copy of the final research output to be included in the library for research purposes.

Your usual cooperation and hospitality are greatly appreciated. Thank you.

Very truly yours,

NERISSA ROXAS LOMEDA, CESE
OIC-Assistant Schools Division Superintendent
Chair, Schools Division Research Committee

MMC/ Alyssa Jea A. Natividad -Conduct Study
2024-5-2-12963



Manila Education Center, Arroceros Forest Park
Antonio J. Villegas St. Ermita, Manila
(02)8527-5216 | (02)8527-5009 | (02)8735-1029
sdo.manila@deped.gov.ph manila.deped.gov.ph
facebook.com/DepEdManilaOfficial



CONFIDENTIALITY LETTER TO THE PARTICIPANTS

TITLE OF STUDY

ASSESSING THE TEACHER'S CAPABILITIES AND CHALLENGES IN TEACHING ORAL LANGUAGE AT THE PRIMARY LEVEL

RESEARCHER

ALLYSSA JEAN A. NATIVIDAD

MAED-ECED

+63 9056613350

allyssajcan.ajn@gmail.com

You are being asked to take part in a research study. Before you decide to participate in this study, you must understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if anything unclear needs to be clarified or if you need more information.

This study aims to identify ways in which teachers can be assisted in improving their abilities to teach reading, primarily based on their needs, difficulties, and perceived capabilities. This study will provide a guidebook that includes enhancement programs to find out how educators could improve the skills they acquired in teaching literacy, specifically to their specific requirements, challenges, and capabilities. This guidebook empowers teachers to become better reading educators by understanding their needs, challenges, and perceived abilities. After this study, teachers who are not reading teacher majors can now confidently teach literacy because they are already guided enough.

The researcher will obtain the contact list of all participants from the study site. She will then send the initial letter, at 12-week intervals, reminding those who haven't already taken the survey to do so if they wish to be a part participate in the study.

The survey will be conducted at school and should take about 20-30 minutes. Before completing the survey, the participants can read the consent form and check a box to indicate their consent to participate in the study. The survey will not collect any identifying information. At the end of the survey, participants will be asked if they wish to participate in a follow-up interview about the research topic. If they select Yes, they will be routed to a separate page, allowing them to provide their complete name. The names collected will always be kept separate from the survey data.

At the end of the 12 weeks, the survey will end, and the researcher will send out a letter to all participants that indicated they wish to participate in the interview. The *researcher* will be responsible for scheduling interviews and sending the interview consent form to the participants via letter to review in advance. Interviews will take place in a private place, either at the research site in a private office or over the phone in a place the participant has designated as secure. The *researcher* will be responsible for obtaining consent before and after conducting all interviews. The interviewer will review the consent form to ensure that the participant does not have questions before starting the interview. The interviews should last 45 minutes to an hour and will be recorded through the manuscript. After the interview is complete, the recording will be transcribed without any identifiers, and the original recording will be destroyed. The transcriptions and survey data will be uploaded onto a secure server for analysis and storage.

CONFIDENTIALITY

Your responses to this survey will be anonymous. Please do not write any identifying information on your paper. The researcher will make every effort to preserve your confidentiality, including the following:

- Designating code names/numbers for participants to be utilized in all study notes and documentation.

- Maintaining notes, interview transcriptions, and any other identifying participant information in a secure d file cabinet under the personal custody of the researcher.

Participant data will remain anonymous, except when the researcher is legally mandated to disclose certain instances. These incidents include, but are not restricted to, instances of abuse and suicide risk.

VOLUNTARY PARTICIPATION

Your participation in this study is entirely voluntary. It is up to you whether or not to participate in this study. If you agree to participate in this study, you will be asked to sign a consent form. After signing the consent form, you may withdraw immediately and without a reason. Withdrawal from this study will not affect your relationship with the researcher if you have one. If you withdraw from the study before the data collection is complete, your information will be returned to you or destroyed.

CONSENT

I have reviewed and understood the provided information and have had the opportunity to inquire further. My participation is voluntary, and I can withdraw anytime without providing a reason or incurring any costs. I acknowledge that I will receive a copy of this consent form. I consent to participate in this study voluntarily.

Participant's signature _____

Participant 1

Researcher's signature *Alyssa*
AU-SSA / JEAN A. NATIVIPADI

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Participant's signature _____

Participant 2

Researcher's signature *Alyssa*
AU-SSA / JEAN A. NATIVIPADI

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Participant's signature _____ **Participant 3**

Researcher's signature *AUJSSA* / **JEAN A. NATIVIPADI**

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Participant's signature _____ **Participant 4**

Researcher's signature *AUJSSA* / **JEAN A. NATIVIPADI**

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Participant 5

Participant's signature _____

Researcher's signature *Alyssa Jean A. Nativadi*
 Alyssa Jean A. NATIVADI

- Maintaining notes, interview transcriptions, and any other identifying participant information in a secure d file cabinet under the personal custody of the researcher.

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Participant 6

Participant's signature _____

Researcher's signature *Alyssa Jean A. Nativadi*
 Alyssa Jean A. NATIVADI

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Participant 7

Participant's signature

Researcher's signature *Alyssa Jean A. Natipadi*

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Participant 8

Participant's signature

Researcher's signature *Alyssa Jean A. Natipadi*

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Participant's signature _____

Participant 9

Researcher's signature *Alyssa Jean A. Nativadi*

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Participant's signature _____

Participant 10

Researcher's signature *Alyssa Jean A. Nativadi*

LETTER OF REQUEST TO VALIDATORS AND CREDENTIALS



The National Teachers College

Graduate Program, School of Teacher Education

24 APRIL 2024

Dear Ma'am/ Sir

Greetings!

I am Allyssa Jean A. Natividad, a Master of Arts in Education (Major in Early Childhood Education) student from The National Teachers College in Manila, Philippines. I am undertaking research entitled "Assessing the Teacher's Capability and Challenges in Teaching Communication Literacy at the Primary Level".

In view with this, the researcher would like your expertise to validate the attached self-made questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

My research paper and matrix, signed by the panelist during the pre-oral presentation, are attached. With this, I am allowed to proceed in validating my tools for my study.

As you lend your help, I kindly ask for your curriculum vitae as part of the requirements.

I am looking forward that my request would merit your positive response. Your positive response is highly appreciated.

Thank you, and more power!

Sincerely,

ALLYSSA JEAN A. NATIVIDAD, LPT
Researcher

Noted:

DR. LILYBETH J. MATIRA, LPT, PhD
Thesis Adviser

Approved by:



Milagros Lim Borabo, PhD, is the former Program Director of the Professional and Continuing Education (PACE) of Centro Escolar University. She also served as the Head of the Human Resource Department for four (4) years and Head of the Multimedia Instructional Assistance Department of the same University for two (2) years.

She was the school principal of San Beda College Grade School for three (3) years. She also served as the Reading, Language and Filipino Coordinator for fifteen (15) years.

Dr. Borabo graduated with Bachelor of Science in Elementary Education, *Magna Cum Laude* from Philippine Normal College, where she also earned her Master of Arts Degree in Filipino-Linguistics. She finished her Doctor of Philosophy major in Curriculum and Supervision with Highest Academic Distinction and Excellence in Research Award. She has been a professorial chair holder of the Natividad L. Ampil on Child Development.

She is a former member of the elementary commission and accreditor of the Philippines Accrediting Association of Schools, Colleges and Universities (PAASCU). She is also the former secretary of the CEAP-NCR Reading Area Chair. She is an academic consultant in several schools and has written books, workbooks and articles in different subject areas and grade levels.

She is the former Executive Secretary of the Philippine Association for Teachers and Educators (PAFTE National) and former Vice-President for Luzon and the Executive Director of the said professional organization. She has written several books in Reading, Language, Filipino, Values Education, Character Education, Educational Technology and Education and has written articles in professional magazines and journals. She is a very much sought-after resource speaker in various topics in the field of teaching.

She is a recipient of the Special Citation of PRC Outstanding Professional in the field of teaching on June 8, 2015. She is one of the awardees as one of the Distinguished Jubilarians of the Centro Escolar University Alumni Foundation Inc. on January 18, 2020. She is one of the recipients of the 2020 PNU Gawad Sulo for Eminent Alumni in the field of Education and Teacher Education on February 19, 2020.



The National Teachers College

Graduate Program, School of Teacher Education

24 APRIL 2024

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ALLYSSA JEAN A. NATIVIDAD, LPT
Researcher

Noted:

DR. LILYBETH J. MATIRA, LPT, PhD
Thesis Adviser

Approved by:

NORMAN P. ROMASANTA, LPT, MAEd, EdD(units)

Early Childhood Specialist

School Principal II/ NEAP Certified Learning Facilitator

(Enclosure No. 5 to DepEd Memorandum No. _____ s. 2023)



Republic of the Philippines
Department of Education

National Educators Academy of the Philippines

CURRICULUM VITAE OF RESOURCE SPEAKER/SUBJECT-MATTER EXPERT

PROFESSIONAL DEVELOPMENT PROGRAM:
PROFESSIONAL DEVELOPMENT PROGRAM PROVIDER:



Part I. Personal Information

Name: NORMAN PUENTE ROMASANTA	
Residence Address: BUYABOD, STA. CRUZ, MARINDUQUE	Contact Details
Business Address: MALIBAGO, TORRIJOS, MARINDUQUE	Landline No.: NONE
	Mobile No. 1: 0926-029-1296
	Mobile No. 2:
	Email Address: norman.romasanta@deped.gov.ph
Citizenship: FILIPINO	

Note: NEAP shall be informed of any change/s on resource person/s at least 10 days before the Professional Development program/course offering. Substitute resource person, if any, may submit this duly accomplished form three (3) days before the start of the Professional Development program/course.

Part II. Track Record

Areas of Specialization/ Expertise	EARLY CHILDHOOD EDUCATION
	SPECIAL EDUCATION
	EDUCATIONAL LEADERSHIP

Relevant Seminars/Training Programs Conducted in the last five (5) years	
Date	Title
	School Heads Activities for Professional Enhancement (SHAPE) – MIMAROPA Region

	School Heads Development Program – MIMAROPA Region	
	National Training of Trainers of the MATATAG Curriculum	
	Regional Training of Trainers of the MATATAG Curriculum	
	Division Training of Trainers of the MATATAG Curriculum	
Relevant Seminars/Training Programs Attended in the last five (5) years		
Date	Title	
February 5-9, 2024	National Training of Trainers for the MATATAG Curriculum	
	Workshop on the Finalization of Learning Delivery Guide with Focus on Teaching Approaches - English	
	National Training of Trainers for the National Reading Program	
	Workshop on the Development of Learning Delivery Guide with Focus on Teaching Approaches - English	
	Consultative Conference on the Development of Learning Delivery Guide with Focus on Teaching Approaches - English	
Relevant Publications, Research, and Conference Papers		
Date	Title	
January 24, 2024	Investigating The Relationship Between Leadership, Self-Efficacy, And Research Productivity In Educational Settings – Vol. 21, No. S3 (2024), pp. 856-873, ISSN: 1741-8984 (Print), ISSN: 1741-8992 (Online), www.migrationletters.com	
December 2023	Analysis of the Kindergarten Pedagogies in Lowland Schools in Marinduque: Basis for Kindergarten Teachers’ Development Program – Vol. 4, Issue 4, ISSN:2799-1091, pp. 109-141, International Journal of Arts, Sciences and Education	
Major Achievements, Citations, Recognitions, and Awards		
Date	Title	Awarding Body
October 14, 2023	Outstanding School Leader of the Year	Instabright International Awards for Educators
December 2018	Outstanding Head Teacher I	DepEd Schools Division of Marinduque
May 17, 2018	Certified Learning Facilitator	National Educators Academy of the Philippines
Part III. Education and Employment		
Educational Background		

Level	Name of School/University	Address	Inclusive Dates	Degree Earned
Undergraduate	MARINDUQUE STATE COLLEGE	MATALABA, STA. CRUZ, MARINDUQUE	2000-2004	BACHELOR OF ELEMENTARY EDUCATION SPECIALIZED IN EARLY CHILDHOOD EDUCATION
Post-Graduate	PHILIPPINE NORMAL UNIVERSITY	MANILA	2008-PRESENT	MA IN EDUCATION MAJOR IN TEACHING CHILDREN WITH INTELLECTUAL DISABILITY (CAR)
	NATIONAL TEACHERS COLLEGE	MANILA	2021-2023 2023-PRESENT	MA IN EDUCATION MAJOR IN EARLY CHILDHOOD EDUCATION DOCTOR OF EDUCATION MAJOR IN EDUCATIONAL LEADERSHIP (9 UNITS)
Work Experience: Five (5) most recent				
Position		Agency/Company	Inclusive Dates	
PRESCHOOL TEACHER		GLOBE ACADEMY INTERNATIONAL, MAKATI CITY	2004-2005	
GRADE SCHOOL TEACHER		FRANCISCO SCHOOL, BAESA, QUEZON CITY	2005-2007	
PROFESSIONAL EDUCATION LECTURER SPECIALIZATION SUBJECT LECTURER		MARINDUQUE STATE COLLEGE	2007-2010	
TEACHER I/ TEACHER IN-CHARGE		TALAWAN ELEMENTARY SCHOOL	2010-2015	

HEAD TEACHER I	DAMPULAN ELEMENTARY SCHOOL	2015-2018	
SCHOOL PRINCIPAL I	SIBUYAO ELEMENTARY SCHOOL	2018-2021	
SCHOOL PRINCIPAL I	MARLANGGA ELEMENTARY SCHOOL	2021-2022	
SCHOOL PRINCIPAL I	TIGWI ELEMENTARY SCHOOL	2022-2023	
SCHOOL PRINCIPAL II	MALIBAGO ELEMENTARY SCHOOL	2023-PRESENT	
Part IV. Other Relevant Information (Use separate sheet for additional information.)			
Eligibility			
Profession/s	License No.	Issued on:	Valid until:
TEACHER	0855559	11/12/2004	10/11/2024
Other Major Affiliations (Professional, Civic, etc.)			
Name of Organization	National/Chapter	Position/Nature of Work	Date
<p>I hereby certify that the above information written by me are true and correct to the best of my knowledge and belief. I further authorize NEAP and other agencies to investigate the authenticity of all the documents presented.</p> <p>I am agreeing to the NEAP Privacy Notice and giving my consent to the collection and processing of my personal data in accordance thereto.</p>		 <p>NORMAN P. ROMASANTA Signature Over Printed Name</p>	



The National Teachers College

Graduate Program, School of Teacher Education

24 APRIL 2024

Dear Ma'am/ Sir

Greetings!

I am Allyssa Jean A. Natividad, a Master of Arts in Education (Major in Early Childhood Education) student from The National Teachers College in Manila, Philippines. I am undertaking research entitled "Assessing the Teacher's Capability and Challenges in Teaching Communication Literacy at the Primary Level".

In view with this, the researcher would like your expertise to validate the attached self-made questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

My research paper and matrix, signed by the panelist during the pre-oral presentation, are attached. With this, I am allowed to proceed in validating my tools for my study.

As you lend your help, I kindly ask for your curriculum vitae as part of the requirements.

I am looking forward that my request would merit your positive response. Your positive response is highly appreciated.

Thank you, and more power!

Sincerely,

ALLYSSA JEAN A. NATIVIDAD, LPT
Researcher

Noted:

DR. LILYBETH J. MATIRA, LPT, PhD
Thesis Adviser

Approved by:



MARY GRACE G. GRANDE, LPT, MAEd

About me

Dedicated and experienced educator with over 26 years of teaching experience in primary education. Skilled in teaching English language and reading comprehension. Experienced in handling remedial reading classes and tutoring pre-school and primary pupils. Recently transitioned into online teaching as an ESL instructor, leveraging previous experience teaching foreign students.

Contact

63 9209001730

mary.grace.grande12@gmail.com

Le Grande Tower II,
Eastwood Taguig City

Skills

- Proficient in English language instruction
- Experienced in developing and implementing personalized learning plans
- Strong communication and interpersonal skills
- Adaptability to diverse learning environments
- Familiarity with online teaching tools and platforms

Education

2004-2006

- Master of Arts in Teaching Reading
- Philippine Normal University, Manila, Philippines

1992-1996

- Bachelor of Elementary Education (BEED)
- Philippine Normal University, Manila, Philippines

Work Experience

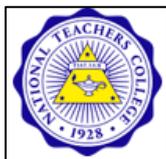
PRESENT - PRIVATE TUTOR

- Provide personalized tutoring sessions for pre-school and primary pupils.
- ESL Teacher (Current)
- Conduct online English language classes for non-native speakers.

1996 - 2022 - IMMACULATE CONCEPTION ACADEMY OF MANILA

- Taught English to Grades 2 and 6 students.
- Conducted remedial reading classes for Grade 1 pupils.
- Provided guidance and support to students in achieving academic success.

VALIDATED QUESTIONS AND INTERVIEW PROTOCOL



The National Teachers College

Graduate Program, School of Teacher Education

➤ *Research Questions*

This study aims to determine teachers` capabilities, challenges in teaching literacy at the primary level. To achieve this objective, the researchers came up with the following research questions:

- *What is the Demographic Profile of Teacher - Participants in Terms of:*

- ✓ Age
- ✓ Sex
- ✓ Education
- ✓ Years of teaching
- ✓ Training

- *What are the Present Capabilities of Teacher-r Participants in Terms of:*

- ✓ Phonological awareness
- ✓ Phonics
- ✓ Phonological instruction

- *What are the Present Challenges of Teacher-r Participants in Terms of:*

- ✓ Teaching strategies
- ✓ Classroom class size
- ✓ Unmet learning competencies

- *What Programs are Needed to Improve the Teaching Capability of Reading Teachers in Basic Education?*

➤ *Questionnaire:*

- *Part I. Demographic Profile*

✓ Directions: Please supply all the requested information.

Age: _____ 25 years old and below _____ 26-35 years old _____ 36-45 years old _____ 46-55 years old _____ 56 years old and above	Sex: _____ Male _____ Female	Education: _____ _____ Subject Teaching _____
Years of Teaching: _____ 1 to 3 years _____ 4 to 6 years _____ 7 to 10 years _____ 11 years and above	Trainings attended: Title and Year: 1. 2. 3. 4. 5.	

• *Part II. Direction: Describe Each Letter Using the Terms Below:*

<p>Present Capabilities</p> <p>Phonemic Awareness <i>How do you assess your students' phonemic awareness?</i> <i>What strategies do you use to develop PA in your class?</i> <i>How confident are you in teaching activities related to PA?</i></p>
<p>Phonics <i>How do you usually teach phonics to your learners?</i> <i>What materials or tools do you use in teaching phonics?</i> <i>How would you describe your effectiveness in helping learners decode words through phonics?</i></p>
<p>Phonological Instruction What approaches do you use in teaching phonological skills? (e.g., rhyming syllable segmentation)? How do you integrate phonological instruction into daily lessons? What strengths do you have in teaching phonological skills?</p>
<p>Challenges</p> <p>Teaching Strategies <i>What difficulties do you encounter in applying effective reading strategies?</i> <i>Are there strategies you would like to use but find challenging to implement? Why?</i></p>
<p>Classroom class-size <i>How does class size affect your ability to teach reading effectively?</i> <i>What adjustments do you make when handling larger classes in reading instruction?</i></p>
<p>Unmet learning competencies <i>Which reading competencies are the most difficult for your students to achieve?</i> <i>What challenges do you face in addressing students' unmet competencies in reading?</i> <i>How these unmet competencies affect your teaching approach?</i></p>

• *Part III. Improvement of Skills*

- ✓ What support programs (e.g., mentoring, peer coaching, materials development) do you think would help improve reading instruction?
- ✓ In your opinion, what programs should DepEd prioritize to strengthen teachers' reading instruction capabilities?

GUIDEBOOK

➤ *Enhancing Teachers’ Capability in Teaching Oral Language at the Primary Level*

- *Introduction*

This guidebook was developed based on the study “*Teachers’ Capability and Challenges in Teaching Oral Language at the Primary Levels.*” The study revealed that while teachers possess basic knowledge about oral language components, gaps persist in instructional strategies, assessment practices, and access to training. These gaps impact learners’ oral language development and overall literacy.

To address these concerns, this guidebook serves as a practical and comprehensive guide that teachers can use to improve classroom instruction. It contains ready-to-use activities, routines, sample tools, strategies, and professional development suggestions that aim to strengthen competence and confidence in teaching oral language in the early grades.

- *Objectives of the Guidebook*

By using this guidebook, teachers will be able to:

- ✓ Strengthen their understanding of oral language components (phonemic awareness, phonics, and phonological awareness).
- ✓ Apply effective instructional strategies appropriate for primary learners.
- ✓ Create and use contextualized oral language materials and activities.
- ✓ Implement appropriate assessment tools to track learner progress.
- ✓ Engage in reflective practice and continuous professional growth in oral language teaching.

- *Target Users*

This guidebook is intended for: Kinder to Grade 3 Teachers

- ✓ Language Teachers
- ✓ Pre-service Teachers
- ✓ Reading Coordinators and Master Teachers

- *Content Overview*

Section	Focus	Description
1. Understanding Oral Language	Foundational Concepts	Definition, stages of development, and importance in literacy.
2. Teachers’ Roles & Competencies	Teacher Capability	Skills needed for effective oral language instruction.
3. Addressing Common Challenges	Teacher Support	Solutions for large classes, limited materials, and learner motivation.
4. Instructional Strategies	Teaching Methods	Procedures, sample lessons, and modeling of activities.
5. Assessment Tools	Measuring Progress	Checklists, rubrics, and monitoring templates.
6. Professional Growth	Sustainability	Self-assessment tools, peer mentoring, and reflection.

➤ *Detailed Guidebook Content*

- *Understanding Oral Language*

- ✓ *What is Oral Language?*

Oral language refers to how children use words to express ideas, communicate, and interact. It includes listening, speaking, vocabulary, phonemic awareness, phonics, and phonological awareness.

- *Why it Matters*

- ✓ Foundation of reading and writing.
- ✓ Supports comprehension
- ✓ Encourages confidence and communication
- ✓ Develops vocabulary and critical thinking

➤ *Teachers’ Roles and Required Competencies*

- *Teachers Must be Able to:*

- ✓ Provide a language-rich environment

- ✓ Model correct pronunciation and sentence structure
- ✓ Engage learners in purposeful talk
- ✓ Integrate oral language into daily routines
- ✓ Use varied instructional strategies
- ✓ Assess learners regularly

➤ *Addressing Common Challenges*

Challenge	Practical Strategy
Limited Trainings	Seek guidance from Master Teachers, attend demo teaching, join PLCs.
Lack of Materials	Use DIY and low-cost materials, picture cut-outs, recycled resources.
Shy or Unmotivated Learners	Use games, praise, pair work, storytelling, group chants.
Limited Time	Integrate oral language in greetings, transitions, lining up, routines.

➤ *Instructional Strategies (Step-by-Step)*

This section serves as the core of the guidebook, providing clear procedures teachers can follow.

• *Teaching Phonemic Awareness*

- ✓ Activity 1: Rhyming Words
- ✓ Objective: Learners identify words that rhyme.
- ✓ Procedure:
 - Say two words aloud.
 - Ask: “Do these words rhyme?”
 - Learners respond with thumbs-up or thumbs-down.
 - Use simple and familiar local words.

✓ Tip: Start with obvious pairs (cat–hat, log–dog).

• *Teaching Phonics*

- ✓ Activity 2: Alphabet Song & Initial Sound Isolation
- ✓ Objective: Learners recognize letter sounds.^[1] Procedure:
 - Play a simple alphabet song (English and Filipino).
 - Repeat daily for retention.
 - Show picture flashcards (apple, ball, cat).
 - Ask learners to produce the beginning sound.
 - Let them repeat the sound as a group.

✓ Tip: Reinforce letter-sound association through daily routines.

• *Teaching Phonological Awareness*

- ✓ Activity 3: Clap the Syllables
- ✓ Objective: Learners identify syllables in words.^[1] Procedure:
 - Say a word (e.g., *pa-pa-ya*).
 - Clap once for each syllable.
 - Let pupils clap and count.
 - Move from simple to longer words.

✓ Tip: Use learners’ own names for increased engagement.

➤ *Assessment Tools*

Language Participation Checklist

Indicator	Yes	No	Notes
Responds to oral questions	<input type="checkbox"/>	<input type="checkbox"/>	
Pronounces sounds correctly	<input type="checkbox"/>	<input type="checkbox"/>	
Uses complete sentences	<input type="checkbox"/>	<input type="checkbox"/>	
Participates in group discussion	<input type="checkbox"/>	<input type="checkbox"/>	

Rubric Example

4 – Excellent: Responds confidently, correct pronunciation 3 – Good: Minor errors 2 – Needs Improvement: Limited response. 1 – Emerging: Rare participation

➤ *Professional Growth*

Activity	Resources Needed	Timeline
Self-Assessment Checklist	Forms and notebook	Per Quarter
Peer Sharing	Group session	Monthly
Coaching and Mentoring	Master Teacher, templates	Monthly

➤ *Monitoring and Evaluation Plan*

Component	Description
Timeline	Quarterly
Tool	Observation checklist, reflection journal
Evaluator	Master Teacher / School Head
Indicator of Success	Increased learner participation, improved oral proficiency

Teachers reflect at the end of each quarter to adjust strategies

➤ *Summary*

This guidebook is designed to be a practical, easy-to-follow resource to help teachers improve oral language instruction. By applying these strategies, using assessment tools, and engaging in sustainable professional growth, teachers can create an active and effective learning environment that supports early literacy.

CODING: DOCUMENT MANAGER OVERVIEW

This appendix presents the Document Manager overview generated in ATLAS.ti, showing the participant transcripts included in the qualitative analysis. The table indicates the number of codes and quotations assigned to each document, demonstrating the scope, consistency, and coverage of the coding process across all participants.

Name	Groups	Codes	Quotations	Bibliographical r...	Comment
PARTICIPANT 1.docx	Manage Groups +	8	18		
PARTICIPANT 2.docx	Manage Groups +	10	19		
PARTICIPANT 3.docx	Manage Groups +	10	18		
PARTICIPANT 5.docx	Manage Groups +	8	12		
PARTICIPANT 4.docx	Manage Groups +	10	15		
PARTICIPANT 6.docx	Manage Groups +	9	14		
PARTICIPANT 7.docx	Manage Groups +	8	12		
PARTICIPANT 8.docx	Manage Groups +	8	11		
PARTICIPANT 10.docx	Manage Groups +	8	10		
PARTICIPANT 9.docx	Manage Groups +	9	10		

CODING: CODEBOOK

This appendix contains the list of codes developed during the open coding phase using ATLAS.ti. The codes were generated inductively from recurring ideas and significant statements in the participants’ responses. These codes served as the basis for forming broader categories and themes discussed in the Results section.

Name	Groups	Quotations	Comment
Capacity - Building Training	Access to Profession	14	
Class size	Challenges	12	
Content Knowledge	Access to Profession	19	
Instruction Meeting Competencies	Challenges	10	
Intervention strategies	Access to Profession	18	
Learners - Low comprehension	Challenges	9	
Limited Resources	Challenges	12	
Parental Support	Programs Needed	6	
Peer Collaboration	Programs Needed	10	
Trainings and Workshops	Programs Needed	20	
Types of Assessment	Assessment Practice	6	

CODING: SAMPLE CODED QUOTATIONS

This appendix shows selected excerpts from the participant transcripts with corresponding codes applied in ATLAS.ti. The highlighted text segments represent meaningful units of data used in the analysis. These coded quotations demonstrate how raw data were systematically interpreted and linked to categories and themes.

