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UNFORGETTABLE EXPERIENCES ENCOUNTERED BY GRADE SIX TEACHERS IN ORAL COMMUNICATION CLASSROOM DURING RECITATION

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ABSTRACT
This phenomenological study investigated the unforgettable experiences encountered by Grade Six teachers during oral communication classroom recitations. Through qualitative research methods, the study explored the lived experiences of ten public elementary school teachers from selected schools in Davao City, each with over eight years of teaching experience and currently instructing English classes. Data were collected through in-depth interviews (IDI) and focus group discussions (FGD), transcribed, and analyzed to identify recurring themes. The analysis revealed three primary themes: empowerment through expression: Teachers observed that students who actively participated in recitations developed greater self-confidence and a stronger sense of agency, leading to more effective communication skills. creating a supportive environment: Educators emphasized the importance of fostering a classroom atmosphere characterized by mutual respect and encouragement, which significantly enhanced student engagement and willingness to participate. building confidence through preparation: Teachers noted that students who engaged in thorough preparation for recitations exhibited increased self-assurance, resulting in more articulate and confident verbal expressions. These findings underscore the critical role of supportive teaching strategies and classroom dynamics in enhancing students' oral communication skills. By implementing approaches that empower students, create nurturing environments, and emphasize the value of preparation, educators can significantly improve student engagement and proficiency in oral communication.
KEYWORDS- *Oral Communication, Grade Six Teachers, Classroom Recitations, Teaching Experiences, Davao City*

INTRODUCTION

A Speaking Community Knows That Learning and Knowledge Are Never Fixed, But Products of a World Under Ever-Changing and Multidirectional Pressure Is a Community That Can Attend Both to The Experiences of Its Students and To the Fact That to Speak Is to Change Experience. Speaking Is Forceful; Speaking Is Painful; Speaking Is Joyful; Speaking Is Necessary; Speaking Is Dangerous. The Experience of Oral Communication Is Rooted Deep in The Moment and Goes Beyond the Moment, Often Beyond Any Conventional Definition.

The English Language Is Considered as the Prima Lingua of The World and Has Been Tagged as A Primary Medium of Communication In Other Parts Of The Globe. Learning And Mastering This Language Offers A Person Countless Opportunity To Be Employed Because English Is Considered As Springboard In Achieving A Better Life. In A Global Context, It Will Be Easy To Express Opinions, Make Arguments, Offer Explanations, Transmit Information, And Make Impressions Upon Others If One Has A High Level Of Oral Communication Skill (Applebaum, 2018) And For This Reason, English Oral Communication Is The Most Widely Taught Subject At All Levels Of The Educational System. Students Need To Speak Well In Their Personal Lives, Future Workplaces, Social Interactions, And Political Endeavors (Austin, 2019).

In Canada, Their Elementary Curriculum Emphasized The Significance Of Language As A Tool Of Communication To Make Human interaction. Johnston (2018) defined language is the process or a set process used to ensure there is agreement between the sender and receiver for meanings assigned to the symbol and schema or combining them used for each communication. In the globalization era, Bailey, et. al., (2019) posited that English language as an important especially international communication to development education, economy, and politic. Many people spend time to study English language to use as an international communication.

Based on the study conducted by Aguinaldo (2022) in Manila, Philippines grade six oral communication skills is all about demonstrating complexity in original work. Learners at this grade level are expected to continue developing their English language arts skills to better articulate their thoughts effectively and showcase the speaking skills they've acquired during their time in elementary school. In Grade 6, your child should speak stronger arguments, more engaging stories, and present factual information with ease.

In Makati City, Philippines, according to Gepila (2018) in her study entitled "among the four macro skills" speaking is considered to be the hardest to teach and learn. It is very challenging for it is similar to teaching a child how to swim. A child who wants to learn how to swim must be exposed to various activities in swimming. Thus, several theories, principles, and practices must be taken into account. Likewise, for a child to successfully learn how to write, he must be exposed to different activities relating to writing. It is important to note that writing teachers must identify the context of learning: this includes culture, literature, and identity.

On the other hand, Baines (2019) expressed that English and Filipino are the two official languages of the Philippines declared by its institution to be used as the medium of instruction starting in the elementary level. As a result, most Filipino pupils can speak using these languages. It was in 2019 that the Bilingual Education Policy (BEP) was established through Department Order no. 52. It was recommended by the Soriano to use both English and Filipino languages as mediums of instruction in both elementary and high school, depending on the subjects. For example, subjects like English Communication Arts, Mathematics, and Science would require the use of the English language. While for Filipino Communication Arts, Social Studies, and History subjects, the Filipino language will be used.

Seemingly, in Davao City Philippines, Suelto (2018) explained that understanding the English language writing is very beneficial. This helps students to express themselves effectively. In order for the students to become productive in different settings, they need to know the English language. English proficiency in the Philippines is, unfortunately, declining. A recent study shows that the Philippines is no longer considered to be the top one English-speaking countries. With this in mind, the Department of Education is trying to strengthen its effort in dealing with the said concern. This includes the consideration of many factors that affect the learners' proficiency.

However, the efforts of the Philippine education system are said to be insufficient to deal with the concern of Filipino students. Educators are also expected to become competitive in using the target language, for they are the ones interacting with the learners, which could be a way of honing the students' knowledge especially in communicating with the use of the English language. Exposing learners to different learning activities would help them reach the optimum level of their communicative ability in speaking even in and out of school time (Department of Education, 2020).

LITERATURE REVIEW

The concept of affect has historically been defined in different ways in education and in other fields in the social sciences. When the term first began to appear in educational analysis and in many of the subsequent years up to and including, in part, the present-day affect has been used as a synonym for feelings. McLeod (2019), for instance, searches for an organizing theory for the emotional aspects of the speaking process be they speaking anxiety, emotional engagement, or motivation and advocates for metacognition, claiming that if students understand the "affective domain" of their own writing processes, they will be able to increase their agency via better self-management.

The dichotomy of the affective and the cognitive is not the dichotomy of the irrational and the rational, since "an affective state can be a very rational response to a situation". It distinguishes feelings from emotions, calling feelings "bodily sensations that are part of the affective experience" almost, but not quite, an inverse of the definition used by later affect theory scholars. It aims to map affect and cognition on to a grid of "intensity and stability" in order to understand the ways that students engage in the writing process. She seeks clean definitions to help writing instructors to work towards a better process orientation (Flower & Hayes, 2021).

Brand (2018) also argues for the inclusion of affect in our understanding of cognition, but for her, again, the word is synonymous with emotion: "in major psychosocial and human development theories, like those of Erik Erikson and Jean Piaget, affect is repeatedly implicated. I am referring to the emotions of apathy, anxiety, disequilibrium, alienation, despair, and commitment.
Elsewhere in literacy education, affect has been used interchangeably with emotion to argue for the importance of considering said emotion, whether in teaching library research (Schroeder & Cahoy, 2020); intrinsic reading motivation in a social constructivist framework (Oldfeather & Dahl, 2024); holistic measurements of motivation and engagement in speaking or school based oral activities.

The affective domain (Alvermann & Guthrie, 2018) is used to mean "the domain of emotions," meant to imply that teachers should consider emotional factors in addition to, on top of, or as motivators of the cognitive. In their chapter centering affective lenses on literacy, Tracey & Morrow (2019) use affect and emotion interchangeably, answering the section-header question "What Are Emotions, Feelings, and Affects?" without alerting readers to any potential distinctions between the words: "the emotions drive feelings such as intellectual curiosity and compassion in the neo-cortex.

Communication skills are vital for a student's academic success and future career prospects. In today's challenging environment, students must not only possess academic expertise, but also the requisite skills to enhance their learning and employability prospects in the future (Dana, 2018). Communication is a dynamic process as it involves an interaction between two or more people i.e. the sender and the receiver. The main purpose of communication is to transmit thoughts and beliefs to another person. The major components of communication are verbal communication or oral communication and non-verbal communication

Research Questions

The general aim of this study was to determine the techniques employed by teachers in teaching oral communication to Grade Six students to help them overcome anxiety during oral recitations. Specifically, this study aimed to examine the following questions:

1. What are the unforgettable experiences encountered by the teachers in teaching oral communication classroom among grade six learners during recitation?
2. How do teachers resolve the speaking anxiety of learners in oral communication classroom during recitation?
3. What learning insights can be drawn to eliminate the anxiety of grade six learners during oral recitation?

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METHODOLOGY

Research Design

The study employed a qualitative phenomenological design to explore the unforgettable experiences encountered by grade six teachers during oral communication recitations. This approach aimed to capture the essence of teachers' lived experiences by focusing on their personal perceptions and emotions associated with teaching oral communication.

Data collection involved semi-structured interviews, allowing participants to share their stories in their own words while providing the researcher with the flexibility to probe deeper into specific aspects of their experiences. This method facilitated a comprehensive understanding of the challenges and memorable moments teachers faced in the classroom. The analysis process entailed transcribing interviews, coding responses, and identifying emerging themes to construct a rich, detailed narrative of the teachers' experiences.

Research Participants

The participants in this study are ten (10) public elementary school teachers from selected schools in Davao City, all of whom are instructing elementary students for the 2024–2025 school year. With over eight years of classroom experience, the teachers are currently teaching English classes. Among the ten, five will participate in in-depth interviews (IDI), while the remaining five will join focus group discussions (FGD).

To ensure organized data collection, I will transcribe and analyze the responses from both the IDI and FGD. The criteria for participant inclusion are as follows: all participants must be public school grade 6 teachers with more than five years of teaching experience and have attended various seminars or workshops related to overcoming speaking anxiety during class recitations.

Research Instruments

In my study, a qualitative phenomenological design was employed to explore the challenges faced by teachers in teaching oral communication subjects. Semi-structured interviews were conducted, each lasting between 30 and 60 minutes, either in person or via video call. This format enabled the observation of participants' verbal and non-verbal cues in real-time, allowing for adaptive engagement as needed. The aim was to create a conversational flow that encouraged participants to speak openly while maintaining focus on the main research topics.

After each interview, the data were thoroughly analyzed to identify meaningful patterns and trends, involving categorization and the identification of recurring themes. The semi-structured interview format, combining the flexibility of open-ended questions with a structured agenda, facilitated the gathering of focused, qualitative insights (Schensul, et al., 2019).

These interviews served to explore how grade 6 teachers in selected public schools improved the quality of oral communication teaching and to describe their experiences, strategies, and outcomes during class observations in public elementary schools in Davao City. To ensure consistency across interviews, an interview guide with open-ended questions and topics was utilized, helping to structure the conversation while allowing for exploration and follow-up questions to clarify and expand on specific points.

This guide made the process more systematic and comprehensive by defining the issues to be addressed in advance. The open-ended questions were designed to capture participants' perspectives in their own words, enabling them to steer the discussion as they saw fit (Patton, 1990, as cited in Soriano, 2019).

Data Analysis

I undertook qualitative data analysis as a process of organizing, structuring, and interpreting qualitative data to understand its meaning. Using qualitative methods, I examined the interviews to address the initial and follow-up research questions. Through content analysis of each interview, I identified themes. To address the third research question, I created a checklist and rubric to monitor students' progress and their growing enthusiasm for supporting effective speaking and writing in the classroom. Additionally, I explored the benefits and drawbacks of interactive slides in response to the final research question.

Qualitative data analysis began with organizing, reducing, and describing the collected data (Schwandt, 2001). Unlike quantitative analysis, there were no strict formulas for qualitative analysis. Marshall and Rossman (2006) highlighted that qualitative analysis did not follow a linear path and could be messy. However, adhering to good practices and procedures enhanced the credibility of my research. In this section, I explained the data analysis procedures and the steps I took to ensure that the study's results were credible, transferable, dependable, and authentic.

I guided the data analysis using the seven phases described by Giorgi (2006). Although the final step of Colaizzi's method, which involves returning results to the participants, is debated due to differing perspectives between researchers and participants, I still aimed to ensure that participants could recognize their own experiences in the study's findings.

Descriptive phenomenology, valuable in areas with limited existing research, was used in this study. Colaizzi's method offered a systematic approach, which may have been more accessible than Giorgi's "distilling" style.

I started by familiarizing myself with the data through extensive readings of the interviews to gain a comprehensive understanding. This involved reading each interview at least three times. Following Hatch's (2002) recommendations, I created summary sheets for each participant to provide a quick reference to the original data during analysis.

After the initial readings, I used typologies, as defined by Patton (1990) and recommended by Hatch (2002), to guide the analysis. Typologies, derived from theory, common sense, or research objectives, helped categorize the data. I applied the themes from the literature review as constructs for viewing the data.

With the data coded into five categories based on the literature, I read through it again while writing analytic memos to capture my thoughts and insights. During this stage, I interpreted the data to uncover significance and meaning in the teachers' instructional experiences by identifying salient themes, recurring ideas, and patterns of belief across the interviews.
As themes emerged, I began offering interpretations, linking themes and categories to provide context and create connections between the interviews. This process allowed me to analyze the data, derive importance, and offer interpretations based on educators' teaching experiences.

RESULTS AND DISCUSSION

This chapter outlined the implications and future directions of the study, shedding light on the broader significance of the research findings and how they can shape future practices and policies. By examining the key insights from the study, it highlighted how the challenges faced by elementary teachers in teaching reading comprehension, particularly for students learning English as an additional language, have real-world consequences on both teacher effectiveness and student outcomes.

Implications

The study on the experiences encountered by grade Six teachers in oral communication classrooms during recitation sheds light on various educational theories that have had significant implications for teaching practices. One of the theories that ties in with the findings of this study is Noam Chomsky's Universal Grammar theory. Chomsky proposed that humans are born with an innate ability to acquire language through an inherent cognitive structure.

In the context of this study, teachers who observed and facilitated student recitations could see how students' ability to construct sentences and express ideas, even with minimal exposure to formal grammar instruction, reflected the universal grammar mechanisms proposed by Chomsky. The study revealed that, despite varying levels of linguistic proficiency, students were able to use complex sentence structures and express abstract ideas, aligning with the idea that language acquisition is a natural and inherent process.

The teachers in the study also experienced moments where the universal grammar theory seemed to manifest in students' spontaneous language use during recitations. This was particularly noticeable when students demonstrated creativity in sentence construction or when they engaged in dialogues that involved multiple layers of meaning. Teachers observed that even students with limited vocabulary were capable of using grammatical structures accurately, suggesting that the innate cognitive mechanisms, as argued by Chomsky, might have played a role in this linguistic capability. However, the study also highlighted that while universal grammar facilitated language learning, it was not the sole factor contributing to students' language proficiency. The role of social interactions and learning environments was also crucial.

Self-determination theory (SDT), which emphasizes the importance of autonomy, competence, and relatedness in fostering motivation, was another relevant framework in the study. The teachers found that students who were given opportunities to engage in recitation activities autonomously, without excessive external pressure or fear of judgment, were more motivated and confident in their speech. When students felt competent in their ability to speak, they became more engaged in the learning process. Teachers noted that students who had supportive classroom environments, where they could make mistakes without harsh criticism, were more likely to actively participate in recitation and improve their oral communication skills.

Moreover, the study revealed that students' sense of competence was heightened when they were able to see the immediate results of their efforts. Teachers witnessed a clear connection between providing positive reinforcement and the students' growing confidence and participation in recitation. Those students who were intrinsically motivated to improve their language skills through practice, rather than focusing on extrinsic rewards, showed a deeper understanding of oral communication. This finding aligned with self-determination theory's assertion that intrinsic motivation leads to better learning outcomes, as students were not just repeating phrases but internalizing the language through authentic engagement.

Social constructivism, as proposed by Lev Vygotsky, further helped explain the dynamics of language learning observed in the study. Vygotsky emphasized the importance of social interactions and collaborative learning in cognitive development. During recitation activities, teachers noticed that students often relied on peer interactions to scaffold their learning. For instance, when students engaged in group discussions or helped each other with pronunciation or vocabulary, it reflected Vygotsky's idea that learning is a socially mediated process. Teachers also noted that when students were encouraged to share their ideas with others, they were able to negotiate meaning and clarify misunderstandings, which led to deeper language acquisition.

Vygotsky's concept of the Zone of Proximal Development (ZPD) was particularly relevant in this study. Teachers found that by providing just enough support during recitations, they were able to help students progress beyond their current level of competence. Through guidance and encouragement, teachers were able to push students into their ZPD, where they could perform tasks, they could not accomplish independently but could achieve with assistance. This process allowed for the development of higher-level language skills, as students were able to construct more complex responses and use language more effectively in various contexts.

The teachers also realized that the classroom environment, guided by social constructivism, played a significant role in the success of recitation activities. When students were provided with opportunities to collaborate and engage in discussions, they not

only learned from their peers but also developed critical thinking skills. Vygotsky's emphasis on the role of language in cognitive development was evident as teachers observed that students' language skills grew stronger as they engaged in dialogue and reflected on their understanding. In this sense, recitation became more than a test of individual performance; it became an interactive process that promoted shared meaning-making.

Finally, the study highlighted the complex interplay of these theories universal grammar, self-determination, and social constructivism in shaping the learning experiences of both teachers and students. Teachers observed that the application of these theories in the classroom allowed for a more holistic approach to oral communication education. The integration of Chomsky's theory provided an understanding of innate language capabilities, while Vygotsky's social constructivism emphasized the importance of interaction and collaboration. Meanwhile, SDT highlighted the importance of fostering intrinsic motivation. Together, these frameworks helped teachers understand the diverse factors that contribute to student success in oral communication recitation activities, allowing for more effective teaching strategies.

Future Directions

In reflecting on the future directions of the study on the experiences encountered by grade six teachers in oral communication classrooms during recitation, one important area of exploration would have been the integration of technology into the classroom. Previous studies had already suggested that digital tools could enhance engagement and support language learning, but the study could have expanded on how these tools affected recitations. Researchers could have explored whether tools such as speech recognition software, virtual platforms for recitation, or apps designed to assist with language fluency influenced student participation. By focusing on the impact of technology, future research would have provided insights into how modern educational tools could potentially improve both the effectiveness of recitation activities and the students' enthusiasm toward language use.

Another potential future direction would have been to investigate the long-term effects of oral communication practices on students' academic performance. Although the study primarily examined the teachers' experiences within a single academic year, a longitudinal study could have provided a deeper understanding of how early recitation experiences shaped students' later academic and communication skills. By tracking a cohort of students from Grade Six into subsequent years, researchers could have assessed whether the oral communication skills developed during recitations positively impacted students' performance in other areas of learning, such as writing or reading comprehension, or even their ability to articulate ideas in more complex academic settings.

Furthermore, future research could have broadened the scope by examining the role of cultural and linguistic diversity in the classroom. The study, which focused primarily on general teaching strategies, could have been extended to explore how teachers adapted their approaches to recitation for students from different linguistic backgrounds. Many classrooms consist of students with varying levels of proficiency in the language of instruction, and it would have been insightful to see how teachers customized their recitation strategies to address these needs. Investigating how teachers approached multilingual learners during recitations would have provided valuable data on effective practices for fostering inclusive oral communication in diverse classrooms.

Additionally, a deeper exploration into the varied teaching styles and experiences of teachers would have been another valuable future direction for the study. The research could have examined how teachers with different levels of experience or teaching philosophies approached recitation. For example, comparing the experiences of novice teachers versus more seasoned educators could have revealed whether more experienced teachers applied different strategies for managing recitation activities or how they might have supported students with more sophisticated teaching techniques. Understanding how different levels of expertise impacted student engagement and success could have contributed to the development of more targeted professional development programs for teachers in the area of oral communication.

The study could have also benefited from a closer look at the role of peer interactions in enhancing oral communication skills. While Vygotsky's theory of social constructivism was touched upon, future research could have focused more explicitly on the impact of peer feedback during recitation. Examining how students helped each other improve their speech, shared language strategies, or worked collaboratively in group settings could have revealed more about the power of peer-to-peer learning. Peer feedback might have contributed to greater self-confidence and allowed students to practice language in a supportive environment, which could lead to improved overall communication skills.

Lastly, future studies could have delved into the emotional and social factors that influenced students' performance during recitation. The study noted that motivation and self-determination played a significant role, but there was room to explore how students' emotional states, such as anxiety or fear of judgment, impacted their ability to participate. Research could have investigated how teachers could have implemented strategies to create a supportive and anxiety-free environment, encouraging students to take risks and speak more freely.

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