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REKINDLING SKILLS IN ORAL COMMUNICATION: STRATEGIES OF FILIPINO LANGUAGE TEACHERS

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ABSTRACT

This phenomenological study explored the teaching strategies used by eight (8) Filipino language teachers of Panabo City National High School in augmenting the oral communication skills of the students. The study identified three key themes in their practice: Utilized Structured Performance and Assessment, Employed Interactive and Collaborative Oral Communication, and Maximized Digital Communication and Modern Platform. However, challenges such as students' 'Non-preference for Filipino,' leading to low interest and confidence, and 'Limited Instructional Variability,' hindering engagement, were also evident. To address these problems, the study highlighted the need to conduct training among Filipino teachers on updated pedagogies and strengthen the use of engaging strategies to motivate students to learn the language and improve their oral communication skills. Future research could explore the efficiency of various approaches in improving Filipino oral communication skills across a range of educational settings, examine the direct effects of professional development and targeted support on teachers' confidence to students' motivation, engagement and oral proficiency, and explore on learners lived experiences in honing their Filipino oral communication skills through a variety of instructional modalities.

KEYWORDS: *Oral Communication Skills; Strategies of Filipino Language Teachers; Teacher Training*

INTRODUCTION

Oral communication is essential for expressing ideas, fostering relationships, and avoiding misunderstandings. However, students often struggle with second-language speaking due to fear, anxiety, shyness, and reliance on their mother tongue (Kabellow et al., 2020; De Guzman, 2019). In the Philippine context, despite Filipino being the national language (1987 Constitution), studies show a decline in its usage and interest among students (Ranque et al., 2024; Jubahib & Bayani, 2024). Filipino is often perceived as "baduy" or outdated, leading students to prefer English, particularly among the Alpha Generation. Teachers face added challenges such as lack of resources, administrative support, and large class sizes (Largo & Gaihe, 2021). These issues highlight the need to revitalize Filipino language learning and improve students' oral communication skills. While past research focused on student difficulties and general teacher challenges, few have examined specific classroom strategies that address these problems. This study aims to explore the teaching techniques used by Filipino teachers at Panabo City National High School to enhance students' oral communication skills, offering insights that may benefit similar educational settings.

REVIEW OF SIGNIFICANT LITERATURE

Communication, whether verbal or nonverbal, is the process of creating and sharing meaning (Nordquist, 2024). Oral communication, as a key language skill, allows individuals to articulate thoughts clearly and connect meaningfully with others (Reith-Hall & Montgomery, 2019). It is crucial in education, enhancing classroom engagement and inclusivity when teachers communicate effectively (Suroso et al., 2024). Students with strong oral communication skills tend to perform better academically and socially (Apat et al., 2023).

Several barriers hinder oral communication, such as limited vocabulary, fear of making mistakes, and negative learning experiences (Aziz & Kashinathan, 2021; Alghail & Mahfoodh, 2019). Teachers and students alike believe that topic relevance, vocabulary strength, classroom environment, and flexible grammar focus are essential to skill development (Maxmud kizi, 2024). Various strategies like active listening, group work, reflective learning, and feedback are recommended to enhance speaking abilities (Sword, 2020; Abdikarimova et al., 2021).

In the Philippine context, the Filipino language is vital to national identity, as emphasized in the 1987 Constitution. However, studies report declining interest among students, who perceive the language as outdated or "baduy"

(Largo & Gaihe, 2021; Jubahib & Bayani, 2024). Despite policy efforts like DepEd Order No. 52, s. 1987, Filipino teachers face challenges including student disinterest, lack of resources, and minimal administrative support.

To address this, research highlights the effectiveness of using the "Filipino-Only Policy" (Menesis et al., 2021), gamification, role-playing, and "Filipino Word of the Day" (Catanes, 2025; Magno et al., 2024) as strategies to improve student engagement and language skills. Tools like audio-visual materials, interactive technologies, and real-life conversations also contribute to skill development. Studies support Communicative Language Teaching (CLT) as an effective approach to improve fluency and confidence (Santos et al., 2023), while immersive techniques such as exposure to Filipino media and practice with native speakers are recommended (Pineda, 2024). These findings reinforce the need to explore and document practical classroom strategies that Filipino language teachers use to address challenges in oral communication, particularly in contexts experiencing linguistic shifts.

STATEMENT OF THE PROBLEM

Specifically, this study sought to answer the following questions:

1. What are the strategies of teachers in improving the oral communication skills of students in Filipino language?
2. What are the challenges that teachers faced in improving the oral communication skills of students in Filipino language?
3. What insights can be drawn from the findings of the study?

In general, this phenomenological inquiry is beneficial to all stakeholders in the academe. In particular, this study will benefit the school administrators to fulfill their responsibilities as instructional leaders, this study is important. To enable Filipino teachers to reach their greatest potential, a development program designed specifically for them might be developed using the study's findings as a guide.

In like manner, this will benefit the educators have a great influence on how well students are able to communicate. They will acquire confidence if they are able to communicate who they are, what they are thinking, and what they believe.

METHODOLOGY

This chapter contains the description of the methods and processes employed in the crafting of this study. In this section of the study the following aspects of the research method are described thoroughly: philosophical assumptions, qualitative stance of the study, research design, research participants, ethical consideration, the role of the researcher, data collection, data analysis and trustworthiness of the study.

Research Design

This qualitative phenomenological study explored the experiences and pedagogical approaches of Filipino language teachers in developing students' oral communication skills. The methodology specifically examined how teachers perceive the effectiveness of their instructional strategies, motivational techniques, and classroom challenges while capturing their authentic, unfiltered perspectives on teaching Filipino communication. The study aimed to develop a profound understanding of these teaching experiences, recognizing that, as noted by Tomaszewski et al. (2020) citing Flood (2010), phenomenology reveals essential aspects of educational practices while honoring diverse interpretations.

The participants in this phenomenological study shared detailed narratives about their teaching strategies and classroom experiences through in-depth interviews. Following Dunwoodie et al. (2023), citing Denzin and Lincoln (2000), these interviews provided teachers with a platform to express their pedagogical insights, challenges, and innovative approaches to enhancing oral communication in Filipino. This method proved particularly valuable for gathering multifaceted insights into how educators navigate language teaching complexities while maintaining their commitment to fostering effective communicators, offering rich qualitative data about their daily instructional practices and professional decision- making processes. The main source of data for this study are in-depth interviews, observations and documentary analysis, allowing the researcher to perform data triangulation

.*Research Respondents*

The research participants of this study were chosen through purposive sampling. They consisted of eight (8) Junior High School teachers who taught the Filipino language. The participants had at least three years of teaching experience in Filipino at Panabo City National High School.

Moreover, this study employed purposive sampling in identifying the participants. Purposive sampling according to Nyimbili and Nyimbili (2024) ensures that quality samples are without partialities to augment the reliability and trustworthiness of the findings. As a non-probability method, it allows researchers to select participants with specific characteristics relevant to the study, enhancing the quality and reliability of the data collected.

In addition, the sample size in this study was carefully determined to ensure both sufficiency and justifiability for a phenomenological inquiry of Filipino language teachers' instructional approaches. As qualitative research prioritizes depth over breadth, a smaller sample size was appropriate to achieve rigorous data saturation while thoroughly exploring educators' pedagogical experiences. Following Sarfo et al. (2021) citing Creswell (2013), this phenomenological study maintained an effective sample size within the recommended range of 5-25 participants, a standard approach that allows for comprehensive examination of teachers' strategies in developing oral communication skills.

Research Instruments

Microanalysis was the first step in the analysis of interview transcripts; open coding was based on closely examining each line of the data to develop concepts in terms of their dimensions and themes. The researcher began organizing and classifying concepts under more illustrative phrases or themes after the codes were gathered.

The researcher used data triangulation which referred to the use of a variety of data sets, methods and theories to address a research question. (Bhandari, 2022, Revised, 2023) Moreover, according to Nightingale (2020), it is a technique to analyze results of the same study using different methods of data collection. It is used for three main purposes: to augment validity, to generate a more comprehensive view of a research problem, and to interrogate different ways of understanding a research problem. Most often, triangulation helps validate research findings by checking that different methods or different observers of the same phenomenon produce the same results.

The participants reread the transcription of every interview session. Participants' feedback confirmed the findings, and that each summary of the interview session was accurate and ensured that the researcher did ask the right questions.

In building up the findings, this study employed Thematic Content Analysis which according to Delve et. al (2023) is a form of qualitative data analysis that emphasizes finding patterns and significance in texts. Qualitative data may take the form of interview transcripts collected from research participants or other identified texts that reflect experientially on the topic of study. Preliminary analysis was carried out gradually leading to the realization of final analysis and the findings. In addition, careful attention was given to conceptualization, the means in which the data were collected, analyzed and interpreted, and the way in which the findings were presented.

RESULTS AND DISCUSSIONS

Various studies underscore effective strategies in improving the oral communication skills of students in Filipino classes. Oral presentations and recitations, as discussed by Mardiningrum (2022) and Roldan et al. (2025), provide opportunities for language practice, critical thinking, and student participation. Moneva (2020) found that repeated oral engagement builds students' confidence over time.

Interactive approaches such as debate, highlighted by Neza and Owino (2025) and Afri et al. (2021), were shown to enhance speaking, reasoning, and critical thinking. Chain storytelling, according to Rohmah (2023), improves vocabulary, fluency, and creativity. Role-playing, as supported by Lasheiky (2024), Katemba and Grace (2023), and Acharya et al. (2019), contributes significantly to communication, confidence, and fluency by simulating real-life situations. Group work was also found effective in improving participation and speaking skills, as supported by Sayedi and Ayoobi (2024) and Rospinah (2021). Communicative Language Teaching (CLT), discussed by Le (2021) and Santos et al. (2023), fosters fluency and confidence by emphasizing interactive and student-centered learning.

Assessment through rubrics, as found in the studies of Vairagkar (2025), Pardo et al. (2022), and Mrangu (2022), allows teachers to evaluate students more objectively, identify strengths and weaknesses, and provide better feedback and instruction.

Despite these strategies, teachers face several challenges. Students often show a lack of interest in learning Filipino, as noted by Ranque et al. (2024) and Largo and Gaihe (2021), partly due to the perception that the language is outdated or less valuable. Jubahib and Bayani (2024) also found that many students prefer using English in their daily lives. Galdonez (2023) revealed that students experience anxiety and self-consciousness

when speaking in Filipino, which hinders their oral participation and fluency. Furthermore, Ariaso (2020) emphasized that student attitudes, motivation, social environment, and the teaching approach all influence language learning outcomes.

To address these issues, it is essential for teachers to receive ongoing training. Studies by Tana (2021), Perez and Dela Cruz (2024), and Maguate et al. (2024) highlighted that seminars and workshops help improve pedagogical skills and adapt teaching to students' needs. Filipino teachers emphasized the importance of staying updated with effective strategies suited for 21st-century learners.

Teachers also acknowledged the importance of using engaging and varied instructional approaches. Since students have diverse learning styles, customized and student-centered strategies lead to better oral proficiency. This was evident in the findings of Sunogan and Ong (2024), and Bautista and Del Valle (2023), where students improved their communicative competence through targeted and interactive oral language exercises.

In summary, the strategies employed by teachers in improving oral communication skills in Filipino can be categorized into structured performance and assessment, and interactive and collaborative oral communication. However, they continue to face challenges, primarily due to students' lack of interest, limited confidence, and insufficient exposure to practical use of the Filipino language. Addressing these issues requires continued teacher training and the use of engaging, student-centered teaching strategies.

Implications and Future Directions

This chapter presents the summary of the findings and its implication for future directions.
The purpose of this study was to explore the strategies that Filipino language teachers use to develop or improve the oral communication skills of their students. Specifically, this aimed to divulge significant information or insights that may be beneficial to other Filipino Teachers in terms of their pedagogical and motivational strategies. Moreover, the result of the study may contribute insights to the Filipino department of Panabo City Division to capacitate Filipino Teachers on motivating students to be good communicators.

Qualitative phenomenological research design was used in this study to collect the data needed to answer research questions. Participants of this study were the eight (8) Filipino Teachers of Panabo City National High School who have participated in the in-depth interviews (IDI) and Focus Group Discussion (FGD).

This study provided information on varied strategies that other Filipino language teachers could use in their respective classes of which the themes that emerged were Utilized Structured Performance and Assessment, Employed Interactive and Collaborative Oral Communication and Maximized Digital Communication and Modern Platform. As of the challenges faced by Filipino teachers, the two themes were Non-Preference to Filipino Language and Limited Instructional Variability. For the insights from the findings of the study, the emergent themes were Conduct Teachers' Trainings on Updated Pedagogies and Strengthen the use of Engaging Strategies.

Implications

The findings of the study suggest a clear shift toward more dynamic, student-centered, and technology-integrated teaching methods in developing students' oral communication skills in Filipino.

Teachers utilized structured strategies such as oral recitation, reporting, debate, and rubric-based assessments. These methods allow students to practice speaking, think critically, and receive targeted feedback, as supported by studies from Mardiningrum (2022), Neza & Owino (2025), and Mrangu (2022). These practices prove to be effective in enhancing communication skills and creating meaningful learning experiences.

Interactive and collaborative strategies like chain storytelling, role playing, group activities, and Communicative Language Teaching (CLT) also emerged as key approaches. These foster engagement, build confidence, and promote spontaneous speaking, as supported by Rohmah (2023), Lasheiky (2024), Rospinah (2021), and Santos et al. (2023). These techniques make classroom environments more dynamic and student-driven.

Digital platforms, particularly social media, were also maximized to enhance oral skills. Teachers integrated these tools to motivate students, leveraging familiarity to create more comfortable speaking environments. Studies by Donny & Adnan (2022) and Apresurado et al. (2022) affirm their effectiveness in improving communication.

However, challenges remain. A major concern is students' non-preference for the Filipino language, stemming from disinterest and perceptions that it is less valuable or outdated. Studies by Ranque et al. (2024), Largo &

Gaihe (2021), and Ariaso (2020) emphasize this declining engagement, which could threaten the language's relevance in future generations. This highlights the need for more relevant, culturally sensitive, and motivating instructional approaches.

Another challenge is the limited instructional variability in classrooms. Repetitive methods reduce student engagement and hinder the development of speaking skills. This reinforces the need for teachers to adopt more varied, creative, and participatory approaches.

To address these issues, the study emphasizes the importance of continuous teacher training. Seminars, workshops, and professional development initiatives should equip teachers with updated and innovative pedagogies. Findings from Perez & Dela Cruz (2024) and Maguate et al. (2024) show that such programs enhance teaching effectiveness and motivation.

Finally, strengthening the use of engaging strategies requires institutional support. School administrators, with backing from the Department of Education, must empower Filipino language teachers by providing training opportunities, resources, and supportive environments that promote oral language use and communicative competence in Filipino.

Future Directions

Anchored on the findings of this phenomenological study, future research may focus on assessing the long-term impact of teacher development programs on instructional practices and student oral communication outcomes. Studies could monitor both student progress and teacher growth over time to evaluate the sustainability of these interventions.

Comparative studies are also recommended to examine the effectiveness of oral communication strategies across different educational contexts—such as public and private schools, urban and rural areas, and various grade levels—to identify context-specific best practices.

Given the link between teacher confidence and student performance, future research may also investigate how professional development influences teacher confidence and, in turn, affects student motivation and oral proficiency in Filipino.

Further phenomenological inquiries may explore students' lived experiences in developing Filipino speaking skills through different instructional approaches. Gaining insight into their challenges, confidence levels, and perceptions can help teachers refine their methods for more effective learning.

In terms of policy and practice, it is recommended that the Department of Education enhance Filipino language education by prioritizing oral communication, conducting specialized training for teachers, and updating instructional policies. School administrators should support these efforts by providing continuous professional development and sufficient resources. Filipino teachers are encouraged to adopt varied, interactive, and tech-integrated strategies that promote authentic language use, ultimately leading to improved student engagement and speaking proficiency.

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