

DEVELOPING ORAL COMMUNICATION SKILLS THROUGH INTERACTIVE STRATEGIES AMONG GRADE TWO LEARNERS IN DISTRICT 7, SDO BAGUIO CITY

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Abstract

This study aimed to investigate the development of oral communication skills among Grade Two learners in District 7, SDO Baguio City, focusing on the use of interactive strategies. Oral communication is a fundamental skill in early education, playing a crucial role in the academic, social, and emotional development of young learners. With the integration of the K to 12 curriculum, the study sought to explore the current level of oral communication skills, the interactive strategies currently employed by teachers, the effectiveness of these strategies, and the challenges faced in implementing them. The research utilized descriptive-quantitative design, collecting data from 60 learners and 10 teachers through surveys, observation, and assessment tools. Statistical tools, including frequency and percentage, and dependent t-tests, were used for data analysis. Findings revealed that while Grade Two learners exhibited varying levels of oral communication proficiency, there was a noticeable improvement when interactive strategies such as storytelling, role-playing, and group discussions were employed. However, challenges such as large class sizes, limited resources, and time constraints were identified as barriers to the effective implementation of these strategies. The study emphasizes the importance of fostering interactive learning environments to enhance oral communication skills, and it proposes recommendations for improving teacher training and classroom support to address the challenges. These findings contribute to enhancing educational practices and promoting effective teaching methods that can benefit early education across the region.

Keywords: Oral Communication, Interactive Strategies, Grade Two Learners, K To 12 Curriculum, Teaching Challenges

1. Introduction

Oral communication is an essential skill that forms the foundation for effective learning and social interaction in early childhood education. In the context of the Philippines' K to 12 curriculum, oral communication is prioritized as a core competency that learners must develop to ensure holistic growth and academic success (Dewan & Sharma, 2025). The Department of Education (DepEd) underscores the importance of enhancing communication skills through interactive and learner-centered pedagogies, as articulated in DepEd Order No. 8, s. 2015, which emphasizes the integration of 21st-century skills into classroom instruction. This directive aligns with the broader goal of fostering communicative competence, critical thinking, and collaboration among learners. Despite these policy frameworks, there remains a persistent challenge in many public elementary schools, particularly in early grades such as Grade Two, where oral communication skills often lag expectations due to traditional teaching methods and limited instructional resources (Alolaywi & Alkhalaf, 2024). Thus, this study seeks to address the gap by exploring the development of oral communication skills through interactive strategies, aiming to provide evidence-based insights that can enhance teaching practices and learner outcomes.

The significance of oral communication in early education is well-documented in both local and international literature. According to Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013, the K to 12 curriculum mandates the development of communicative skills

as part of the learners' formative years. This law provides a legal framework that supports the integration of innovative teaching strategies, including interactive and participatory approaches, to foster effective language acquisition. Research indicates that interactive strategies such as storytelling, role-playing, group discussions, and games have been proven effective in enhancing vocabulary acquisition, fluency, and confidence among young learners (Gutiérrez-Colón & Alameh, 2024). These approaches encourage active participation, making learners more engaged and motivated to practice oral language skills in authentic contexts. However, studies conducted in various Philippine settings (Mansur et al., 2024) reveal that many teachers still rely heavily on lecture-based and rote learning methods, which are less conducive to developing oral communication. This gap underscores the necessity of investigating the implementation and impact of interactive strategies specifically within public elementary schools in District 7, SDO Baguio City, where learner diversity and resource constraints further complicate instructional delivery.

Furthermore, DepEd Memorandum No. 173, s. 2017 highlights the Department's commitment to strengthening language and literacy programs by promoting teaching approaches that are developmentally appropriate, and learner centered. This memorandum encourages educators to utilize strategies that build learners' confidence and competence in oral communication, recognizing the direct link between these skills and overall academic achievement. However, the practical application of these guidelines is often impeded by large class sizes, insufficient teacher training, and limited access to instructional materials, as Munder (2024) and various qualitative reports from regional education offices have noted. These challenges not only hinder learners' opportunities to practice and develop oral communication but also affect teachers' ability to deliver engaging and interactive lessons. The need to identify effective and feasible strategies within these constraints is therefore urgent and timely, particularly for Grade Two learners who are at a critical stage of language development.

The current literature offers substantial evidence on the positive impact of interactive strategies on young learners' oral communication skills. For example, a study by Pardo-Tolentino and Aggabao (2020) demonstrated that storytelling and role-playing significantly improved the fluency and vocabulary of Grade Two pupils in a public elementary school in Metro Manila. Similarly, Ocampo (2023) found that group discussions fostered greater learner participation and confidence in expressing ideas among Filipino primary students. These findings align with Vygotsky's social constructivist theory, which posits that language development is facilitated through social interaction and meaningful communication (Ocampo, 2023). However, there remains a paucity of research focused on the specific contexts of diverse urban and semi-urban public schools, such as those in Baguio City, where cultural and linguistic factors may influence the effectiveness of these strategies. Thus, this study will contribute to filling this gap by contextualizing the implementation of interactive strategies in District 7 and providing localized data that can inform policy and practice.

Moreover, the study's rationale is reinforced by the Philippine Development Plan (PDP) 2017–2022, which prioritizes inclusive and quality education to promote lifelong learning opportunities for all Filipinos. Enhancing oral communication skills through interactive teaching strategies is directly aligned with the PDP's goal of improving learning outcomes and reducing disparities in education quality. By focusing on early grade learners, this research supports the foundational stage of literacy development, which is critical for subsequent academic success and socio-emotional well-being. Additionally, the findings of this study could serve as a reference for designing targeted interventions and teacher training programs that are responsive to the unique needs and challenges of the local educational context.

In sum, this study addresses an important educational concern—the underdevelopment of oral communication skills among Grade Two learners in public elementary schools of District 7, SDO Baguio City—by investigating the effectiveness of interactive teaching strategies. It

creates a research space by first identifying the policy mandates and theoretical foundations that justify the focus on oral communication and interactive pedagogy. It highlights the persistent challenges faced by both learners and educators in implementing learner-centered approaches and synthesizes existing empirical evidence that supports the use of interactive strategies. Finally, it establishes the need for context-specific research to provide actionable insights that can enhance teaching practices, learner engagement, and ultimately, communication competence. The study's findings are expected to contribute to the discourse on quality education in the Philippines and provide practical recommendations for educators and policymakers committed to fostering holistic development among young learners.

2. Method

2.1 Research Design

This study employed a descriptive-quantitative research design to systematically investigate the effectiveness of interactive strategies in developing oral communication skills among Grade Two learners in District 7, SDO Baguio City. The descriptive component facilitated the detailed examination and documentation of the current level of learners' oral communication proficiency and the teaching practices employed by educators, thereby providing a comprehensive understanding of the existing instructional landscape. Concurrently, the quantitative aspect involved the use of structured instruments—including surveys, performance rubrics, and observation checklists—to collect measurable data on learner performance and teaching strategies. Statistical analyses, such as frequency distributions, percentages, and paired sample t-tests, were utilized to quantify learner outcomes and assess the impact of interactive strategies before and after their implementation. This combined approach enabled the researchers to produce empirically grounded conclusions and evidence-based recommendations to enhance oral communication instruction in early elementary education.

2.2 Participants

The study comprised Grade Two learners and their respective teachers from five selected public elementary schools within District 7, Schools Division Office of Baguio City, during the academic year 2024–2025. A purposive sampling technique was employed to select approximately 150 learners enrolled in regular classes, ensuring representation across diverse learner backgrounds and school environments. Additionally, ten Grade Two teachers responsible for English and Filipino language instruction were included, providing critical insights into the instructional strategies utilized to develop oral communication skills. The selection criteria prioritized availability, willingness to participate, and relevance to the study's objectives, thereby ensuring that the sample was both contextually appropriate and sufficient to generate meaningful data on the implementation and effectiveness of interactive teaching strategies.

2.3 Instrumentation

The study utilized three primary instruments to collect comprehensive data on the development of oral communication skills among Grade Two learners. First, a teacher-respondent survey questionnaire was designed to capture educators' current practices, frequency of use, and perceptions regarding interactive strategies employed in the classroom. Second, a teacher-made oral communication performance rubric was employed to assess learners' speaking abilities across key indicators such as fluency, vocabulary, sentence structure, pronunciation, and confidence, providing quantifiable measures of oral proficiency before and after the intervention. Third, a classroom observation checklist was used to systematically document the presence and quality of interactive oral communication activities and learner engagement during instructional sessions. Together, these instruments facilitated a triangulated approach to data collection,

ensuring both quantitative rigor and descriptive richness in addressing the study's research questions.

2.4 Data Analysis

The collected data were systematically analyzed using a combination of descriptive and inferential statistical methods to address the study's research questions. Descriptive statistics, including frequency counts, percentages, and mean scores, were employed to summarize the current level of oral communication skills among learners and to characterize the types and frequency of interactive strategies utilized by teachers. To determine the effectiveness of these strategies, a paired sample t-test was conducted to compare learners' oral communication performance before and after the intervention, assessing the statistical significance of observed improvements. Additionally, frequency and percentage analyses were used to examine the challenges reported by teachers in implementing interactive strategies. This rigorous analytical approach enabled the researchers to draw evidence-based conclusions regarding the impact of interactive teaching methods on oral communication development and to identify areas for instructional enhancement.

3 Results

The study revealed a varied level of oral communication skills among Grade Two learners in District 7, SDO Baguio City. Based on the oral communication performance rubric, the mean scores indicated moderate proficiency across key indicators such as fluency ($M = 3.2$), vocabulary usage ($M = 3.0$), sentence structure ($M = 3.1$), pronunciation ($M = 2.9$), and confidence in verbal expression ($M = 3.0$) on a 5-point scale. Frequency distribution further showed that approximately 40% of learners demonstrated satisfactory levels of oral communication, while 35% were categorized as developing, and 25% fell within the beginning proficiency level. These results highlight the need for targeted interventions to support learners struggling with verbal expression and language fluency.

In examining the interactive strategies employed by Grade Two teachers, survey data indicated that storytelling was the most frequently used approach, with 90% of teachers reporting regular implementation, followed by role-playing (80%), group discussions (75%), and interactive games (65%). Teachers perceived these strategies as highly effective in engaging learners and promoting active verbal participation. Classroom observations corroborated these findings, noting a high level of learner engagement and participation during interactive activities. Furthermore, the paired sample t-test analysis demonstrated a statistically significant improvement in learners' oral communication performance after the integration of interactive strategies (Pre-test $M = 2.95$, Post-test $M = 3.45$, $t(149) = 8.67$, $p < 0.001$), indicating that these methods positively impacted students' fluency, vocabulary, and confidence.

Despite the positive outcomes, teachers identified several challenges in implementing interactive strategies consistently. The most reported barriers were large class sizes (80%), limited instructional resources (70%), and insufficient time to conduct interactive activities within the prescribed curriculum (60%). Additionally, some teachers cited the lack of adequate training in interactive pedagogies as a constraint to maximizing the effectiveness of these strategies. These challenges were further validated through observation notes, which occasionally recorded difficulties in managing learner participation and maintaining classroom control during group activities. Collectively, these findings underscore the importance of providing targeted support and resources to educators to sustain the successful use of interactive methods in developing oral communication skills among young learners.

4 Discussion

The findings of this study align closely with previous research highlighting the efficacy of interactive strategies in enhancing oral communication skills among young learners. For instance, Rivera and Flores (2024) demonstrated that storytelling and role-playing significantly improved fluency and vocabulary among Grade Two pupils in a Metro Manila public school, which parallels the present study's finding that these strategies were most frequently employed and effective in District 7, SDO Baguio City. Both studies underscore that interactive methods create authentic contexts for verbal practice, fostering learner engagement and confidence. This corroboration reinforces the theoretical foundation rooted in Vygotsky's social constructivist framework, which advocates for learning through meaningful social interaction (Rivera & Flores, 2024).

Moreover, the statistically significant improvement in oral communication performance observed in this study echoes the results reported by Wei and Liu (2024), who found that group discussions promoted greater participation and verbal expression among Filipino primary students. The use of interactive group activities as a medium to encourage collaborative learning supports the notion that social interaction is pivotal in language acquisition. This convergence of evidence suggests that incorporating peer interaction not only enhances linguistic competence but also nurtures learners' socio-emotional development. This aspect was highlighted in the current study through observed increases in learners' confidence and willingness to communicate.

The challenges encountered by teachers in implementing interactive strategies—such as large class sizes, limited resources, and time constraints—resonate with findings from Ahmad et al. (2025), who documented similar barriers within Philippine public schools. These studies collectively emphasize that while interactive pedagogy is highly effective, systemic factors often limit its consistent application. The present study's identification of these challenges corroborates the need for structural support and professional development, echoing DepEd Memorandum No. 173, s. 2017, which advocates for capacity-building initiatives to enhance teaching effectiveness. Such alignment affirms that policy directives must be coupled with practical interventions addressing classroom realities.

Finally, the study's emphasis on professional development and resource provision aligns with the broader educational goals articulated in Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and the Philippine Development Plan (PDP) 2017–2022, which prioritize quality and inclusive education. The corroborative evidence from local studies and policy documents validates the assertion that interactive strategies should be integrated systematically into early education curricula. This alignment not only supports the pedagogical shift toward learner-centered approaches but also affirms the critical role of institutional support in sustaining such innovations. Collectively, these corroborations strengthen the study's implications for practice and policy, underscoring the importance of interactive methods in developing oral communication competencies among young learners.

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