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Modalities in teaching oral communication

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Abstract

This study investigated the level of usage of various teaching modalities in Oral Communication across the North and South Districts of Daraga, Albay. It specifically examined the modalities employed—Printed Modular Distance Learning, Digitized Modular Distance Learning, Online Distance Learning, and TV-Radio Based Instruction—and assessed their usage levels. The research also explored whether significant differences existed between districts in modality usage, identified challenges encountered by teachers, and proposed technology-based instructional materials to address these challenges. A descriptive research design was employed, with data gathered from 32 Senior High School Oral Communication teachers. Frequency counts, weighted means, and a five-point Likert scale were used to quantify modality usage, while the F-test was applied to test the hypothesis of no significant difference between districts.

Findings revealed varying levels of modality usage, with Printed Modular Distance Learning being the most utilized, followed by Online and Digitized Modular modalities. TV-Radio Based Instruction showed the least usage. The F-test indicated no statistically significant difference in modality usage between the North and South Districts. Key challenges included limited internet access, lack of digital devices, and low student engagement in remote platforms. Based on these findings, the study proposed the development of interactive, technology-based instructional materials such as mobile-accessible modules, video-based lessons, and offline digital resources to enhance Oral Communication instruction. These recommendations aim to improve pedagogical effectiveness and address contextual limitations in distance learning environments.

Keywords: TV-Radio-Based Instruction; Digitized Learning; Online Learning; Education

1. Introduction

English, taught as a second language in Philippine schools, presents unique challenges for educators—especially in Oral Communication, a core subject under the K to 12 curriculum. The COVID-19 pandemic has intensified these challenges, disrupted traditional classroom instruction and prompting the urgent need for alternative teaching modalities. These modalities—such as modular, online, and broadcast-based instruction—serve as adaptive strategies to meet the diverse learning needs and contexts of students. Teachers, however, continue to face difficulties in implementing these approaches effectively due to limited resources, technological barriers, and varying student engagement levels.

Globally, education systems have responded to the pandemic with swift policy shifts and support mechanisms to prevent learning loss and promote inclusive recovery. UNESCO, through its global education coalition and technical assistance programs, has emphasized the importance of continued learning for all, especially in vulnerable communities. These efforts underscore the critical role of education in national recovery plans and highlight the need for collaborative, innovative solutions. In this context, understanding the usage and effectiveness of different teaching modalities in Oral Communication becomes essential—not only to address current instructional gaps but also to inform future educational strategies that ensure resilience, equity, and quality learning outcomes.

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2. Materials and methods (quantitative)

This quantitative study employed a descriptive research design to determine the level of usage of various teaching modalities in Oral Communication among 32 Senior High School teachers from the North and South Districts of Daraga, Albay. Data were collected using structured survey questionnaires, and frequency counts, weighted means, and a five-point Likert scale were used to analyze responses. Printed Modular Distance Learning emerged as the most widely used modality (100%, n=32), followed by Digitized Modular Distance Learning (56.25%, n=18), TV-Radio Based Instruction (18.75%, n=6), and Online Distance Learning (15.63%, n=5). In the North District, Online Distance Learning was rated “always” (4.65), while Printed Modular (3.89) and TV-Radio Based Instruction (3.85) were rated “often.” Digitized Modular Distance Learning was rated “sometimes” (3.08), with an overall district rating of “often” (3.87).

To test the hypothesis of no significant difference in modality usage between districts, the F-test was applied. Results showed no significant difference in Printed Modular ($F=0.52$), Digitized Modular ($F=4.07$), and TV-Radio Based Instruction ($F=0.25$), as all values were below the F-tabular value of 5.32 at a 0.05 significance level. However, Online Distance Learning showed a significant difference ($F=6.56$). Challenges encountered included vague learner responses (n=28), low internet connectivity (n=26), and issues with modular instruction and distribution (n=22). Additional concerns included comprehension difficulties, excessive tasks, low engagement, and power interruptions. To address these, the study proposed technology-based instructional materials tailored to each modality to enhance delivery and learner engagement.

3. Results

The study revealed that teachers in both the North and South Districts of Daraga, Albay commonly utilized Printed Modular Distance Learning, Digitized Modular Distance Learning, and TV-Radio Based Instruction in teaching Oral Communication. The overall level of usage across all modalities was rated as “often,” indicating consistent application in instructional delivery. Statistical analysis showed no significant difference in modality usage between the two districts, suggesting uniform implementation. However, Online Distance Learning showed a notable variance. Key challenges identified included vague learner responses, low internet connectivity, and difficulties in modular instruction and distribution. To address these, technology-based instructional materials were proposed to enhance teaching effectiveness and learner engagement.

4. Discussion

The findings underscore the adaptability of teachers in employing varied modalities to sustain Oral Communication instruction during the pandemic. The high usage of printed and digitized modules reflects the accessibility and practicality of these formats in local contexts, while the limited use of online and broadcast-based instruction highlights infrastructural and engagement barriers. The absence of significant differences between districts suggests a shared commitment to instructional continuity, though differentiated support may be needed for online delivery. The proposed technology-based materials offer a strategic response to persistent challenges, aligning with national and global efforts to strengthen education resilience. Moving forward, empowering teachers to select and integrate modalities based on learner needs, supported by institutional leadership and resource provision, will be key to sustaining quality education in evolving learning environments.

5. Conclusions

The study concluded that teachers in Daraga, Albay effectively utilized multiple teaching modalities—particularly Printed Modular, Digitized Modular, Online Distance Learning, and TV-Radio Based Instruction—to deliver Oral Communication lessons during the pandemic. These modalities were generally used “often,” with no significant difference in usage levels between the North and South Districts, indicating consistent instructional practices across the area.

Despite this, teachers faced notable challenges, including vague learner responses, low internet connectivity, and limitations in module distribution and instructional clarity. To address these issues, the development and integration of technology-based instructional materials were proposed. These resources aim to enhance teaching effectiveness, support learner engagement, and ensure the continued delivery of quality education in Oral Communication amid evolving educational contexts.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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