RESEARCH ARTICLE

JENER Journal of Empirical and Non-Empirical Research
Volume 2, Issue 10, Page 1824-1850 | Article No. 185
DOI: 10.4898/jenerv2i10.a185
ISSN: 7895-9216
Journal homepage: https://jenerjournal.com
Journal email: editor@jenerjournal.com

The Utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary Schools in Baao District, Division of Camarines Sur

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ARTICLE INFORMATION

Article history:
Published: October 2026

Keywords:
Utilization
Teachers' Mode of Communication
Language Development
Kindergarten Learners

ABSTRACT

This study determined the utilization of teachers' modes of communication in improving kindergarten learners' language development in public elementary schools in Baao District, Division of Camarines Sur, during SY 2025–2026. It examined verbal and non-verbal communication, questioning techniques, feedback and reinforcement, and their effectiveness in vocabulary enrichment, oral sentence construction, listening comprehension, expressive communication, pronunciation and articulation, and conversational turn-taking. It also assessed agreement on rank orders and formulated policy recommendations. The study employed the descriptive-evaluative-correlational method, involving 35 respondents who answered a researcher-made questionnaire. Frequency count, percentage, weighted mean, rank, and Kendall's Coefficient of Concordance were used, with a 0.05 significance level. Findings revealed that teachers' modes of communication were Very Much Utilized, led by verbal communication (4.63), questioning techniques (4.61), feedback and reinforcement (4.53), and non-verbal communication (4.52). Their contribution to language development was Very Much Evident, particularly in expressive communication (4.62), vocabulary enrichment (4.61), and pronunciation and articulation (4.55). Other indicators included listening comprehension (4.54), oral sentence construction (4.53), and conversational turn-taking (4.52). The null hypotheses concerning agreement on rank orders were accepted. The study concluded that teachers' communication modes were extensively utilized and evident in learners' language development. Recommendations included training, instructional supervision, resource provision, and regular monitoring by education officials and school heads. Teachers should consistently apply effective communication strategies, while future researchers may replicate the study, investigate influencing factors, examine relationships between communication modes and language development, assess long-term effects, and explore innovative teaching strategies.

1. Introduction

The preschool years establish the foundation for children's literacy, social communication, and academic success. During this critical period, children develop language skills through meaningful interactions with teachers and classmates. Teachers' communication strategies, including questioning, vocabulary modeling, scaffolding, feedback, and conversational opportunities, influence how children acquire and use language. Language-rich interactions help learners expand their vocabulary, develop phonological awareness, construct grammatically correct sentences, improve listening comprehension, and acquire conversational skills. Conversely, overly directive and transactional communication may limit opportunities for children to express ideas, negotiate meaning, and develop emergent literacy. Therefore, understanding how teachers communicate with young learners is essential to improving early childhood education.

The 1987 Philippine Constitution, Article XIV, Section 1, mandates the protection and promotion of every citizen's right to quality education and directs the State to make education accessible to all. This constitutional provision establishes the foundation for providing inclusive and equitable educational opportunities, particularly during the early years when children develop essential competencies for lifelong learning.

Similarly, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, established a framework for decentralizing educational governance and strengthening accountability in basic education. It emphasizes the responsibility of schools and education stakeholders to provide quality learning opportunities. These objectives support the implementation of appropriate instructional practices, including effective teacher-learner communication, to improve educational outcomes.

The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) institutionalized the K to 12 Basic Education Program, which includes kindergarten, six years of elementary education, and six years of secondary education. The law aims to develop productive and responsible citizens equipped with competencies, skills, and values for lifelong learning and employment. Effective communication in kindergarten supports these goals by helping children develop foundational language abilities necessary for reading, writing, classroom participation, and subsequent academic learning.

The Department of Education (DepEd) has consistently recognized the importance of early childhood education in promoting learners' holistic development. Kindergarten serves as a transition between informal learning experiences and formal elementary education. During this stage, children benefit from developmentally appropriate activities, games, play, and meaningful conversations that encourage exploration and communication. Teachers consequently play an essential role in establishing supportive learning environments where children can express themselves, ask questions, listen to others, and gradually develop confidence in using language.

DepEd Order No. 47, s. 2016, which provides the policy guidelines on the implementation of the Kindergarten Curriculum, identifies seven learning areas: Language, Literacy, and Communication; Socio-Emotional Development; Values Development; Physical Health and Motor Development; Aesthetic and Creative Development; Mathematics; and Understanding of the Physical and Natural Environment. Language development supports learning across these areas because children use communication to understand instructions, express feelings, describe experiences, ask questions, and interact with others. Teachers' communication practices are therefore important in facilitating meaningful learning experiences across the kindergarten curriculum.

Moreover, Republic Act No. 10157, or the Kindergarten Education Act, established kindergarten as the first stage of compulsory and mandatory formal education. It provides the foundation for preparing five-year-old children for elementary schooling and emphasizes the importance of appropriate kindergarten instruction. The law also highlights the need to strengthen teachers' preparation and professional development to ensure that instructional approaches respond to children's developmental needs. Effective teacher communication is particularly relevant because young learners acquire language through repeated exposure to meaningful conversations, clear explanations, guided questioning, and responsive feedback.

The country's commitment to Education for All (EFA) and the Sustainable Development Goals (SDGs) further underscores the importance of accessible, inclusive, and equitable quality education. Early childhood education is especially significant for children from disadvantaged backgrounds who may have limited access to language-rich experiences outside school. Providing appropriate classroom interactions can help address differences in language exposure and support children's readiness for formal literacy instruction. In this regard, teachers must employ communication strategies that recognize learners' linguistic backgrounds, developmental levels, and individual learning needs.

The Department of Education's commitment to quality, equitable, culture-based, and inclusive education also requires teachers to create learning environments that promote participation and respect individual differences. Effective communication involves more than delivering instructions; it includes listening attentively, asking open-ended questions, modeling appropriate language, providing constructive feedback, and allowing sufficient time for children to formulate responses. These practices encourage learners to participate actively and develop receptive and expressive language skills. They also support social-emotional development by helping children communicate their needs, share experiences, and establish positive relationships with others.

In the public elementary schools of Baao District, Division of Camarines Sur, effective teacher-learner communication is particularly important because classrooms may include children with different language backgrounds, learning abilities, and levels of school readiness. Large class sizes and limited instructional resources may also challenge teachers' efforts to provide individualized attention and sustained conversations. Under these circumstances, deliberate and developmentally appropriate communication strategies can help maximize learning opportunities and promote language development among kindergarten learners.

Despite the importance of early language instruction, localized evidence regarding the communication practices that support kindergarten learners' language development remains necessary. Although national educational policies emphasize quality early childhood education, teachers and school administrators need context-specific information to determine which communication strategies are most extensively used and how these strategies contribute to learners' language outcomes. Addressing this concern may help identify professional development needs and strengthen instructional practices in Baao District.

Accordingly, this study examines the utilization of teachers' modes of communication in improving the language development of kindergarten learners in public elementary schools in Baao District, Division of Camarines Sur, during School Year 2025–2026. It focuses on verbal and nonverbal communication, questioning techniques, and feedback and reinforcement. It also considers language development indicators such as vocabulary enrichment, oral sentence construction, listening comprehension, expressive communication, pronunciation and articulation, and conversational turn-taking. Examining these areas can provide insights into how teachers' communication practices support children's emerging language competencies.

Previous studies have contributed to the understanding of early literacy and language development. Buena (2022) discussed reading as the process of translating written symbols into meaningful words and sentences. Balland and Blachman (2021) highlighted the contribution of phonemic awareness training to children's reading and spelling abilities. Clarke (2022) emphasized balanced beginning-reading instruction that combines word recognition, phonics, and meaningful texts. Amphim (2023) examined reading comprehension in relation to learners' ability to understand and interpret information. Harold (2021) addressed accreditation as an important consideration in the quality of childcare. These works provide relevant background on literacy, reading development, and early childhood education; however, their specific findings and bibliographic details should be verified against the original publications before inclusion in the final reference list.

Although these studies provide insights into literacy development and educational quality, further investigation is needed into teachers' communication practices and their relationship with kindergarten learners' language development in the local setting. In particular, examining the utilization of different communication modes can help determine areas of strength and identify practices that may require improvement. The findings may also provide a basis for developing appropriate instructional interventions, strengthening teacher training, and improving classroom communication.

The researcher's direct involvement in kindergarten education provides a practical perspective on this concern. Daily classroom experiences reveal that learners differ in their willingness to speak, vocabulary knowledge, listening abilities, and confidence in expressing ideas. These differences highlight the need for adaptable communication strategies that encourage participation and

accommodate learners' developmental needs. Teachers may rely on directive communication because of time constraints, large classes, or limited training, potentially reducing opportunities for extended dialogue and exploratory language learning. Systematically examining teachers' communication practices can help identify approaches that better support receptive and expressive language development.

Furthermore, Baao District has demonstrated accomplishments in sports, school press conferences, and culture and the arts, reflecting the efforts of teachers, learners, and education stakeholders. Sustaining these accomplishments requires continuous improvement in teaching and learning, including strengthening foundational competencies that support achievement across learning areas. Language development is particularly important because communication enables children to understand instructions, share knowledge, participate in activities, and build relationships.

The significance of this study extends to learners, teachers, school administrators, and education policymakers. For learners, the findings may help promote classroom practices that support language development and readiness for Grade 1. For teachers, the results may identify effective communication practices and areas requiring professional development. School administrators may use the findings to guide instructional supervision, coaching, and school-based learning initiatives. Meanwhile, the Division of Camarines Sur may consider the evidence when planning programs, allocating resources, and strengthening early childhood education.

Ultimately, this study seeks to determine how teachers' modes of communication are utilized in supporting kindergarten learners' language development in Baao District. By examining communication practices and relevant language indicators, it aims to provide localized evidence that can inform instructional improvement and professional development. Strengthening teacher-learner interactions may help establish inclusive, responsive, and language-rich kindergarten classrooms where children can develop the communication skills necessary for literacy, academic success, and lifelong learning.

1.1 Statement of the Problem

This study determined the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur for School Year 2025-2026. Specifically, this study sought answers to the following questions:

1. To what extent is the level of the utilization of the Teachers' mode of communication in terms of:
1.1 Verbal Communication,
1.2 Non-Verbal communication,
1.3 Questioning Techniques, and
1.4 Giving Feedback and Reinforcement?
2. How significant is the agreement on the rank orders of the level of the utilization of the Teachers' mode of communication along the aforementioned aspects?
3. To what extent does the utilization of the Teachers' mode of communication in improving Language Development of the Kindergarten Learners along:
3.1 Vocabulary Enrichment,
3.2 Oral Sentence Construction,
3.3 Listening Comprehension,
3.4 Expressive Communication,
3.5 Pronunciation and Articulation, and
3.6 Conversational Turn-Taking?
4. How significant is the agreement on the rank order of the extent of the utilization of the Teachers' mode of communication in improving the Language Development of the Kindergarten Learners along the different groups of respondents?
5. What policy recommendations can be formulated based from the findings of the study?

1.2 Assumptions of the Study

The study was guided by the following assumptions:

1. The extent of the level of the utilization of the Teachers' mode of communication in terms of Verbal Communication, Non-Verbal communication, Questioning Techniques, and Giving Feedback and Reinforcement can be determined.
2. The extent of the utilization of the Teachers' mode of communication in improving Language Development of the Kindergarten Learners along Vocabulary Enrichment, Oral Sentence Construction, Listening Comprehension, Expressive Communication, Pronunciation and Articulation, and Conversational Turn-Taking can be gauged.
3. The policy recommendations that can be formulated based from the findings of the study.

1.3 Hypotheses

The study tested the null hypotheses:

1. There is no significant agreement on the rank orders of the level of the utilization of the Teachers' mode of communication along the aforementioned aspects.
2. There is no significant agreement on the rank order of the extent of the utilization of the Teachers' mode of communication in improving the Language Development of the Kindergarten Learners among the different groups of respondents.

2. Literature Review

This chapter contains the related literature and studies, local and foreign that was previously undertaken that have relevance to herein research. The researcher made a comprehensive review of various studies in journals, books, and other materials found in the internet and other related sources were also reviewed in the present study. From the survey of related literature and studies, it was noted that

there has been no published studies on the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur.

2.1 Teachers' Mode of Communication

The quality of teacher-learner interaction significantly influences learners' learning experiences and outcomes, particularly during early childhood. Teachers' modes of communication include verbal and nonverbal behaviors, questioning techniques, feedback, and reinforcement strategies used to engage, motivate, and guide learners. Effective communication supports language development, critical thinking, problem-solving, and socio-emotional growth while fostering participation, self-expression, and collaborative learning. Among preschool and early elementary learners, appropriate communication enhances listening comprehension, vocabulary, sentence construction, pronunciation, expressive communication, and conversational turn-taking. Understanding these communication modes is therefore essential to improving instructional strategies and promoting holistic learner development.

Erra (2022) investigated the effectiveness of a Teachers' Mode of Communication-based program in developing English as a Foreign Language (EFL) speaking fluency among 30 second-year English education students at Sadat Faculty of Education, Minufiya University, Egypt. Using a speaking fluency test before and after the intervention, the study found significant improvement in participants' speaking skills. This finding supports the present study by demonstrating how teachers' communication modes can enhance language development, although the participants and research settings differ.

Romero (2022) examined the use of Teachers' Mode of Communication in reading instruction. The study emphasized flexible instructional supports, varied representations of information, and accessible reading materials to help learners understand complex texts and unfamiliar academic vocabulary. It also highlighted learner choice, interest, and engagement as important outcomes of literacy instruction. This study relates to the present research by emphasizing how communication-related resources and instructional support can improve learners' access to reading materials, although their contexts and research objectives differ.

Marmol (2020) discussed learning to read using Teachers' Mode of Communication materials, emphasizing individualized instruction for learners with varying levels of phonemic awareness. The study recommended educational software, web-based programs, and multimedia resources to reinforce foundational literacy skills, monitor progress, and increase engagement. It also stressed that these resources should supplement explicit instruction. This literature supports the present study by illustrating how appropriate instructional resources can address learners' diverse language and reading needs.

Graves (2020) described pre-reading activities as strategies that prepare learners for reading. These include silent reading, reading aloud, vocabulary studies, and semantic webbing, alongside teacher-guided support during reading. The study relates to the present research through its emphasis on instructional strategies that develop reading skills, although it focuses specifically on pre-reading and reading activities.

Riley (2020) emphasized preparing learners for reading by activating prior knowledge, stimulating curiosity, and connecting familiar concepts with new information. Pre-reading activities, such as motivation, background knowledge development, and reviewing related concepts, help learners organize information and distinguish main ideas from supporting details. This study supports the present research by highlighting the importance of instructional strategies that prepare learners for meaningful reading, although their specific research objectives differ.

Caddy (2020) examined reading strategies used by Grade 2 teachers instructing English First Additional Language learners through a case study involving classroom observations, focus groups, and interviews. The findings revealed that teachers used a balanced literacy program, emphasizing English comprehension and vocabulary development. Overcrowding, limited parental support, and poverty hindered reading achievement. Teachers responded by adjusting instructional pacing and providing individualized attention during guided reading. The study also highlighted the potential benefits of combining whole-word and phonics approaches, home-language resources, and technology. These findings relate to the present study by demonstrating how instructional strategies and teacher support influence reading development, although the methodologies and settings differ.

Cuento (2024) emphasized that teaching strategies require continuous improvement through seminars, residential training, and Learning Action Cell (LAC) sessions. The author also highlighted the importance of strengthening coordination and cooperation between teachers, parents, and communities. This literature supports the present study by underscoring the value of professional development and stakeholder collaboration in improving instructional practices.

Andres (2024) highlighted the demanding nature of teaching and the importance of appropriate training and professional development. The study addressed differences between school heads' and teachers' assessments of LAC implementation and emphasized the development of suitable training guides and techniques to improve training quality. This study relates to the present research by recognizing professional learning as a means of strengthening teachers' instructional competencies.

Oyetunji (2024), in a study conducted in South Africa, examined reading instruction as a process involving the application of strategies to facilitate text comprehension. The research aimed to improve second-language reading comprehension instruction in Botswana Colleges of Education through a Reading Strategy Instruction (RSI) program. This study supports the present research by emphasizing the importance of systematic reading strategy instruction in strengthening comprehension and improving teaching practices.

Collectively, these studies highlight the importance of effective teacher communication, instructional strategies, appropriate learning resources, individualized support, and continuous professional development in improving learners' language and reading skills. They provide a foundation for examining how teachers' modes of communication influence preschool learners' language development in public elementary schools. The reviewed literature also emphasizes the need for responsive instruction that considers learners' prior knowledge, individual abilities, language needs, and learning environments.

2.2 Improving the Language Development

Language development is fundamental to early childhood education, supporting communication, cognitive growth, social interaction, and academic achievement. It involves vocabulary acquisition, sentence construction, listening comprehension, pronunciation, expressive communication, and conversational turn-taking. Effective strategies include structured teacher

interactions, guided storytelling, phonemic awareness activities, and interactive learning experiences. In preschool and early elementary settings, intentional and responsive teaching helps learners develop foundational language competencies. The present study examines how teacher interactions promote language development among preschool learners in public elementary schools.

Buena (2022) described reading as the process of translating written symbols into meaningful words and sentences, with comprehension as its ultimate goal. Reading instruction and practice are essential components of language teaching at every level. This literature relates to the present study by emphasizing the importance of reading in language development, although Buena focused on reading comprehension, while the present study examines teacher interactions and language development.

Harold (2021) emphasized that the quality of childcare significantly influences children's development and learning, particularly during the early years when brain development is rapid. This study supports the present research by highlighting the importance of quality early childhood education, although its primary focus was childcare quality rather than teacher communication.

Balland and Blachman (2021) found that phonemic awareness training improves children's reading and spelling abilities. They explained that automatic word recognition allows learners to focus on constructing meaning and that early oral language experiences and exposure to print contribute to reading readiness. Similarly, Clarke (2020) emphasized balanced beginning reading instruction incorporating phonics, meaningful texts, writing, and spelling activities. These findings support the present study by demonstrating the importance of language-focused instruction and developmentally appropriate activities in strengthening foundational literacy skills.

Graham (2020), in a study on blended learning and emerging technologies, examined learning outcomes, access, and learners' perceptions of educational environments. The study highlighted the growing relationship between blended learning and information and communication technologies. It relates to the present research by illustrating how instructional approaches and technology can support learning, although its focus was higher education rather than preschool language development.

Gonda (2020) investigated the transition to fully online flipped classrooms using a cloud-based videoconferencing application. Applying the 5E framework—Engage, Explore, Explain, Elaborate, and Evaluate—the study found that learners in fully online flipped classes performed comparably to those in conventional flipped classrooms. The findings highlighted effective practices for online instruction and support the present study's consideration of how teaching approaches and interactions influence learning, although the participants and educational context differed.

Pacheco (2020) examined educational changes arising from the COVID-19 pandemic through a review of UNESCO and OECD literature. The study emphasized the need for responsive, ethical, and human-centered education rather than passive dependence on technology. It highlighted the importance of considering learners' diverse needs and experiences. This perspective relates to the present study by reinforcing the need for responsive teaching approaches that support preschool learners' language development.

Achenta (2020) examined the challenges faced by private basic education institutions in the Philippines during the pandemic. The study discussed restrictions on face-to-face classes and the implementation of learning continuity plans and health protocols under DepEd policies. It also highlighted the need for further research on online learning among children. This literature relates to the present study by providing context on how educational disruptions influenced teaching approaches, although its focus was institutional preparedness rather than language development.

Reyes (2021) reviewed the impact of the pandemic on teaching and learning, highlighting widespread school closures, disruptions to traditional instruction, and the adoption of digital learning and alternative assessment strategies. The study emphasized the need for innovative educational approaches to sustain learning. It supports the present study by illustrating the importance of adapting instructional practices to learners' needs and changing educational circumstances.

Tria (2020) examined the effects of the pandemic on Philippine education and discussed challenges and opportunities associated with the new educational normal. The study emphasized the need for educational policies and practices that sustain quality learning during disruptions. It relates to the present research by highlighting the challenges teachers face in delivering effective instruction, although its scope was broader than preschool language development.

Malik (2024) investigated the effects of modular and traditional teaching approaches on Grade 9 learners' general comprehension. Using an experimental design and an independent-samples t-test, the study found that learners taught through modular instruction achieved higher mean comprehension scores than those taught through traditional approaches. Gender differences were also reported, with male learners outperforming female learners on the comprehension test. The study provides insights into how instructional approaches influence comprehension, although its participants and focus differ from the present study's emphasis on teacher interactions and preschool language development.

Collectively, the reviewed literature emphasizes the importance of quality early childhood education, phonemic awareness, reading instruction, responsive teaching strategies, and appropriate learning resources in developing learners' language and literacy skills. The studies also demonstrate that instructional approaches must respond to learners' developmental needs and educational contexts. These findings provide a foundation for the present study's investigation of teacher interactions and their effectiveness in promoting preschool learners' language development, particularly in vocabulary acquisition, sentence construction, listening comprehension, pronunciation, expressive communication, and conversational turn-taking. The findings may help inform teaching practices that foster meaningful communication, active participation, and holistic language development in public elementary schools.

2.3 Policy Recommendations

Policy recommendations are proposed strategies and actions aimed at improving the quality and effectiveness of education based on the findings of a study. In the context of teaching Science, these recommendations focus on enhancing instructional practices, providing adequate resources, and supporting teachers and learners to achieve better learning outcomes. By offering evidence-based guidance, policy recommendations serve as a framework for school administrators, educators, and education authorities to implement practical measures that strengthen teaching approaches, foster learner engagement, and promote the holistic development of learners.

Caluza and Verecio, (2022)on the study, An Assessment of ICT Competencies of Public School Teachers: Basis for Community Extension Program. This study aimed to assess the level of ICT competencies of public school teachers at San Jose Central

Elementary School, Division of Tacloban City, Philippines. Descriptive survey method was used which involved a questionnaire, interviews, and observations. Sixty-two (62) teachers served as respondents. Results showed that most of the teachers have a basic knowledge on ICT and needs improvement. More trainings is hereby needed to the teachers for them to integrate ICT in teaching and other related task assigned to them so as to uplift and enhance the quality of education of the said elementary public school. It is then recommended that teachers undergo training that will help further enhance their computer skills and knowledge.

Semblance of the present study to the previous study is that both studies formulated policy recommendation. The previous was on reading levels while the present on the the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur.

On the study Assessment of Information and Communication Technology Integration in Teaching and Learning in Institutions of Higher Learning conducted by Asiyai, Romina Ifeoma (2024) Employing survey research design of the ex-post facto type, this study examined information and community technologies integration in teaching and learning in institutions of higher learning in Delta State, Nigeria. Four research questions and four hypotheses guided the investigation. Descriptive statistical tools such as mean and standard deviation were used to answer the research questions while t-test of significant difference was used to test the hypotheses. A sample of 560 learners and lecturers were selected through simple random sampling technique from four out of seven institutions of higher learning in the state. The result obtained showed that the level of availability of ICTs for their effective use in teaching and learning in institutions of higher learning in Delta State is low. The benefits of using ICTs in teaching and learning include improve quality of instruction, caters for different learning styles and increased opportunity for collaborative networking and research. The factors acting as barriers to effective integration of ICT in teaching and learning in the institutions include poor government attitude to ICT policy, inadequate funding of ICT facilities and low level of ICT literacy among learners and Lecturers. Four research questions and four hypotheses guided the investigation. Descriptive statistical tools such as mean and standard deviation were used to answer the research questions while t-test of significant difference was used to test the hypotheses. The strategies for effective integration of ICT in teaching and learning in the institutions were identified to include provision of electronic classrooms and laboratories, provision of pedagogical training in ICT for Lecturers. The study recommends that administrators of institutions of higher learning should incorporate ICT into their strategic plan to ensure that they link the institution with Local Area Network (LAN).

This study is applicable to the present study for this study present in terms of formulating policy recommendations. The difference lied on the main content. The previous was an Assessment of ICT Competencies of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur.

2.4 Synthesis of the State-of-the-Art

The related studies reviewed, explained the Teachers' Mode of Communication, Studies about Improving the Language Development, and Policy recommendations generated.

The studies of the previous researchers, both local and foreign proved to be very helpful in making the present study.

The studies conducted by previous authors or researchers on the Teachers' Mode of Communication: Erra (2022), on Using a Teachers' Mode of Communication-Based for Developing Learner Teachers' EFL Speaking Fluency Skills; Romero (2022), on Using Teachers' Mode of Communication to Support Reading Instruction. He cited that to help learners become comfortable with Teachers' Mode of Communication, it is useful to incorporate it into your instruction wherever possible; Marmol (2020), on Learning to Read with Teachers' Mode of Communication Materials. He stated that learners with poor ph1mic awareness need to practice and improve this fundamental skill; Graves, (2020) described pre-reading activities as any activity designed to enlighten pupils to be abreast with what they are to read about; Riley, (2020) believed in preparing the minds of the pupils or readers before actual reading is done; Caddy, (2020) explored the reading strategies teachers utilized in their Grade 2 classrooms when teaching English First Additional Language learners (EFAL) in English home employed, using a case study design; Cuento, (2024) the development of teaching strategies does not end with the teachers themselves but there must always be room for improvements, attendance of seminars, residential trainings and LAC session must be encouraged among teachers in order to attain professionalism in their chosen career; Christianah Oluwatoyin Oyetunji, (2024) of South Africa conducted a study that focused on teaching reading as a process which involves an application of reading strategies in order to facilitate comprehension of texts.

On Studies about Improving the Language Development were presented by: Buena, (2022) emphasized that reading activity characterized by the translation of symbols, or letters, into words and sentences that have meaning to the individual; Harold, (2021) determined the importance of accreditation as a key to quality child care; Balland and Blachman, (2021) had shown that phonemic awareness training improves children's ability to read and spell. Unless word identification is effortless and automatic, the reader cannot devote attention to constructing meaning while reading.

According to Clarke, (2020) effective beginning reading instruction contains a balance of activities designed to improve word recognition including phonics instruction and reading meaningful texts; Amphim, (2020) argued that reading comprehension seeks to find out how well a pupil can read and discern information from the materials being read; Harland and Kinder, (2020) disclosed that whether the materials and resources such as hand-outs are adequate, whether new materials are created during the course, and whether feedback and evaluation are gathered after the course have further positive effects on the level of impact of teachers practices; Graham, (2020) on his study Blended Learning: the new normal and emerging technologies; Gonda, (2020) on his study Transitioning to the New Normal of the learning in unpredictable times: pedagogical practices and learning performance in fully online flipped classroom; Pacheco (2020), in his statement about the Language Development of the Pre-School Learners. He cited those effects rippling from the Covid 19 emergency include changes in the personal, social, and economic spheres; Achenta, (2020) in his study, The New Normal In Education: A Challenge To The Private Basic Education Institutions In The Philippines; Reyes, (2021) in his study A Literature Review on Impact of Pandemic on Teaching and Learning; Tria, (2020) on the Pandemic through

the Lens of Education in the Philippines: The New Normal; Malik, (2024) on her study about the effects of modular and traditional approaches on learners' general comprehension.

On Policy Recommendations: Caluza and Verecio(2022),on the study, An Assessment of ICT Competencies of Public School Teachers: Basis for Community Extension Program; on the study Assessment of Information and Communication Technology Integration in Teaching and Learning in Institutions of Higher Learning conducted by Asiyai, Romina Ifeoma (2024) Employing survey research design of the ex-post facto type.

The foregoing studies were related with the present research, but these showed only similarities or relevant findings in the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur.

2.5 Gap Bridged by the Study

From among the studies enumerated above (local and national), it was noted that no one had exactly the same as the present study. It showed only similarities or relevant findings on the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur. This means that their studies were not actually the same with the present research especially on the locale, the process employed, and the whole content of the study.

With the aid of the researched literatures and studies relevant to the present study, it gave a wider view of knowledge needed to comprehend the whole study in the establishment of the research gap. Findings and the recommendation cited by the previous studies became the bases of the researcher in finding its relevance to the present study on some aspects of similarities. However, there was no duplication of researches menti1d in the study.

2.6 Theoretical Framework of the Study

This study is anchored on the following theories: Constructivist Theory by Lev Vygotsky (1978); Instruction Theory by Jerome Bruner (1985); the Conditions of Learning Theory by Robert Gagne (1966); and Contingency Theory by Fiedler (1967); Figure 2 shows the theoretical framework of the study.

Constructivism Theory, (Lev Vygotsky, 1978). This argues that people produce knowledge and form meaning based upon their experiences. Vygotsky's theory covered learning theories, teaching methods, and education reform. Two of the key components which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes.

Apart from learning theories, Lev Vygotsky theory of constructivism addresses how learning actually occurs, not focusing on what influences learning. The role of teachers is very important. Instead of giving a lecture the teachers in this theory function as facilitators whose role is to aid the learner when it comes to their own understanding. Instead of answering questions that only align with their curriculum, the facilitator in this case must make it so that the learner comes to the conclusions on their own instead of being told.

Instruction Theory, (Jerome Bruner, 1985). This emphasizes that the outcome of cognitive development is thinking. The intelligent mind is created from experience generic coding systems that permit one to go beyond the data to new possibly fruitful predictions. Thus children, as they grow, must acquire a way of representing the recurrent regularities in their environment. So, important outcomes of learning include not just the concepts, categories, and problem-solving procedures invented previously by the culture, but also the ability to invent these things for oneself. Cognitive growth involves an interaction between basic human capabilities and culturally invented technologies that serve as amplifiers of these capabilities. These culturally invented technologies include not just obvious things such as computers and television but also more abstract notions such as the way a culture categorizes phenomena and language.

Conditioning Learning Theory, (Robert Gagne, 1966). This implies that there are different types or level of learning that require different instruction. This theory outlined the objective relation to appropriate instructional designs and follow the following principles: a. different instruction is required for different outcome b. learning events operate on the learner's way to constitute the conditions of learning, c. different operations that constitute instructional events are different for each learning type and d. learning hierarchies provides basis for sequencing instruction of what should be learned for intellectual skills. The five categories of learning according to Gagne are: 1. Verbal Information 2. Intellectual skill 3. Cognitive strategies 4. Motor skills and 5. Attitudes. Different internal and external conditions are required for each category of learning. For example, in learning cognitive strategies, practice in developing solutions for the problem is essential, in learning attitude, one should be exposed to a role model or arguments or debate about relevant issues. Motor skills can be learned by practice.

Learning tasks for intellectual skills can be organized according to its complexity: recognition of stimulus, response generation, following of procedure, use of terminology, concept formation, rule application and problem solving. Gagne outlined nine instructional events that activate the processes needed for effective learning. He believed that all teaching sessions should include sequence of events through these nine levels each has corresponding cognitive process: 1. gaining attention (reception), this means ensuring that the learners are motivated to learn by presenting stimulus to gain their attention 2. objective information(expectancy) this state what will be accomplish during the learning process and organize their thought on what they have learned 3. Stimulation recall of prior learning (retrieval) make connection with what they are learning and what they have learned before 4. Presentation of Stimulus (selective perception) new information are presented using learning strategies for efficient and effective instruction, explanation after demonstrations 5. Providing learning guidance (semantic encoding) is offered on how to learn the new skill using cues, hints, and /or prompts to help them understand and remember what they have learned 6. Performance elicitation (responding) practice activities are provided to activate the learning process. This is to ensure correct understanding and applications of the

knowledge 7. Providing feedback (reinforcement) this helps reinforcement of the correct answer, important points, give guidance and correction if the response or behaviour is incorrect 8. Assessment of performance (retrieval) evaluation of effectiveness of the instructional events, test the learner to determine if the expected outcome is achieved 9. Enhancing retention and transfer (generalization) repeated practice with effective feedback ensures learners retain information and enhance their expertise.

Gagne developed his condition of learning theory in the 1966 identifying the mental conditions that are necessary for effective learning. His model gives the educators checklist before they engage in the teaching activities each step highlighting a form of communication that aids the learning process. If the steps are completed, the learners are engaged and most likely to remember information and retain the skills that they are taught.

The theoretical paradigm of the study is shown in Figure 3 shows the three theories that serve as a basis of the paradigm, starting from the foundation of this research. The constructivists' theory, serving as the starting point of the paradigm and leading to the condition of learning theory which is the experiential learning theory gave way to the two methods of instruction. Both theories end up and in turn impart its teachings to the theory of the researcher which is the Reinforced and Enhanced Active Learning through Flow Chart Theory which states that knowledge is integrated with and is connected to existing knowledge, like a network and that new knowledge is easier to understand and to remember. A teacher's job is to build scaffolding from existing knowledge on which to hang incoming new knowledge. Using a flow chart is one way to build that scaffolding.

Contingency Theory, (Fiedler, 1967). This theory assumes that learning is a process of building conditioned reflexes through the substitution of one stimulus for another. It completely denies the existence of instincts or inborn tendencies of the individual. It is inferred that almost all that an individual becomes in relation to this theory is a matter of conditioning reflexes. Fiedler contested that there are three major situation variables which determine whether a given situation is favorable, (a.) their female relations with the members of the group (leader—member relation), (b.) the degree of structure in the task that their group has been assigned to perform (task structure), (c.) the power and authority that their position provided (position power). It started that the nature of the task (structured or unstructured) moderates the relationship between worker perceived needs and the teacher behavior.

The teachers who are in very highly structure job, the path—goal achievement is clear, and additional initiating structure from the leader would either add to satisfaction or improvement of their task. Moreover, if task is unclear, subordinates would want their leader to clear up confusion. An effective school manager must apply two dimensions of leadership to clarify and make the realization of the expectation easier.

Researcher's Theory. Out of the insights gained from the four (4) theories: Constructivist Theory, Instruction Theory, the Conditions of Learning theory, and Contingency Theory, the researcher was able to formulate the researcher' s theory which guided her in the conduct of the study or research. The main focus of the study is to determine the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur.

The researcher's theory states that: Analyzing the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur will lead to the formulation of Policy Recommendations for a more improved Academic Performance towards Quality Education.

3. Methodology

The discussion in this section is focused on the research process and methodologies that served as guide for the researcher in the conduct of the study on the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur. The topics explained in the foregoing paragraphs were the methods and processes that were adopted, research respondents, data gathering tools, data gathering procedure and statistical treatment of data.

3.1 Research Design

This study utilized the descriptive-evaluative-correlational method of research. The descriptive method was used to gather information about the present existing conditions. The principal aims are to describe the nature of a situation, as it exists at the time of study and to explore the cases of particular phenomena. According to Subong and Beldia (2005), a descriptive research involves collection of data to answer questions concerning the current status of the study. To Best (1990), he stated that the descriptive method describes what is and allows an in-depth analysis of conditions being looked into.

Correlational method was used to determine the significant agreement on the rank order of the level of the effectiveness of the Teachers' Mode of Communication along the aforementioned aspects and the significant agreement on the rank order of the level of the effectiveness of Teachers' Mode of Communication in Improving the Language Development of Pre-school Learners along the different groups of respondents.

3.2 Sampling Technique

Purposive sampling was used in the choice of the locale of the study, Baao District, Division of Camarines Sur. However, total enumeration was used for the Kindergarten teachers in the different types of schools in Baao District as the respondents of the study.

3.3 Respondents of the Study

A Total enumeration of the respondents of the study consisted of thirty-five (35) Kindergarten teachers of public elementary schools in Baao District, Division of Camarines Sur, School Year 2025-2026.

3.4 Research Instruments

Data pertinent to the present study were gathered using questionnaire. A questionnaire is a research tool primarily used to collect information from a population of individuals in a specific geographical area. Data gathered through questionnaire are vital information which are typically analyzed or interpreted, allowing the researcher to come up with a solution or conclusion to the research being conducted. To Bulmer (2012), a questionnaire is a well-established tool within social science research for acquiring

information on participant social characteristics, present and past behaviour, standards of behaviour or attitudes and their beliefs and reasons for action with respect to the topic under investigation.
In this study, the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur was determined through a questionnaire.

3.5 Statistical Tools
Data pertinent to the present study were gathered using questionnaire.
Questionnaire. A questionnaire is a research tool primarily used to collect information from a population of individuals in a specific geographical area. Data gathered through questionnaire are vital information which are typically analyzed or interpreted, allowing the researcher to come up with a solution or conclusion to the research being conducted. To Bulmer (2012), a questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics, present and past behaviour, standards of behaviour or attitudes and their beliefs and reasons for action with respect to the topic under investigation.
In this study, the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur was determined through a questionnaire. The significance of agreement among rank orders of the groups of respondent were tested using the corresponding Chi- square with the following formula(Siegel, 1988)

4. Findings
This section deals with the representation, analysis, and interpretation of the data gathered in the study. This enabled the researcher to interpret the data in order to answer the specific questions.

4.1 The Extent of the Level of the Utilization of the Teachers' Mode of Communication
The utilization of Teachers' Mode of Communication plays a vital role in creating an effective and engaging classroom environment, particularly in terms of Verbal Communication, Non-Verbal Communication, Questioning Techniques, and Giving Feedback and Reinforcement. Verbal communication refers to the clear and purposeful use of language by teachers to deliver instructions, explain concepts, and facilitate meaningful learning interactions. Non-verbal communication, on the other hand, includes gestures, facial expressions, eye contact, and body language that help reinforce messages and maintain learner engagement even without spoken words. Questioning techniques are essential in stimulating critical thinking, encouraging participation, and assessing learners' understanding through well-structured and purposeful questions. Meanwhile, Giving Feedback and Reinforcement involve providing timely, constructive responses and encouragement to learners' outputs and behaviors, which help strengthen motivation and improve learning outcomes. Together, these interaction styles reflect the extent to which teachers effectively connect with learners and promote an active, supportive, and responsive learning environment.

4.1.1 The Extent of the Level of the Utilization of the Teachers' Mode of Communication in terms of Verbal Communication
Verbal Communication refers to the teacher's use of spoken language to explain lessons, give instructions, ask questions, and interact with learners inside the classroom. It includes clarity of speech, tone of voice, and the ability to communicate ideas effectively. Effective verbal communication helps learners understand lessons better, participate actively, and develop confidence in expressing their ideas.
The different indicators included for the evaluation of the extent of the level of the utilization of the Teachers' Mode of Communication in terms of Verbal Communication. Based on the data, all indicators rated Very Much Utilized (VMU) in descending order were: Gives instructions slowly, 4.68; Speaks clearly, 4.67; Encourages learners to speak, 4.67; Uses simple words, 4.66; Tells short stories, 4.63; Explains lessons loudly enough, 4.60; Repeats important points, 4.59; and Uses greetings often, 4.54.
Gleaning on the table, Gives instructions slowly, is the most commonly reported indicator on the extent of the level of the utilization of the Teachers' Mode of Communication in terms of Verbal Communication. It implies that in order to make sure that learners fully comprehend the tasks and expectations in the classroom teachers place a high value on giving instructions slowly. This approach demonstrates the teachers understanding that learners particularly those in elementary school need enough time to efficiently process information. Giving directions gradually enables learners to follow classroom procedures with less uncertainty and anxiety. Additionally it gives learners the confidence they need to finish tasks correctly and on their own. The regular use of this interaction style implies that teachers place a high value on comprehension and clarity in class discussions. A more structured and learner-friendly learning environment is facilitated by slow deliberate instruction. Because they can easily understand what is being explained to them learners become more attentive. Additionally, this approach lessens the likelihood of miscommunication and the need for repeated explanations.
Instructors are better able to accommodate learners varied learning needs and skill levels when they give instructions slowly. Because learners feel more equipped to participate in class activities the strategy promotes active participation. Because learners are able to follow instructions correctly and methodically it further fosters discipline. Teachers who use this communication style frequently may also be patient and considerate of their learners' learning styles. Because they feel encouraged by their teachers' learners are more inclined to take part in this activity. By fostering a relaxed and comfortable learning environment it also improves the relationships between teachers and learners. Instructional success and classroom management are positively impacted by the efficacy of slow delivery. When instructions are given clearly learners are more likely to finish tasks correctly. This result suggests that verbal clarity is still one of the most important aspects of good instruction. Overall, the findings demonstrate that educators understand the value of clear communication in fostering learners meaningful learning experiences.
Meanwhile, Uses greetings often, noted as the last rank on the extent of the level of the utilization of the Teachers' Mode of Communication in terms of Verbal Communication. It implies that because they are more concerned with academic duties and instructional tasks teachers may place less emphasis on the regular use of greetings during classroom interactions. Despite being crucial for establishing rapport and fostering a friendly, classroom atmosphere greetings are occasionally disregarded because of

time restraints and demanding teaching schedules. This indicators' low ranking implies that some teachers put lesson delivery ahead of social interaction techniques. It might also mean that greetings are seen as routine activities with little bearing on academic achievement. However, the emotional bond between educators and learners may suffer if greetings are used infrequently. In the classroom greetings foster a sense of coziness decency and warmth. Learners typically feel appreciated acknowledged and emotionally safe when teachers greet them on a regular basis. There may be fewer opportunities to build strong classroom relationships if greetings are infrequent. Additionally it could affect how comfortable and at home learners feel in the classroom. Even in the absence of verbal greetings some educators might unintentionally assume that learners already feel welcome. Others may acknowledge learners more through nonverbal cues than through spoken greetings. The outcome may also suggest that educators need to be more conscious of the social and emotional advantages of greetings in classroom interactions. Additionally, greetings support the growth of positive classroom culture and learner behavior. Friendly communication increases the likelihood that learners will cooperate and actively participate in class activities. By establishing a positive atmosphere at the start of classes greetings can inspire learners. Large class sizes stress in the classroom or inadequate instruction in interpersonal communication techniques may also contribute to the low usage of greetings. Greetings are still a crucial component of successful teacher interaction strategies even though they were ranked last. Overall, the results suggest that in order to foster a more friendly courteous and learner-centered classroom environment teachers might need to increase the regular use of greetings.

To address the lowest-ranked indicator, it is recommended that the School principal should encourage teachers to consistently integrate greetings into their daily classroom routines to strengthen teacher-learner relationships. The principal may conduct short orientations or monitoring activities emphasizing the importance of positive verbal interactions in promoting learner engagement and emotional development. Simple classroom communication policies that promote respectful greetings may also be implemented within the school. Furthermore, the principal may recognize teachers who demonstrate effective interpersonal communication practices to motivate others to do the same. Through administrative support, teachers may become more aware of the importance of greetings in creating a positive classroom atmosphere.

With these results of the respondent's evaluation on the extent of the level of the utilization of the Teachers' Mode of Communication in terms of Verbal Communication, which resulted to 4.63 which is interpreted as Very Much Utilized (VMU). The said results joined with the findings of Erra (2022), on Using a Teachers' Mode of Communication for Developing Learner Teachers' EFL Speaking Fluency Skills. The objective of the present study was to investigate the effectiveness of using a Teachers' Mode of Communication-based program for developing EFL speaking fluency skills among second year, English section learner teachers. The sample of the present study consisted of thirty learners at Sadat Faculty of Education, Minufiya University, Egypt. The study sample was taught using the Teachers' Mode of Communication-based program. The tool of the present study was an EFL speaking fluency test with a rubric for assessing the participants' performance. The test was applied to the study sample before using the Teachers' Mode of Communication-based program in order to measure the level of the participants in EFL speaking fluency skills. Then, the test was re-applied after using the program. Results of the study revealed that the study sample's EFL speaking fluency skills were developed after using the program. Accordingly, the Teachers' Mode of Communication program.

4.1.2 The Extent of the Level of the Utilization of the Teachers' Mode of Communication in terms of Non-Verbal Communication

Non-Verbal Communication refers to the use of facial expressions, gestures, eye contact, posture, and body movements by teachers during classroom interaction. These non-verbal cues help teachers express emotions, maintain learners' attention, and create a positive learning environment. Effective non-verbal communication strengthens teacher-learner relationships and improves classroom engagement.

Manifest the different indicators included for the evaluation of the extent of the level of the utilization of the Teachers' Mode of Communication in terms of Non-Verbal Communication. Based on the data, the indicators rated Very Much Utilized (VMU) in descending order were: Claps to encourage learners, 4.59; Uses hand gestures, 4.58; Nods to show agreement, 4.56; Points to objects when talking, 4.53; Uses body movements to explain, 4.52; Smiles at learners, 4.51; Makes eye contact with learners, 4.50; while Shows facial expressions, 4.45 was rated Much Utilized (MU). The result also found out that Claps to encourage learners, is the most commonly reported indicator on extent of the level of the utilization of the Teachers' Mode of Communication in terms of Non-Verbal Communication. It implies that during class activities teachers frequently encourage and motivate learners by clapping. This practice demonstrates the teachers attempts to use small but significant gestures to foster a supportive and upbeat learning environment. Clapping is a powerful method of acknowledgment that increases learners self-esteem and involvement. When teachers acknowledge their efforts with applause learners frequently feel valued and appreciated. Additionally frequent clapping encourages zeal and active participation in class activities and discussions. This tactic could give learners a sense of pride in their work and achievement. Effective clapping by teachers can create a more upbeat and supportive learning environment.

Additionally, the practice encourages learners to participate appropriately which promotes positive classroom behavior. Because clapping fosters appreciation and encouragement from peers it can improve social interaction. It offers prompt reinforcement without interfering with the teaching process. The findings imply that educators understand the value of nonverbal support in sustaining learners motivation and interest. Clapping is a useful classroom management technique because it is simple to use inexpensive and very visible. Teachers who consistently use clapping may also value emotional support as a component of the learning process. Positive reinforcement increases a learner's confidence and willingness to participate in educational activities. Because they feel valued for their efforts this interaction style also lessens learners fear of making mistakes. Clapping can help teachers control learner behavior and keep learners' attention in the classroom. The results also suggest that nonverbal communication is still a crucial tool for encouraging learner involvement and a positive learning environment. Overall, the outcome emphasizes how important basic gestures are for boosting learner motivation and classroom engagement.

However, Shows facial expressions, noted as the last rank on extent of the level of the utilization of the Teachers' Mode of Communication in terms of Non-Verbal Communication. It implies that due to a variety of instructional and environmental factors, teachers might not regularly use facial expressions as part of their classroom interaction strategies. Some educators might prioritize

verbal explanations and classroom management exercises over intentionally using facial expressions to convey their feelings. This indicators' low ranking implies that teachers may not always recognize facial expressions as a crucial communication tool. Nonetheless facial expressions are important for conveying feelings support empathy and concern for learners. Positive facial expressions foster a sense of ease motivation and emotional connection between learners and their teachers. The emotional warmth and responsiveness of classroom interactions may be diminished if facial expressions are used sparingly. During class learners frequently rely on their teachers' facial expressions to determine whether they are being encouraged approved or clarified. Learners' confidence and involvement in class may be impacted by the lack of expressive facial communication.

Additionally, some teachers may be under pressure to be more expressive in the classroom due to stress exhaustion or workload. Others might be inherently reserved or ignorant of the ways in which facial expressions affect learners' comprehension and engagement. The outcome might also suggest that educators need to be more conscious of the value of expressive communication in fostering good relationships in the classroom. Because they convey emotions without using words facial expressions have a big impact on the classroom environment. When teachers show enthusiasm smiles and encouraging facial expressions learners are more likely to feel motivated. Learners' anxiety and hesitation when participating in class can be lessened by positive facial communication. Additionally, learners tend to perceive expressive teachers as more personable and encouraging. Opportunities to improve emotional ties and classroom engagement may be limited by the low use of facial expressions. Facial expression is still a crucial part of effective nonverbal communication despite its low ranking. Overall, the results suggest that in order to create a more stimulating and emotionally supportive learning environment teachers may need to increase their awareness of and use of facial expressions.

To address the lowest-ranked indicator, it is recommended that the Guidance counselor should conduct seminars or workshops focusing on emotional expression and positive classroom interaction strategies among teachers. These activities may help teachers understand the importance of facial expressions in building learner confidence and emotional security. The guidance counselor may also provide coaching sessions on effective non-verbal communication practices inside the classroom. Additionally, observation and feedback activities may be implemented to encourage teachers to become more expressive and approachable during instruction. Through professional support, teachers may improve their non-verbal communication skills and classroom relationships with learners.

With these results of the respondent's evaluation on extent of the level of the utilization of the Teachers' Mode of Communication in terms of Non-Verbal Communication, which resulted to 4.52 which is interpreted as Very Much Utilized (VMU). The said results joined with the findings of Romero (2022), on Using Teachers' Mode of Communication to Support Reading Instruction. He cited that to help learners become comfortable with Teachers' Mode of Communication, it is useful to incorporate it into your instruction wherever possible. Providing varied means of representing information (Universal Design for Learning) can also help improve your learners' ability to access complex texts. Teachers' Mode of Communication reading materials and environments offer a variety of flexible supports for learners. These supports can be especially beneficial for learners when they read rich, content-area texts in history, social studies, science, and mathematics and encounter academic vocabulary that is unfamiliar to them. Check out "Using in Your Classroom" for ideas on integrating these tools into your teaching. Interest and engagement should be considered a significant outcome in literacy instruction, and providing learners with choice is key to achieving both. Teachers can help learners find motivating material among the growing selection of digital texts available on the Web, for purchase, or through subscription sites for learners with diagnosed disabilities. Some Web based sites embed supports into learners' selections. Importing text without embedded supports into reading software programs allows educators to leverage the program's Teachers' Mode of Communication supports with an increasing array of text. Providing options for your learners helps them to feel more in control of their learning and allows them to access text in a way that is motivating and engaging for them.

4.1.3 The Extent of the Level of the Utilization of the Teachers' Mode of Communication in terms of Questioning Techniques

Questioning Techniques refer to the methods used by teachers in asking questions to assess learners' understanding, encourage participation, and develop critical thinking skills. These include recall, open-ended, and higher-order thinking questions. Effective questioning techniques promote active classroom interaction and help learners become more engaged in the learning process.

The different indicators included for the evaluation of the extent of the level of the utilization of the Teachers' Mode of Communication in terms of Questioning Techniques. Based on the data, the indicators rated Very Much Utilized (VMU) in descending order were: Praises learners for attempting answers, 4.63; Repeats questions for clarity, 4.61; Uses pictures to ask questions, 4.54; Asks simple yes/no questions, 4.52; Asks one question at a time, 4.50. The remaining indicators rated Much Utilized (MU) were: Uses follow-up questions to guide learners, 4.49; Allows learners to ask questions, 4.48; Encourages learners to think before answering, 4.47; and Asks more questions requiring more than one-word answers, 4.46.

The result also found out that Praises learners for attempting answers, is the most commonly reported indicator on the extent of the level of the utilization of the Teachers' Mode of Communication in terms of Questioning Techniques. It implies that teachers understand how important it is to give learners praise whenever they try to respond to questions in class. This approach demonstrates the teachers attempts to boost learners' self-esteem and lessen their fear of making mistakes in class. Giving learners credit for their efforts fosters a positive and inspiring learning environment. When learners are aware that the teacher values their efforts, they are more inclined to engage. Positive attitudes toward classroom participation and interaction are also fostered by the regular use of praise. More learner engagement and active participation in lessons are fostered by teachers who offer encouragement. This kind of interaction helps learners develop their communication skills and sense of self.

Learners are encouraged to think critically and freely express their opinions when attempts are praised rather than just right answers. Additionally, it helps learners grow resilient and self-assured despite their mistakes. Because learners feel valued and emotionally supported the approach may further improve teacher-learner relationships. Learners who receive positive reinforcement are more likely to participate and perform better academically. Teachers can use praise to keep learners engaged and cooperative during class discussions. According to the findings teachers should give emotional support top priority when using effective questioning strategies. Learners are more likely to become motivated and interested in learning activities if they receive positive feedback from

their teachers. This technique might lessen recitation hesitancy and anxiety in the classroom. A more inclusive and learner-centered classroom environment is facilitated by praising learner participation. The frequent application of this tactic suggests that educators recognize the importance of appreciation in fostering significant learning opportunities. Overall, the outcome emphasizes how crucial positive reinforcement is for boosting learner participation confidence and academic engagement.

Meanwhile, Asks more questions requiring more than one-word answers, noted as the last rank on the extent of the level of the utilization of the Teachers' Mode of Communication in terms of Questioning Techniques. It implies that because they frequently emphasize straightforward and straightforward questioning strategies during class discussions teachers may use fewer open-ended questions. Particularly in large classrooms one-word answer questions are simpler to administer and take up less teaching time. However, there may be fewer opportunities for learners to improve their communication and critical thinking abilities if open-ended questions are used sparingly. Learners are encouraged to explain concepts evaluate ideas and share their own understanding when they are asked detailed questions. This indicators' low ranking indicates that learners might not have as many opportunities to expand on their ideas during class discussions. Teachers may also steer clear of difficult questions because some learners find it difficult to communicate verbally. The use of shorter questioning techniques may also be influenced by curriculum requirements and time constraints. The results suggest that classroom interactions might prioritize recognition and recall over higher-order thinking abilities. Because they encourage deeper understanding and active learner participation open-ended questions are crucial. Encouraging learners to provide an explanation and rationale for their answers increases their level of engagement. The development of learners reasoning and analytical skills may be impacted by the infrequent use of such questions. Its also possible that some educators are not adequately trained to create higher-order questions. Managing different learner responses during discussions may be difficult for others. Open-ended questioning is still crucial for encouraging meaningful classroom interaction despite these obstacles. Learners who consistently provide detailed answers grow more comfortable sharing their thoughts and opinions. Collaborative learning and communication development are further enhanced by this practice. The low use of open-ended questions may point to the need for more professional development and support for teachers. Overall, the results suggest that in order to promote more in-depth learner thinking and engaged classroom participation educators should improve their questioning techniques.

To address the lowest-ranked indicator, it is recommended that the Master teacher should provide mentoring sessions and demonstration teaching activities focusing on the use of higher-order and open-ended questioning techniques. These professional learning opportunities may help teachers improve their ability to formulate questions that promote critical thinking and learner participation. The master teacher may also monitor classroom discussions and provide constructive feedback regarding questioning strategies. Additionally, teachers may be encouraged to include open-ended questions in lesson plans and classroom assessments. Through continuous instructional support, teachers may become more confident in facilitating meaningful classroom discussions.

With these results of the respondent's evaluation on the extent of the level of the utilization of the Teachers' Mode of Communication in terms of Questioning Techniques, which resulted to 4.61 which is interpreted as Very Much Utilized (VMU). The said results joined with the findings of Marmol (2020), on Learning to Read with Teachers' Mode of Communication Materials. He stated that learners with poor ph1mic awareness need to practice and improve this fundamental skill. Conversely, learners who have strong ph1mic awareness most likely do not need additional practice. Therefore, individualized instruction is important. Educators are wise to select commercial software and web-based programs that offer individualized learning paths and/or progress monitoring. Many commercial programs and free Web-based programs offer practice in ph1mic awareness and other basic skills that draw attention to the features of print and language, reinforce classroom instruction, and increase engagement with print. Television and video programs that teach print concepts through Teachers' Mode of Communication are also engaging and reinforce rhyme and language play. For example, the award-winning PBS show, Between the Lions, supports emergent reading through activities, songs, and stories (discussed below in Research Support). Teachers' Mode of Communication programs should be considered a supplement to quality, explicit instruction.

4.1.4 The Extent of the Level of the Utilization of the Teachers' Mode of Communication in terms of Giving Feedback and Reinforcement

Giving Feedback and Reinforcement refer to the responses and encouragement given by teachers to learners regarding their performance and behavior. Feedback helps learners recognize their strengths and areas for improvement, while reinforcement motivates them to continue positive behaviors and participation. Effective Giving Feedback and Reinforcement contribute to learner confidence, motivation, and academic improvement.

The different indicators included for the evaluation of the extent of the level of the utilization of the Teachers' Mode of Communication in terms of Giving Feedback and Reinforcement. Based on the data, the indicators rated Very Much Utilized (VMU) in descending order were: Gives stickers or stars as rewards, 4.62; Says "Good job" to encourage learners, 4.58; Gently corrects wrong answers, 4.54; Encourages learners to try again, 4.54; Gives extra help to struggling learners, 4.52; Claps to show approval, 4.50. The remaining indicators rated Much Utilized (MU) were: Praises learners for correct answers, 4.49; Clearly explains mistakes, 4.42; Gives immediate feedback after tasks, 4.41. Gives stickers or stars as rewards, is the most commonly reported indicator on extent of the level of the utilization of the Teachers' Mode of Communication in terms of Giving Feedback and Reinforcement. It implies stickers and stars are common rewards used by teachers because they are easy ways to inspire learners and promote good behavior in the classroom. In elementary school's reward systems are frequently used to encourage engagement hard work and academic success. When learners receive tangible rewards Giving their teachers, they frequently feel pleased and appreciated. This approach helps learners become more enthusiastic and motivated during class activities.

As instantaneous reinforcement stickers and stars motivate learners to keep up their good work. The teachers' efforts to establish a supportive and stimulating learning environment are reflected in their regular use of rewards. Additionally these methods of reinforcement support learner cooperation and classroom discipline. When they expect their efforts to be positively acknowledged learners are more inclined to participate. Reward systems may be useful and efficient for teachers in controlling learner conduct and involvement in class.

By encouraging self-confidence and a sense of accomplishment the approach further supports learners emotional and social development. Because learners connect positive classroom experiences with learning rewards can also improve relationships

between teachers and learners. The result suggests that educators are aware of the motivational benefits of concrete reinforcement techniques. Stickers and stars are affordable easy to use and readily appreciated by learners. Additionally, this type of interaction may encourage healthy competition and active learner participation. Positive reinforcement encourages learners to be persistent and eager to finish assignments in class. Rewarding learners on a regular basis may help teachers see improvements in their participation and attitudes. The outcome emphasizes how crucial gratitude and acknowledgment are to fostering productive classroom interactions. Overall, the results suggest that educators value methods of reinforcement that encourage motivation engagement and constructive learner behavior.

However, Gives immediate feedback after tasks, noted as the last rank on extent of the level of the utilization of the Teachers' Mode of Communication in terms of Giving Feedback and Reinforcement. It implies that due to time constraints large class sizes and multiple classroom responsibilities teachers may find it difficult to consistently provide immediate feedback. Instant feedback may not always be used effectively during instruction despite the fact that it is crucial in assisting learners in identifying their areas of strength and growth. This indicators' low ranking implies that learners might have trouble getting feedback on their performance. Instant feedback is crucial because it enables learners to improve comprehension and correct errors while their knowledge is still new. Learner motivation and the efficacy of reinforcement may be diminished by delayed feedback.

Additionally, teachers might place more emphasis on classroom management and lesson completion than on providing personalized feedback. Some teachers might find it challenging to respond to every learner right away particularly in packed classrooms. The outcome might also suggest that educators require more tactics and assistance in handling timely feedback procedures. Instant feedback enhances learner comprehension and encourages ongoing development. When teachers offer timely feedback and corrections learners become more conscious of their performance. Additionally prompt responses keep learners motivated and involved in class activities.

Learners' confidence and academic progress may be impacted by the restricted use of immediate feedback. Instructors who offer prompt reinforcement frequently foster more dynamic and adaptable learning environments. Additionally immediate feedback motivates learners to consider their errors and enhance their performance in the future. According to the findings teachers might need opportunities for professional development pertaining to efficient feedback techniques. The limited use of immediate feedback may also be caused by workload pressures and classroom conditions. Even though it was ranked last instant feedback is still crucial to good instruction and learner growth. Overall, the results suggest that in order to promote learner development and academic success teachers should improve the regularity and promptness of feedback procedures.

To address the lowest-ranked indicator, it is recommended that the Education Program Supervisor in Kindergarten should organize training programs emphasizing efficient and learner-centered feedback strategies for classroom instruction. These programs may guide teachers in providing timely and constructive feedback despite classroom challenges and workload demands. The supervisor may also encourage the integration of formative assessment practices that support immediate learner responses and corrections. Monitoring and technical assistance activities may further help teachers improve their feedback delivery methods. Through continuous supervision and professional support, teachers may strengthen their reinforcement practices and learner engagement.

With these results of the respondent's evaluation on extent of the level of the utilization of the Teachers' Mode of Communication in terms of Giving Feedback and Reinforcement, which resulted to 4.53 which is interpreted as Very Much Utilized (VMU). The said results joined with the findings of Graves (2020) described pre-reading activities as any purposeful instructional activities designed to prepare and orient pupils so that they become familiar and cognitively ready for the text they are about to read. These activities are intended to activate prior knowledge, build interest, and provide learners with essential background information that will help them better understand the reading material. In this sense, pre-reading serves as a bridge between what learners already know and what they are expected to learn from the text, thereby making comprehension more meaningful and effective. Furthermore, Graves emphasized that during-reading activities refer to the range of strategies and processes that occur while the actual reading is taking place. These include both what pupils independently do as they engage with the text and what teachers intentionally facilitate to support comprehension and active learning. Among these activities are silent reading, where learners independently process the text at their own pace; oral or reading aloud by pupils, which helps improve fluency and pronunciation; vocabulary development activities, which focus on understanding unfamiliar words in context; and semantic webbing, which allows learners to visually organize ideas and relationships within the text. Collectively, these strategies support learners in constructing meaning, monitoring understanding, and deepening engagement.

4.1.5 The Summary of the Extent of the Level of the Utilization of the Teachers' Mode of Communication

Indicators	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Verbal Communication	4.93	VMU	1	4.61	VMU	1	4.6	VMU	1.5	4.33	MU	3.5	4.67	VMU	1.5	4.63	VMU	1
2. Non-Verbal communication	4.49	MU	4	4.56	VMU	2	4.6	VMU	1.5	4.33	MU	3.5	4.67	VMU	1.5	4.52	VMU	4
3. Questioning Techniques	4.91	VMU	2	4.52	VMU	3	4.5	VMU	3	4.51	VMU	1	4.62	VMU	3	4.61	VMU	2
4. Giving Feedback and Reinforcement	4.76	VMU	3	4.45	MU	4	4.46	MU	3	4.45	MU	2	4.45	MU	4	4.53	MU	3
Average Weighted Mean	**4.77**	**MU**		**4.54**	**VMU**		**4.54**	**VMU**		**4.41**	**MU**		**4.60**	**VMU**		**4.57**	**VMU**	

The different indicators included for the evaluation of the summary of the extent of the level of the utilization of the Teachers' Mode of Communication. Based on the data, the indicators rated Very Much Utilized (VMU) in descending order were: Verbal Communication, 4.63; Questioning Techniques, 4.61; Giving Feedback and Reinforcement, 4.53; and Non-Verbal communication, 4.52.

Verbal Communication, is the most commonly reported indicator on the summary of the extent of the level of the utilization of the Teachers' Mode of Communication. It implies that during classroom instruction teachers primarily engage with learners through verbal communication. This finding suggests that spoken language is still the most widely used instrument for supporting the processes of teaching and learning. Teachers can guide learners during class activities and provide clear explanations of lessons when they communicate verbally. Additionally, it facilitates the successful establishment of classroom procedures expectations and routines. Because verbal communication is straightforward useful and simple for learners to understand teachers may prefer it. Frequent verbal interaction enhances learner participation and comprehension. Clear instructions explanations and discussions that facilitate meaningful lesson understanding are beneficial to learners. Effective verbal communicators are better at controlling classroom conduct and holding learners' attention.

Because verbal communication fosters conversation and interaction it also strengthens the bonds between teachers and learners. The language development listening comprehension and self-assurance of learners are all enhanced by this mode of interaction. The results indicate that educators understand the value of clear communication in accomplishing learning goals. Active classroom participation and cooperative learning opportunities are further enhanced by verbal communication. Teachers can respond to learners queries and worries more effectively when they use effective verbal interaction. By assisting learners in understanding lessons regardless of their unique learning pace this approach also promotes inclusive learning.

The outcome suggests that encouraging effective instruction and learner participation still requires verbal communication. In order to inspire and direct learners toward academic success teachers may also believe that verbal communication is crucial. The teacher's dedication to developing structured and intelligible classroom instruction is reflected in their regular use of verbal communication. Overall, the results show how important verbal communication is for improving both learner engagement and teaching efficacy.

Meanwhile, Non-Verbal communication, noted as the last rank on the summary of the extent of the level of the utilization of the Teachers' Mode of Communication. It implies that Nonverbal communication may receive less attention from teachers than verbal interaction in the classroom. Even though body language gestures facial expressions and eye contact are crucial elements of good instruction teachers might not always intentionally use them. Teachers may rely more on spoken explanations and verbal classroom management strategies as indicated by the low ranking of nonverbal communication. Nonverbal communication however has a big impact on learner motivation emotional stability and classroom participation. Teachers attitudes and feelings are frequently interpreted by learners through their gestures and facial expressions.

Opportunities for emotional connection and encouraging classroom interaction may be diminished if nonverbal communication is not used extensively. It is possible that some educators are ignorant of how body language affects learner behavior and involvement. Others may be under pressure from their workload stress or exhaustion which can hinder their ability to express themselves during instruction. The results may also suggest that educators require more training on the importance of nonverbal communication in successful teaching methods. A warm and inviting classroom environment is facilitated by positive gestures and facial expressions. Since learners frequently react to teachers emotional and visual cues nonverbal communication can improve comprehension. Learners are more likely to actively and confidently participate in class activities when they witness supportive behaviors.

Learner's comfort and sense of belonging in the classroom may be impacted by the restricted use of nonverbal communication. Stronger classroom relationships and increased learner engagement are frequently created by educators who successfully integrate verbal and nonverbal communication. By visually reiterating instructions and behavioral expectations this interaction style also aids in classroom management. According to the findings professional development activities that emphasize expressive and learner-centered communication techniques may be beneficial for educators. Even though it came in last nonverbal communication is still crucial to productive classroom interactions. Overall, the results suggest that in order to promote learner engagement and positive classroom experiences educators should become more conscious of and proficient in nonverbal communication.

To address the lowest-ranked indicator, it is recommended that the Schools Division Superintendent should initiate division-wide professional development programs focusing on effective non-verbal communication strategies in classroom instruction. These programs may help teachers enhance their awareness of the importance of gestures, facial expressions, and body language in promoting learner engagement and emotional support. The superintendent may also encourage schools to integrate communication skills enhancement into their in-service training activities. Furthermore, classroom observation tools may include indicators related to non-verbal communication practices to strengthen teacher accountability and improvement. Through strong leadership and continuous professional support, teachers may develop more balanced and effective interaction styles in the classroom.

With these results of the respondent's evaluation on the summary of the extent of the level of the utilization of the Teachers' Mode of Communication, which resulted to 4.57 which is interpreted as Very Much Utilized (VMU). The said results joined with the findings of Riley, (2020) believed in preparing the minds of the pupils or readers before actual reading is done. He sees this as the pupil's first stage which aims at helping the pupils realize what they already know about the topic thereby triggering the curiosity of the pupils as to what they are about to read. He asserts that, it is difficult to learn much from the reading scripts if you have not previously given it much thought, pre-structure points and this way allows the reader to associate, categorize, and separate the major and minor. Without this initial stage, learners will read blindly through chapters, remembering little when they are through. Pre-reading strategies bridge the gap between what is known and what is to be learned. The activities under pre-reading stages are: motivation, building background of experience, and review related concept among others.

4.2 The Test of Significant Agreement on the Rank Orders of the Extent of the Level of the Utilization of the Teachers' Mode of Communication

Indicator	Verbal Communication	Non-Verbal communication	Questioning Techniques	Giving Feedback and Reinforcement
Summation of the squared Deviation from the Mean	255	87.5	482.5	497.5
Number of Indicators	8	8	9	9
Coefficient of Concordance W	0.24	0.08	0.32	0.33
Computed X^2	**8.40**	**2.80**	**12.80**	**13.20**
Degree of freedom	7	7	8	8
Tabular X^2 value at 0.05	14.07	14.07	15.51	15.51
0.025	16.62	16.62	18.17	18.17
0.01	18.48	18.48	20.09	20.09
0.005	20.28	20.28	21.95	21.95
0.001	24.32	24.32	26.12	26.12
Decision on Ho	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant

The Kendall's Coefficient of Concordance W was used to find out if there is an agreement on concordance among the respondents in the extent of the level of the utilization of the Teachers' Mode of Communication.

The Summation of the squared deviation from the mean, number of indicators, Coefficient of concordance W, Computed X^2 and the significance of agreement. Based on the results, the summations of the square deviation from the mean difference were: Verbal Communication, 255; Non-Verbal communication, 87.5; Questioning Techniques, 482.5; Giving Feedback and Reinforcement, 497.5. On the other hand, the Coefficient of Concordance W and the computed chi square (x^2) value resulted to: Verbal Communication, 0.24 and 8.40 ($p>0.05$); Non-Verbal communication, 0.08 and 2.80 ($p>0.05$); Questioning Techniques, 0.32 and 12.80 ($p>0.05$); Giving Feedback and Reinforcement, 0.33 and 13.20 ($p>0.05$). Thus, the null hypothesis was accepted. It was revealed in the foregoing table that the computed chi square (x^2) value with regard to the significant agreement in the rank orders of the extent of the level of the utilization of the Teachers' Mode of Communication in terms of did not exceed the tabular value at 0.05 level of significance. Thus, the null hypothesis was accepted indicating that there is no significant agreement on the rank Orders of the Extent of the level of the utilization of the Teachers' Mode of Communication.

Teachers in different schools may have varying perceptions regarding the extent of the level of utilization of Teachers' Mode of Communication in terms of Verbal Communication, Non-Verbal Communication, Questioning Techniques, and Giving Feedback and Reinforcement due to several interrelated factors. First, differences in teacher training and pedagogical competence affect perception, as teachers who have undergone professional development in classroom communication and learner engagement strategies are more skilled in using varied interaction styles, while those with limited training may rely on traditional or less interactive approaches. Second, class size and learner diversity influence perception, since teachers handling large or heterogeneous classes may find it challenging to consistently apply individualized questioning techniques and feedback, whereas smaller classes allow more effective interaction and reinforcement. Third, availability of instructional time and workload demands shape perception, as teachers with heavier workloads or limited teaching time may not fully utilize diverse interaction strategies, while those with manageable schedules can apply them more consistently and effectively. Fourth, school culture and administrative support for learner-centered instruction impact perception, as schools that encourage active participation, reflective teaching, and supportive feedback systems promote stronger use of communication strategies, while less supportive environments may limit their application. Fifth, teachers' personal communication skills, confidence, and instructional style preferences influence perception, as educators who are naturally expressive, reflective, and skilled in questioning and feedback are more likely to use varied interaction styles effectively, whereas less confident teachers may underutilize these strategies. These factors collectively explain the differences in teacher perceptions regarding the utilization of Teachers' Mode of Communication across schools.

It is recommended that the Schools Division Superintendent should provide continuous training on effective teacher interaction strategies, strengthen coaching and mentoring programs, and promote classroom observation and feedback systems to ensure consistent and effective utilization of verbal and non-verbal communication, questioning techniques, and reinforcement strategies across all schools.

Caddy, (2020) explored the reading strategies teachers utilized in their Grade 2 classrooms when teaching English First Additional Language learners (EFAL) in English home employed, using a case study design. Data were collected using observation, focus group and one-on-one interviews. He findings that emerged from the study were firstly, that teachers made use of a Balance Literacy Programme in their classrooms but also placed great emphasis on the development of English comprehension and vocabulary among EFAL learners. Secondly, challenges faced by learners such as overcrowding, lack of parental support and poverty negatively impacted their reading development and academic achievement. Teachers adapted their strategies to provide support for these learners through adjusting the pace of teaching as well as providing much needed individual attention during group guided reading sessions. Thirdly, teachers made use of a combination of the whole-word approach and phonic approach when teaching reading to EFAL learners. And finally, it emerged at an inclusion of reading resources in the learner's home languages as well as technology in EFAL classrooms could positively influence reading acquisition among learners in future.

4.3 The Extent of the Utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners

The extent of the utilization of Teachers' Mode of Communication plays a significant role in improving the language development of kindergarten learners, particularly in terms of Vocabulary Enrichment, Oral Sentence Construction, Listening Comprehension, Expressive Communication, Pronunciation and Articulation, and Conversational Turn-Taking. Through effective verbal and non-verbal communication, teachers are able to introduce new words, clarify meanings, and provide meaningful contexts that help learners expand their vocabulary in a natural and engaging way. In Oral Sentence Construction, teacher modeling and guided

interactions enable learners to form simple and correct sentences as they gradually develop confidence in expressing their ideas. Listening comprehension is strengthened as teachers use clear instructions, storytelling, and purposeful questioning that train learners to understand and respond appropriately to spoken language. Expressive communication is enhanced when learners are given opportunities to share thoughts, feelings, and experiences in a supportive classroom environment that encourages active participation. Pronunciation and articulation are also developed as teachers consistently model correct speech sounds and provide corrective feedback in a gentle and encouraging manner. Furthermore, conversational turn-taking is fostered through structured dialogues, group activities, and interactive discussions that teach learners the importance of listening, waiting, and responding appropriately during communication. Overall, these interaction styles collectively contribute to the holistic development of kindergarten learners' language skills.

4.3.1 The Extent of the Utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Vocabulary Enrichment

Vocabulary Enrichment refers to the extent to which Teachers' Mode of Communication help kindergarten learners acquire, understand, and use new words in meaningful contexts. Through verbal communication, questioning techniques, and feedback, teachers introduce new vocabulary during lessons, storytelling, and daily conversations. Consistent exposure to rich language allows learners to expand their word knowledge and use appropriate terms in expressing ideas. This leads to improved understanding of concepts and more confident communication.

The different indicators included for the evaluation of the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Vocabulary Enrichment. Based on the data, the indicators rated Very Much Evident (VME) in descending order were: Learners learn words through songs and rhymes, 4.63; The teacher explains the meaning of new words, 4.61; The teacher reads stories with new vocabulary, 4.54; Learners learn new words from the teacher, 4.52; Learners match words with pictures, 4.50. The remaining indicators rated Much Evident (ME) were: The teacher shows objects when saying words, 4.49; The teacher uses pictures to teach words, 4.48; Learners repeat words after the teacher, 4.47; Learners use new words in sentences, 4.46. Learners learn words through songs and rhymes, is the most commonly reported indicator on the extent of the utilization of the teacher interaction styles in Improving the Language Development of the Kindergarten Learners along Vocabulary Enrichment. It implies that teachers regularly incorporate rhythmic exercises and music into their regular lessons. For younger learners learning vocabulary is made more interesting and pleasurable by songs and rhymes. Songs effectively reinforce word retention through their inherent repetition. Words that are paired with melodies are more likely to be remembered by learners. In early childhood education rhythmic patterns aid in memory development. To introduce new vocabulary teachers, use engaging and interactive techniques. During language exercises this method helps learners feel less anxious. Additionally, it fosters an environment in the classroom that encourages participation. Learners' motivation to speak and repeat new words increases. Songs are used to support both kinesthetic and auditory learning styles. It improves learners phonological awareness. Instructors notice that learners pay more attention in music-based classes. Gaining vocabulary becomes less forced and more organic. Instead of encouraging passive listening the tactic encourages active participation. Furthermore, it enhances learner-teacher interaction in the classroom. All things considered this suggests an extremely successful teaching strategy. Thus, rhymes and songs provide a solid basis for expanding ones vocabulary.

Meanwhile, Learners use new words in sentences, noted as the last rank on the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Vocabulary Enrichment. It implies that even though learners are exposed to new vocabulary their use of it in Oral Sentence Construction is still restricted. Although they may be able to recognize words learners may find it difficult to use them on their own. Its possible that there are not enough opportunities to practice Oral Sentence Construction. Instead of emphasizing effective language use teachers might concentrate more on recognition. Scaffolding is frequently needed when learners are building sentences. Their willingness to speak in full sentences may be influenced by their confidence levels.

Time constraints in the classroom may also restrict speaking exercises. It is possible that some learners are still learning the fundamentals of grammar. Expressive usage is not always correlated with vocabulary recall. Guided instruction is necessary to make the shift from word recognition to sentence use. Teachers who model in a structured manner benefit their learners. Sentence-building exercises might not maximize peer interaction. Oral practice exercises that are repeated might be lacking. Instructors may need to emphasize word usage in context. Although they have potential learners require constant support. This suggests a gap in the development of productive language. Consequently there is still room for improvement in sentence usage.

To address the lowest-ranked indicator, it is recommended that the Kindergarten Teacher strengthen daily sentence-building activities using newly learned vocabulary. Structured oral exercises should be integrated after every song or rhyme session. The teacher should consistently model correct sentence formation and encourage guided practice among learners. Immediate feedback should be provided to correct and reinforce proper usage. This will ensure that vocabulary knowledge is translated into meaningful communication skills. With these results of the respondent's evaluation on the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Vocabulary Enrichment, which resulted to 4.61 which is interpreted as Very Much Evident (VME). The said results joined with the findings of Graham, (2020) on his study Blended Learning: the new normal and emerging technologies. This study addressed several outcomes, implications, and possible future directions for blended learning (BL) in higher education in a world where information communication technologies (ICTs) increasingly communicate with each other. In considering effectiveness, the authors contend that BL coalesces around access, success, and learners' perception of their learning environments. Success and withdrawal rates for face-to-face and online courses are compared to those for BL as they interact with minority status. Investigation of learner perception about course excellence revealed the existence of robust if-then decision rules for determining how learners evaluate their educational experiences. Those rules were

independent of course modality, perceived content relevance, and expected grade. The authors conclude that although blended learning preceded modern instructional technologies, its evolution will be inextricably bound to contemporary information communication.

4.3.2 The Extent of the Utilization of the Teachers' Mode of Communication In Improving the Language Development of the Kindergarten Learners along Oral Sentence Construction

Oral Sentence Construction refers to learners' ability to form simple and correct sentences in speaking and early writing through teacher interaction. Teachers support this development by modeling correct sentence patterns, encouraging learners to respond in complete sentences, and providing corrective feedback when needed. Through guided questioning and reinforcement, learners gradually learn how to organize words properly. This enhances their ability to express ideas clearly and logically.

The different indicators included for the evaluation of the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Oral Sentence Construction. Based on the data, the indicators rated Very Much Evident (VME) in descending order were: The teacher helps learners combine words correctly, 4.62; Learners practice writing short sentences, 4.58; The teacher models correct sentence structure, 4.54; The teacher corrects sentence mistakes gently, 4.54; Learners describe pictures using sentences, 4.52; The teacher gives examples of sentences in context, 4.50. The remaining indicators rated Much Evident (ME) were: Learners form simple sentences using new words, 4.49; Learners practice making sentences with peers, 4.42; and Learners answer questions in full sentences, 4.41. The teacher helps learners combine words correctly, is the most commonly reported indicator on extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Oral Sentence Construction. It implies that according to the table the most frequently reported indicator of how much Teachers' Mode of Communication are used to enhance language development along with Oral Sentence Construction is when the teacher assists learners in correctly combining words. This suggests that instructors actively assist learners in creating grammatically sound sentences. To aid in the development of early language skills instruction is heavily structured. Learners are assisted in word combination step-by-step. During exercises involving the construction of sentences teachers give explicit examples. Learner comprehension is greatly influenced by modeling. Learners are regularly exposed to proper sentence structures. Over time this helps them become more conscious of grammar. Teachers reinforce proper structures by using repetition.

In the classroom guided oral practice is beneficial to learners. Sentence development is aided by interactive questioning. Instructors correct mistakes right away to avoid misunderstandings. Supported responses help learners become more self-assured. The classroom setting promotes guided engagement. The construction of sentences is scaffolded according to age. Instructors make sure learners are actively participating in language exercises. This shows that grammar development is well supported by instruction. All things considered this shows that Oral Sentence Construction skills are effectively facilitated.

However, Learners answer questions in full sentences, noted as the last rank on extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Oral Sentence Construction. It implies that learners still have difficulty coming up with whole coherent sentences on their own. A lot of learners frequently reply with single words or phrases. There might be a lack of confidence when speaking. It is possible that teachers do not always demand complete sentences. Learners might not have enough experience with structured speaking exercises. It is possible that oral language development is still early. Some learners might be reluctant or bashful when speaking. Explanation may not always be encouraged by classroom interaction. Opportunities for lengthy responses may be limited by time constraints. Instructors might require more effective methods of prompting.

Learners need more examples of finished responses. Response patterns may be impacted by peer pressure. There may be inconsistent reinforcement of using complete sentences. Learners understand but they do not express themselves much. This suggests that more effective communication techniques are required. The ability to finish sentences is still a work in progress. Consequently, there is a need to improve the use of expressive sentences.

To address the lowest-ranked indicator, it is recommended that the School Head strengthen classroom monitoring to ensure consistent use of full sentence responses across all classes. Teachers should be required to implement structured questioning strategies that demand complete answers. Regular classroom demonstrations on Oral Sentence Construction should be observed and supported. Training sessions on oral language development should be provided to improve teacher facilitation skills. This will help standardize effective Oral Sentence Construction practices in all classrooms.

With these results of the respondent's evaluation on extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Oral Sentence Construction, which resulted to 4.53 which is interpreted as Very Much Evident (VME). The said results joined with the findings of Gonda, (2020) on his study Transitioning to the New Normal of the learning in unpredictable times: pedagogical practices and learning performance in fully online flipped classroom. The COVID-19 outbreak has compelled many universities to immediately switch to the online delivery of lessons. Many instructors, however, have found developing effective online lessons in a very short period of time very stressful and difficult. This study describes how we successfully addressed this crisis by transforming two conventional flipped classes into fully online flipped classes with the help of a cloud-based video conferencing app. As in a conventional flipped course, in a fully online flipped course learners are encouraged to complete online pre-class work. But unlike in the conventional flipped approach, learners do not subsequently meet face-to-face in physical classrooms, but rather online. This study examines the effect of fully online flipped classrooms on learner learning performance in two stages. In Stage One, we explain how we drew on the 5E framework to design two conventional flipped classes. The 5E framework consists of five phases—Engage, Explore, Explain, Elaborate, and Evaluate. In Stage Two, we describe how we transformed the two conventional flipped classes into fully online flipped classes. Quantitative analyses of learners' final course marks reveal that the participants in the fully online flipped classes performed as effectively as participants in the conventional flipped learning classes. Our qualitative analyses of learner and staff reflection data identify seven good practices for videoconferencing-assisted online flipped classrooms.

4.3.3 The Extent of the Utilization of the Teachers' Mode of Communication In Improving the Language Development of the Kindergarten Learners along Listening Comprehension

Listening Comprehension refers to the learners' ability to understand spoken language, instructions, and stories delivered by the teacher. Effective Teachers' Mode of Communication such as clear verbal communication, storytelling, and questioning help learners develop focused listening skills. Teachers also use repetition and gestures to support understanding. As a result, learners become more attentive and able to respond appropriately to spoken directions and discussions.

The different indicators included for the evaluation of the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Listening Comprehension. Based on the data, the indicators rated Very Much Evident (VME) in descending order were: Learners answer questions after listening, 4.68; The teacher checks learners' understanding verbally, 4.66; Learners point to pictures when they hear words, 4.59; The teacher reads stories aloud, 4.55; Learners follow simple oral instructions, 4.50; Learners listen to classmates and respond, 4.50. The remaining indicators rated Much Evident (ME) were: Learners identify objects or actions from instructions, 4.49; The teacher uses songs to enhance listening, 4.48; The teacher asks learners to retell stories, 4.42.

Learners answer questions after listening, is the most commonly reported indicator on the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Listening Comprehension. It implies that learners actively participate in listening-based exercises while receiving instruction. Oral storytelling and verbal instructions are common teaching techniques. Learners use straightforward answers to show that they understand. Everyday lessons incorporate listening exercises. When giving oral presentations teachers make sure that learners pay attention. Questioning strategies are used to evaluate comprehension. Key details from listening exercises can be recalled by learners. This suggests that auditory processing abilities are growing.

Regular opportunities for structured listening are offered by teachers. Learners pay attention when instruction is being given. Information repetition aids in understanding. When teaching educators use plain language. Guided listening exercises yield better results from learners. There is constant evidence of listening activity engagement. This improves ones ability to process language and think. In general classroom practice provides strong support for listening comprehension. As a result, learners exhibit excellent receptive language abilities.

Meanwhile, the teacher asks learners to retell stories, noted as the last rank on the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Listening Comprehension. It implies that using story retelling exercises in the classroom is less common. There might not be many opportunities for learners to practice narrative recall. Instead teachers might give priority to question-and-answer sessions. Retelling calls for possibly underdeveloped higher-order thinking abilities. Learners may have trouble putting events in order. Longer narratives may be difficult to speak confidently. In class schedules teachers may find that retelling takes a lot of time. For storytelling structured support might not be enough.

Before retelling on their own learners might require additional modelling. Narrative expression may be impacted by vocabulary restrictions. Some learners might overlook important plot points. Resources in the classroom might not always facilitate storytelling exercises. Teachers might not constantly practice sequencing. Retelling exercises call for persistence and repetition. Learners exhibit promise but lack experience. A deficiency in expressive listening comprehension is indicated by this. Thus narrative retelling needs to be strengthened.

To address the lowest-ranked indicator, it is recommended that the Public Schools District Supervisor should implement structured listening comprehension programs that include regular story retelling activities. Teachers should be trained to integrate guided storytelling strategies into daily lessons. Monitoring tools should be developed to ensure consistent implementation across schools. Instructional materials such as story cards and visual aids should be provided. This will strengthen learners' ability to comprehend and retell stories effectively.

With these results of the respondent's evaluation on the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Listening Comprehension, which resulted to 4.54 which is interpreted as Very Much Evident (VME). The said results joined with the findings of Reyes, (2021) in his study A Literature Review on Impact of Pandemic on Teaching and Learning. The pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's learner population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place. Within a short span of the pandemic, many researchers have shared their works on teaching and learning in different ways. Several schools, colleges and universities have discontinued face-to-face teachings. There is a fear of losing 2020 academic year or even more in the coming future. The need of the hour is to innovate and implement alternative educational system and assessment strategies. The pandemic has provided us with an opportunity to pave the way for introducing digital learning. This article aims to provide a comprehensive report on the impact of the pandemic on online teaching and learning of various papers and indicate the way forward.

4.3.4 The Extent of the Utilization of the Teachers' Mode of Communication In Improving the Language Development of the Kindergarten Learners along Expressive Communication

Expressive Communication refers to the ability of learners to confidently express their thoughts, feelings, and ideas through speech and interaction. Teachers encourage this through interactive discussions, open-ended questions, and positive reinforcement. Learners are given opportunities to share ideas during activities and group work. This builds confidence and enhances their ability to communicate effectively with others.

The different indicators included for the evaluation of the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Expressive Communication. Based on the data, the indicators rated Very Much Evident (VME) in descending order were: Learners describe objects and actions, 4.72; The teacher models expressive speech, 4.71; The teacher encourages learners to speak clearly, 4.66; Learners use gestures with words, 4.64;

Learners share ideas with the teacher, 4.61; Learners practice speaking in front of the class, 4.59; Learners answer questions confidently, 4.56; The teacher praises expressive efforts, 4.56; and The teacher asks learners to tell short stories, 4.51.

Learners describe objects and actions, is the most commonly reported indicator on extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Expressive Communication. It implies that during class learners actively take part in describing their surroundings. Instructors support language activities that are based on observation. Simple descriptive words are often used by learners. Interactions in the classroom encourage verbal expression. In order to direct descriptions teachers, offer prompts. Learners can recognize the fundamental features of objects. In communication tasks action words are frequently employed. Vocabulary usage in context is improved as a result. Descriptive language is regularly reinforced by teachers. When naming and describing learners exhibit confidence. Activities are frequently interactive and hands-on. This facilitates learning through experience. Learners interact more effectively with actual objects. Communication becomes more contextual and meaningful. Guided speaking opportunities are facilitated by teachers. At this level expressive communication is highly developed. In general learners exhibit active verbal expression abilities.

However, The teacher asks learners to tell short stories, noted as the last rank on extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Expressive Communication. It implies that the importance of storytelling tasks is not often highlighted. Learners might not feel comfortable expressing themselves narratively. Instead, teachers might give priority to more brief descriptive assignments. Sequencing and structured thinking are necessary for storytelling. Learners may find it difficult to arrange concepts logically. Story development may be hampered by a lack of vocabulary. Its possible that educators do not offer enough support for storytelling. Longer speaking assignments may intimidate learners. Storytelling activities may be limited by time constraints in the classroom. The story structure may not be adequately modeled. More supervised practice in the creation of narratives is required. The development of storytelling may not be supported by peer interaction. Instructors might give individual words more attention than stories. Although they have little exposure learners have promise. This suggests that expressive storytelling is not used enough. Consequently, narrative communication needs to be improved.

To address the lowest-ranked indicator, it is recommended that the Education Program Supervisor in Kindergarten should provide targeted training on storytelling strategies for early learners. Teachers should incorporate weekly storytelling sessions with structured guidance. Visual aids such as story maps should be used to support learner organization of ideas. Continuous mentoring should be provided to improve teacher facilitation skills. This will enhance learners' ability to express ideas through storytelling.

With these results of the respondent's evaluation on extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Expressive Communication, which resulted to 4.62 which is interpreted as Very Much Evident (VME). The said results joined with the findings of Tria, (2020) on the Pandemic through the Lens of Education in the Philippines: The New Normal. The present pandemic has brought extraordinary challenges and has affected the educational sectors, and no one knows when it will end. Every country is presently implementing plans and procedures on how to contain the virus, and the infections are still continually rising. In the educational context, to sustain and provide quality education despite lockdown and community quarantine, the new normal should be taken into consideration in the planning and implementation of the "Language Development of the Pre-School Learners policy". This article presents opportunities for responding issues, problems and trends that are currently arising and will arise in the future due to pandemic through the lens of education in the Philippines - the new educational norm.

4.3.5 The Extent of the Utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Pronunciation and Articulation

Pronunciation and Articulation refer to the correct and clear production of sounds and words by learners. Teachers support this through modeling proper pronunciation, repetition exercises, and corrective feedback during speaking activities. Non-verbal cues and verbal guidance also help learners adjust their speech. Continuous practice leads to clearer and more understandable oral communication.

The different indicators included for the evaluation of the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Pronunciation and Articulation. Based on the data, the indicators rated Very Much Evident (VME) in descending order were: Learners articulate words slowly and clearly, 4.63; The teacher encourages tongue twisters for practice, 4.62; The teacher uses songs to practice sounds, 4.59; The teacher models correct pronunciation, 4.58; Learners practice difficult sounds, 4.54; The teacher corrects mispronounced words gently, 4.51; Learners repeat words after the teacher, 4.50; while Learners recite rhymes and poems, 4.45 was rated Much Evident (ME).

Learners articulate words slowly and clearly, is the most commonly reported indicator on the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Pronunciation and Articulation. It implies that learners are becoming more conscious of how to produce speech. During lessons teachers stress the importance of pronouncing words correctly. For clarity learners are urged to speak slowly. Articulation practice is aided by word repetition. Instructors regularly provide examples of proper pronunciation. Effective imitation of speech patterns is achieved by learners. Activities in the classroom emphasize oral repetition. This improves learners' phonetic awareness. When necessary teachers offer corrective feedback. Learners' speech clarity has improved. Speech training is incorporated into everyday activities. Learners gain self-assurance when they speak. Practice makes articulation skills stronger. Instructors promote involvement in oral exercises. Learners improve their ability to recognize sounds. Over time pronunciation gets increasingly accurate. In general learners exhibit solid fundamental speech abilities.

Meanwhile, Learners recite rhymes and poems, noted as the last rank on the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Pronunciation and Articulation. It implies that oral recitation exercises are used less often. Its possible that learners are not exposed to many structured oral performance tasks. Instructors might give informal speaking exercises more attention. Memorization and confidence are necessary for recitation. During performance tasks learners might experience shyness. Recitation exercises might not be given priority in class. Poems and

rhymes may not always be incorporated by teachers for articulation. Learners may find it difficult to memorize. Fluency in speech might not be fully developed. Performance confidence is impacted by insufficient practice. Teachers might not have resources for structured recitation. More opportunities for guided rehearsal are needed for learners. There might not be much peer assistance during recitations. There might not be much drive to perform orally. This suggests that expressive speech activities are not being used to their full potential. Recitation abilities therefore require reinforcement.

To address the lowest-ranked indicator, it is recommended that the Teachers should integrate daily rhyme and poem recitation activities. Regular demonstration lessons should be conducted to model effective articulation strategies. Assessment tools should be used to monitor speech development progress. This will improve learners' confidence and clarity in oral expression.

With these results of the respondent's evaluation on the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Pronunciation and Articulation, which resulted to 4.55 which is interpreted as Very Much Evident (VME). The said results joined with the findings of Malik, (2024) on her study about the effects of modular and traditional approaches on learners' general comprehension, her paper addresses the differential effect on learners' general comprehension taught through modular and traditional teaching approaches at secondary school level. The study was conducted in one male and one female secondary school. Sample for conducting experiment was selected randomly from population of grade 9 learners. Data was obtained through administration of general comprehension based teacher-made test. The data was analyzed by applying statistical package for social science through independent sample t test. Conclusions showed that there were significant differences between modular and traditional in general comprehension of learners'. Findings depicted that learners taught through modular approach gained higher mean score in teacher made general comprehension-based test than learners taught through traditional approach. Findings reported significant gender difference in general comprehension of male and female learners where male learners performed significantly.

4.3.6 The Extent of the Utilization of the Teachers' Mode of Communication In Improving the Language Development of the Kindergarten Learners along Conversational Turn-Taking

Conversational Turn-Taking refers to learners' ability to participate appropriately in dialogues by waiting for their turn to speak and responding respectfully. Teachers develop this skill through structured classroom discussions, group activities, and guided questioning. Reinforcement and reminders help learners practice patience and listening while others speak. This promotes respectful communication and orderly classroom interaction.

The different indicators included for the evaluation of the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Conversational Turn-Taking. Based on the data, the indicators rated Very Much Evident (VME) in descending order were: The teacher reminds learners to listen before speaking, 4.59; Learners respond after others finish speaking, 4.58; The teacher models polite conversation, 4.56; The teacher encourages sharing ideas in pairs, 4.53; Learners take turns in role-playing activities, 4.52; Learners wait for their turn to speak, 4.51; Learners ask questions to classmates, 4.50; while The teacher uses group activities to practice turns, 4.45 was rated Much Evident (ME).

The teacher reminds learners to listen before speaking, is the most commonly reported indicator on extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Conversational Turn-Taking. It implies that according to the table the most frequently reported indicator of how much Teachers' Mode of Communication are used to improve language development along with conversational turn-taking is when the teacher reminds learners to listen before speaking. This suggests that a strong emphasis is placed on classroom communication discipline. Respectful listening behavior is regularly reinforced by teachers. Learners are taught how important it is to wait their turn. Interactions in the classroom are planned and organized. Teachers set an example of appropriate conversational manners. Learners become conscious of social communication norms. Speaking is secondary to listening skills. Classroom management is enhanced as a result. During discussions learners pay closer attention. During activities teachers give frequent reminders. Everyday lessons include informal practice of taking turns. Conversational flow is gradually understood by learners. Respectful communication is constantly encouraged. When it comes to speaking exercises, teachers promote patience. During interactions learners exhibit better behavior. Organization of communication improves. Overall the discipline of taking turns is successfully established.

However, The teacher uses group activities to practice turns, noted as the last rank on extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Conversational Turn-Taking. It implies that organized activities for group interaction are not often used. Peer communication practice opportunities may be scarce for learners. More whole-class instruction may be used by teachers. Group dynamics might not be optimized to their fullest. Learners might not have had much experience with group speaking assignments. It is possible for turn-taking to be unstructured rather than formal. Group activities can take a lot of time for teachers. Group work may be limited by issues with classroom management. Its possible that learners do not regularly practice conversational exchanges. The ability to interact with peers might be lacking. Instructors might not have enough organized resources. Guided conversational frameworks are necessary for learners. There might not be many chances for conversation. Its possible that communication skills are not fully developed. This suggests a lack of cooperative learning activities. Conversational activities that take place in groups must therefore be improved.

To address the lowest-ranked indicator, it is recommended that the Parents/Guardians be actively involved in reinforcing conversational turn-taking at home through simple dialogue activities. Teachers should provide structured group activity guides that families can also practice at home. Home-school communication should be strengthened to support speaking skill development. Parents should be oriented on proper conversational modeling techniques for children. This will extend turn-taking practice beyond the classroom environment.

With these results of the respondent's evaluation on extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners along Conversational Turn-Taking, which resulted to 4.52 which is interpreted as Very Much Evident (VME). The said results joined with the findings of Caluza and Verecio, (2022)on the study, An

Assessment of ICT Competencies of Public School Teachers: Basis for Community Extension Program. This study aimed to assess the level of ICT competencies of public school teachers at San Jose Central Elementary School, Division of Tacloban City, Philippines. Descriptive survey method was used which involved a questionnaire, interviews, and observations. Sixty-two (62) teachers served as respondents. Results showed that most of the teachers have a basic knowledge on ICT and needs improvement. More trainings is hereby needed to the teachers for them to integrate ICT in teaching and other related task assigned to them so as to uplift and enhance the quality of education of the said elementary public school. It is then recommended that teachers undergo training that will help further enhance their computer skills and knowledge.

4.3.7 The Summary of the Extent of the Utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners

The different indicators included for the evaluation of the summary of the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners. Based on the data, the indicators rated Very Much Evident (VME) in descending order were: Expressive Communication, 4.62; Vocabulary Enrichment, 4.61; Pronunciation and Articulation, 4.55; Listening Comprehension, 4.54; Oral Sentence Construction, 4.53; and Conversational Turn-Taking, 4.52. Expressive Communication, is the most commonly reported indicator on the summary of the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners. It implies that educators are very successful in fostering classroom settings where learners are actively encouraged to freely express their ideas describe objects and share their thoughts. This implies that activities that foster meaningful interaction and verbal expression serve as a solid foundation for instructional practices. During class discussions learners are regularly given the chance to speak respond and share their observations. They become more comfortable using language in daily conversation as a result of this regular exposure. It also shows that teachers place a high priority on oral language development as a fundamental component of teaching. The use of interesting and kid-centered teaching techniques is also reflected in the prevalence of expressive communication. Learners feel more at ease expressing themselves with basic words and phrases. This demonstrates that communication skills are being developed in an engaging and encouraging learning environment. It also suggests that instead of relying solely on memorization learners are progressively expanding their vocabulary through practical application. Effective modeling and prompting strategies are probably used by teachers to direct learners' responses. It seems that there is no fear of making mistakes in the classroom environment which promotes participation. This encourages speaking and exchanging ideas in a positive way. As a result everyday classroom interactions naturally lead to expressive communication. It also shows how highly experiential language learning is. Learners can relate words to real-world situations. All things considered this suggests that kindergarten learners place a high priority on improving their communication skills.

Indicators	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Average		
	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R	Wx	Int	R
1. Vocabulary Enrichment	4.91	VME	1	4.52	VME	3	4.5	VME	3	4.51	VME	1	4.62	VME	4	4.61	VME	2
2. Oral Sentence Construction	4.76	VME	3	4.45	ME	6	4.46	ME	6	4.45	ME	4	4.45	ME	6	4.53	VME	5
3. Listening Comprehension	4.49	ME	5.5	4.48	ME	5	4.49	ME	4.5	4.46	ME	3	4.79	VME	1	4.54	VME	4
4. Expressive Communication	4.78	VME	2	4.61	VME	1.5	4.49	ME	2	4.48	ME	2	4.49	ME	5	4.62	VME	1
5. Pronunciation and Articulation	4.55	VME	4	4.61	VME	1.5	4.6	VME	1.5	4.33	ME	5.5	4.67	VME	2.5	4.55	VME	3
6. Conversational Turn-Taking	4.49	ME	5.5	4.56	VME	2	4.6	VME	1.5	4.33	ME	5.5	4.67	VME	2.5	4.52	VME	6
Average Weighted Mean	**4.66**	**ME**		**4.54**	**ME**		**4.52**	**VME**		**4.43**	**ME**		**4.62**	**VME**		**4.55**	**VME**	

Meanwhile, Conversational Turn-Taking, noted as the last rank on the summary of the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners. It implies that classroom instruction does not regularly emphasize or systematically practice this aspect of language development. Even though learners engage in communication exercises there might not be many organized chances for healthy peer interaction. This implies that rather than being learner-centered conversations classroom discussions might still be teacher-dominated. Its possible that learners do not regularly practice waiting their turn to speak in group discussions. Additionally, there might not be enough organized group activities that foster mutual communication.

Because of this, learners might find it difficult to learn patience and respect in social situations. It also suggests that daily instruction does not make the most of collaborative speaking assignments. Individual responses may be given more weight by teachers than interactive dialogue exercises. This hinders the growth of social communication abilities necessary for interactions in real life. Additionally, learners might not have had enough opportunities to interact with one another. The low ranking suggests a deficiency in the application of structured conversational routines. Additionally, it might indicate a lack of use of interactive techniques like group discussions and pair work. As a result, learners conversational flow management skills might not be fully developed. Their preparedness for more challenging communication situations in higher grade levels is impacted by this. It also implies that more deliberate planning of communication activities is necessary. All things considered conversational turn-taking is still a poorly developed aspect of language teaching.

To address the lowest-ranked indicator, it is recommended that the Public Schools District Supervisor should strengthen the implementation of structured conversational activities across all kindergarten classes. Teachers should be required to integrate regular pair and group interaction tasks that explicitly practice turn-taking skills. Monitoring and technical assistance should be conducted to ensure that these strategies are consistently implemented in classrooms. Capacity-building trainings should also be provided to enhance teachers' skills in facilitating learner-centered dialogue activities. This will ensure that conversational turn-taking becomes an intentional and regularly practiced component of language development instruction.

With these results of the respondent's evaluation on the summary of the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners, which resulted to 4.55 which is interpreted as Very Much Evident (VME). The said results joined with the findings of Asiyai, Romina Ifeoma (2024) Employing survey research design of the ex-post facto type, this study examined information and community technologies integration in teaching and learning in institutions of higher learning in Delta State, Nigeria. Four research questions and four hypotheses guided the investigation. Descriptive statistical tools such as mean and standard deviation were used to answer the research questions while t-test of significant difference was used to test the hypotheses. A sample of 560 learners and lecturers were selected through simple random sampling technique from four out of seven institutions of higher learning in the state. The result obtained showed that the level of availability of ICTs for their effective use in teaching and learning in institutions of higher learning in Delta State is low. The benefits of using ICTs in teaching and learning include improve quality of instruction, caters for different learning styles and increased opportunity for collaborative networking and research. The factors acting as barriers to effective integration of ICT in teaching and learning in the institutions include poor government attitude to ICT policy, inadequate funding of ICT facilities and low level of ICT literacy among learners and Lecturers. The strategies for effective integration of ICT in teaching and learning in the institutions were identified to include provision of electronic classrooms and laboratories, provision of pedagogical training in ICT for Lecturers. The study recommends that administrators of institutions of higher learning should incorporate ICT into their strategic plan to ensure that they link the institution with Local Area Network (LAN).

4.4 The Test of Significant Agreement on the Rank Orders of the Extent of the Utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners

Indicator	Vocabulary Enrichment	Oral Sentence Construction	Listening Comprehension	Expressive Communication	Pronunciation and Articulation	Conversational Turn-Taking
Summation of the squared Deviation from the Mean	482.5	497.5	347.5	337.5	255	87.5
Number of Indicators	9	9	9	9	8	8
Coefficient of Concordance W	0.32	0.33	0.23	0.23	0.24	0.08
Computed X^2	**12.80**	**13.20**	**9.20**	**9.20**	**8.40**	**2.80**
Degree of freedom	8	8	8	8	7	7
Tabular X^2 value at 0.05	15.51	15.51	15.51	15.51	14.07	14.07
0.025	18.17	18.17	18.17	18.17	16.62	16.62
0.01	20.09	20.09	20.09	20.09	18.48	18.48
0.005	21.95	21.95	21.95	21.95	20.28	20.28
0.001	26.12	26.12	26.12	26.12	24.32	24.32
Decision on Ho	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

The Kendall's Coefficient of Concordance W was used to find out if there is an agreement on concordance among the respondents in the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners.

The Summation of the squared deviation from the mean, number of indicators, Coefficient of concordance W, Computed X^2 and the significance of agreement.

Based on the results, the summations of the square deviation from the mean difference were: Vocabulary Enrichment, 482.5; Oral Sentence Construction, 497.5; Listening Comprehension, 347.5; Expressive Communication, 337.5; Pronunciation and Articulation, 255; Conversational Turn-Taking, 87.5. On the other hand, the Coefficient of Concordance W and the computed chi square (x^2) value resulted to: Vocabulary Enrichment, 0.32 and 12.80 ($p>0.05$); Oral Sentence Construction, 0.33 and 13.20 ($p>0.05$); Listening Comprehension, 0.23 and 9.20 ($p>0.05$); and Expressive Communication, 0.23 and 9.20 ($p>0.05$); Pronunciation and Articulation, 0.24 and 8.40 ($p>0.05$); Conversational Turn-Taking, 0.08 and 2.80 ($p>0.05$). Thus, the null hypothesis was accepted.

It was revealed in the foregoing table that the computed chi square (x^2) value with regard to the significant agreement in the rank orders of the extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in terms of did not exceed the tabular value at 0.05 level of significance. Thus, the null hypothesis was accepted indicating that there is no significant agreement on the rank Orders of the Extent of the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners.

Teachers in different schools may have varying perceptions regarding the extent of the utilization of Teachers' Mode of Communication in improving the language development of Kindergarten learners—particularly in terms of Vocabulary Enrichment, Oral Sentence Construction, Listening Comprehension, Expressive Communication, Pronunciation and Articulation, and Conversational Turn-Taking—due to several interrelated factors. First, differences in teacher training and early childhood language pedagogy affect perception, as teachers who are well-trained in oral language development strategies and interactive teaching techniques are more capable of consistently applying effective interaction styles, while those with limited training may not fully maximize language-rich interactions. Second, class size and learner diversity influence perception, since teachers managing large or

mixed-ability classes may struggle to provide individualized feedback and frequent conversational opportunities, which are essential for developing expressive communication and turn-taking skills. Third, availability of instructional materials and language-rich learning environments shapes perception, as classrooms with storybooks, visual aids, and interactive resources support richer vocabulary and Oral Sentence Construction activities, whereas resource-limited environments may restrict opportunities for meaningful language use. Fourth, school support and instructional supervision impact perception, as strong leadership that encourages learner-centered communication practices and monitors language instruction enhances teachers' use of effective interaction styles, while weak supervision may lead to inconsistent implementation. Fifth, teachers' communication skills, confidence, and instructional creativity influence perception, as educators who are expressive, engaging, and skilled in questioning and feedback techniques are more likely to facilitate improvements in pronunciation, articulation, and comprehension, while less confident teachers may underutilize these strategies. These factors collectively explain the differences in teacher perceptions regarding the utilization of interaction styles in supporting Kindergarten language development.

It is recommended that the Schools Division Superintendent should provide continuous professional development focused on oral language development strategies, classroom interaction techniques, and early literacy instruction to ensure consistent and effective use of Teachers' Mode of Communication across all Kindergarten classrooms. Also, the Schools Division Superintendent should ensure provision of language-rich instructional materials and strengthen instructional supervision and coaching mechanisms to support teachers in enhancing learners' vocabulary, communication skills, and conversational abilities effectively.

Buena, (2022) emphasized that reading activity characterized by the translation of symbols, or letters, into words and sentences that have meaning to the individual. The ultimate goal of reading is to be able to understand written material, to evaluate it for one's needs. In order to read, one must follow a sequence of characters arranged in a particular spatial order. The reader must know the pattern and use it consistently. Ordinarily, the reader sees the symbols on a page, transmitting the image from the eye to the brain, but reading also can be accomplished by touch, as in the Braille system, a printing method designed that involves raised or punched dots.

4.5 Policy Recommendations

The researcher formulated policy recommendation based on the findings of the study to determine the utilization of the Teachers' Mode of Communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur.

- The School principals should encourage teachers to consistently integrate greetings into their daily classroom routines to strengthen teacher-learner relationships.
- The Guidance counselors should conduct seminars or workshops focusing on emotional expression and positive classroom interaction strategies among teachers.
- The Master teachers should provide mentoring sessions and demonstration teaching activities focusing on the use of higher-order and open-ended questioning techniques.
- The Education Program Supervisor in Kindergarten should organize training programs emphasizing efficient and learner-centered feedback strategies for classroom instruction.
- The Schools Division Superintendent should initiate division-wide professional development programs focusing on effective non-verbal communication strategies in classroom instruction.
- The Schools Division Superintendent should provide continuous training on effective teacher interaction strategies, strengthen coaching and mentoring programs, and promote classroom observation and feedback systems to ensure consistent and effective utilization of verbal and non-verbal communication, questioning techniques, and reinforcement strategies across all schools.
- The Kindergarten Teachers should strengthen daily sentence-building activities using newly learned vocabulary. Structured oral exercises should be integrated after every song or rhyme session.
- The School Heads should strengthen classroom monitoring to ensure consistent use of full sentence responses across all classes.
- The Public Schools District Supervisors should implement structured listening comprehension programs that include regular story retelling activities.
- The Education Program Supervisor in Kindergarten should provide targeted training on storytelling strategies for early learners.
- The teachers should integrate daily rhyme and poem recitation activities. Regular demonstration lessons should be conducted to model effective articulation strategies.
- The Parents/Guardians be actively involved in reinforcing conversational turn-taking at home through simple dialogue activities. Teachers should provide structured group activity guides that families can also practice at home.
- The Public Schools District Supervisor should strengthen the implementation of structured conversational activities across all kindergarten classes. Teachers should be required to integrate regular pair and group interaction tasks that explicitly practice turn-taking skills.
- The Schools Division Superintendent should provide continuous professional development focused on oral language development strategies, classroom interaction techniques, and early literacy instruction to ensure consistent and effective use of Teachers' Mode of Communication across all Kindergarten classrooms.
- 15.The Schools Division Superintendent should ensure provision of language-rich instructional materials and strengthen instructional supervision and coaching mechanisms to support teachers in enhancing learners' vocabulary, communication skills, and conversational abilities effectively.

5. Conclusion and Recommendations

This section presents a conclusions and recommendations. This study determined the utilization of the Teachers' mode of communication in Improving the Language Development of the Kindergarten Learners in the Public Elementary School in Baao District, Division of Camarines Sur for School Year 2025-2026.

5.1 Conclusion

Based on the findings, the following conclusions were given:

- The extent of the level of the utilization of the teachers' mode of communication is considered Very Much Utilized (VMU).
- There is no significant agreement on the rank orders of the level of the utilization of the teachers' mode of communication.
- The extent of the utilization of the teachers' mode of communication in improving the Language Development of the Kindergarten Learners is considered Very Much Evident(VME).
- There is no significant agreement on the rank order of the extent of the utilization of the teachers' mode of communication in improving the Language Development of the Kindergarten Learners.
- Policy recommendations are formulated based from the findings of the study.

5.2 Recommendations

Pursuant to the conclusions stated above the following recommendations were suggested:

- The Schools Division Superintendent should support the implementation of effective teachers' mode of communication through policies, training, and resources that enhance classroom communication.
- The Public Schools District Supervisors should regularly monitor the use of teachers' mode of communication in kindergarten classrooms to ensure effective language development practices are observed.
- The School Heads should provide support through teacher training, instructional supervision, and provision of materials that strengthen verbal and non-verbal communication strategies in teaching.
- The Kindergarten Teachers should consistently apply effective interaction styles such as verbal and non-verbal communication, questioning techniques, and feedback to improve learners' language skills.
- The Policy recommendations formulated based from the findings of the study be implemented.

5.3 Recommendations for Future Research

The following are suggested for future research:

- Replication of this study in other schools or divisions to validate and generalize the findings on the utilization of teachers' mode of communication in enhancing kindergarten learners' language development.
- Investigation of factors affecting the effective use of teachers' mode of communication, such as teacher competence, availability of learning resources, classroom environment, and administrative support.
- A study on the relationship between teachers' mode of communication and learners' language development in terms of vocabulary enrichment, Oral Sentence Construction, listening comprehension, expressive communication, pronunciation and articulation, and conversational turn-taking.
- An assessment of the long-term impact of teachers' mode of communication on the communication skills and overall
- language proficiency of kindergarten learners.
- Experimental research on innovative teaching strategies that can further strengthen teachers' mode of communication in promoting effective language development among kindergarten learners.

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