

## Investigating the Challenges and Interventions for Improving Verbal Proficiency

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### Abstract

This study investigates and determines the level of students' verbal proficiency, identifies challenges faced by students in developing verbal skills, and ascertains the effectiveness of interventions employed by teachers. The primary focus is on understanding how students can improve their verbal proficiency through targeted interventions and support from educators. The study was conducted at Don Carlos Polytechnic College, Don Carlos, Bukidnon on November 2023 and was administered to 50 students as respondents. The researchers used modified questionnaires. The results of the study indicate that students exhibit high levels of verbal proficiency in terms of their vocabulary, grammar, pronunciation, and fluency with appropriate interventions employed by the teachers. The challenges of students affecting their verbal proficiency were as follows: struggled in understanding unfamiliar words and context, maintain a steady flow of speech, and speaking fluently and confidently in the crowd. These collective challenges can impede students' overall verbal proficiency and their ability to effectively communicate and express themselves. This study sheds light on the important role of effective teaching strategies and support systems in enhancing students' verbal communication skills.

**Keywords:** Verbal Proficiency, Vocabulary, Grammar, Pronunciation, Fluency

### 1. Introduction

In our communication-centric world, the ability to express oneself verbally is crucial for personal and professional growth. Yet, as we guide the landscape of spoken language, we encounter various challenges. This research aims to explore and understand the difficulties that people face in verbal expression and discover practical interventions that can improve our ability to communicate effectively. In a society where effective communication has become an important tool for daily living, understanding and addressing these challenges is essential for fostering meaningful connections and success.

In this modern era where the new normal has been popularized, the education setting has been under reconstruction in sustaining its quality, especially in reinventing and developing new learning strategies to comply with every learning loss that a student did not cover or have forgotten. The big contributor of this loss is the manipulated learning modality during the pandemic time where there is no physical presence and interaction between the teachers and the students. Modules were made and modular learning had become an aid to education. In the study of Cummins (1981) he emphasized that having low verbal proficiency due to diverse factors heavily affects students' school performance and language learning. Pandemic time has a big contribution to students having low-level of communication skills and it will take time for healing. Some obvious factors were seen to be the main reasons why the students behave differently way back then and now.

One of the big challenges in an educator's life is recovering the missed skills of students that were not practiced and resulted in poor verbal proficiency. These are the skills necessary to human life because it is the basic and useful one to live harmoniously. Hyland et al. (2019) stated that the use of language as a medium in person-to-person interaction was designed for us to communicate with diverse individuals we will meet in the long run. Having verbal fluency and proficiency is vital not only to the students but also to the teachers who are the source of knowledge.

In the study of Kato and Matsuura (2020) they examined the challenges faced by the students in developing language proficiency and academic skills in an English medium instruction program and discovered that it is another factor to consider. Developing such fundamental skill has contributed a significant impact on their communication in many aspects. It has something to do also on their academic performance as a reflection of their school progress.

Investigating these challenges that the students may encounter in the process of learning is important for the educators to seek interventions for improving their verbal proficiency but it is also crucial for understanding the obstacles and factors that affect individuals as to their personal experiences in developing this skill and identifying effective educational approaches and strategies to improve verbal proficiency (Murphy, 2016).

### **1.1 Challenges in Verbal Proficiency**

Students' verbal proficiency is always been a problem in schools due to some reasons where the student is molded or the student's foundation was built. In the study of Smith et al. (2018), they examined the impact of socioeconomic status on the language development of students, highlighting the influence of environmental factors on verbal proficiency. The environment has a big contribution on the student's proficiency. The community where they are situated could have a great influence on developing their verbal fluency.

Chand (2021) proved in his study that the challenges faced by bachelor-level students in Nepal in developing their speaking skills in English, includes nervousness, lack of confidence, vocabulary, and grammatical patterns. These challenges aren't quite new anymore

especially on college students and their last and recent attended school has something to contribute in building strong foundation and having this so-called adjustment stage.

According to Leaño et al. (2019) stated that the challenges faced by students are influenced by factors such as inadequate prior subject knowledge, weak verbal language and vocabulary levels, and limited opportunities to communicate with other people in their daily life. The role of having a good communication skill is very significant in living a peaceful life. In the study of Alqurashi and Althubaiti (2021) highlighted the importance of attending to the role of language proficiency in communication. To avoid communication barrier between the sender and receiver of the message, listening skill is a key to consider in the process of communicating to assure clarity. Another factor to consider is parental guidance where they teach their child on how to communicate properly through socializing them in smaller or bigger group until they may adapt and become proficient.

In the context of English Language Learners (ELLs), Guccione (n.d.) highlighted five key challenges related to the oral language development of ELLs, emphasizing the importance of understanding the characteristics of language learners at different proficiency levels to effectively support their oral language and reading development.

Verbal proficiency is also one of the challenges that they usually encounter in developing their speaking and language skills especially that they are expected to master the skill as a requirement. Some of the barriers which contributes to them in mastering the skill could particularly be due to common factors such as nervousness, fearfulness, inattention to the class, mistakes in grammar, and inhibition. Language foundation also hinders their fluency when they have struggles in vocabulary and grammar (Park et al., 2018)

## **1.2 Factors Affecting Verbal Proficiency in Different Age Groups**

Verbal Proficiency may vary from different age groups, you can't expect it in the elementary students, even in high school and college depending on their language foundation. There are several factors that we may consider that affects verbal proficiency in age groups that have been extensively studied by some researchers in the field.

Age has a great impact on the language learning of the learner because of their capability to accept and digest the information they gathered and relay it verbally. Some research studies determine that age is a crucial factor in second language acquisition (SLA). In particular, students learn their second language at school and mold it in or outside the community in the form of socialization as a basis for the application of learning. Adolescents and adults often learn easily and can evaluate their verbal proficiency level (Tichenor, 2019).

## **1.3 Interventions for Improving Verbal Proficiency**

The Department of Education provided research-based recommendations for academic interventions, emphasizing the importance of effective instructional approaches and interventions for ELLs to support their academic development. According to Bastida Jr. et al.

(2022), it is important to students that teachers make efforts to address the challenges they have encountered in the learning process and provide effective interventions to improve verbal proficiency.

The Education Endowment Foundation highlighted the impact of oral language interventions on comprehension and reading skills, emphasizing the explicit discussion of content or processes of learning to support learners' use of vocabulary, and spoken expression. The extensive reading strategy, with its emphasis on comprehension, vocabulary expansion, and cultural exposure that contributes significantly to verbal proficiency.

Language learning and developing verbal proficiency isn't a sole responsibility of the learner, teacher, or even the community he/ she belongs. Scott et al. (2022) emphasized that teacher's role in improving their proficiency in everything especially in oral/ verbal contributed to a big possibility of delivering and transferring enough knowledge to the students for their language improvement. This will provide a holistic approach to language development, fostering not only linguistic skills but also the confidence to effectively communicate in various settings.

In the study of Dyankova et al. (2018) entitled, "Verbal-Performance Activities for Optimizing Foreign Language Education" they found that teachers' interventions increase students' motivation to improve verbal proficiency. Thus, this study focused on investigating speaking anxiety and reading comprehension as challenges of verbal proficiency and extensive reading in terms of vocabulary, grammar, pronunciation, fluency, and the interventions employed by the teachers for improving verbal proficiency among college students in Don Carlos Polytechnic College, Don Carlos, Bukidnon.

This study investigates the students' level and challenges in verbal proficiency in terms of vocabulary, grammar, pronunciation, fluency, and the interventions employed by the teachers for improving verbal proficiency. Specifically, it sought to answer the following questions:

1. What is the level of students' verbal proficiency in terms of:
  - a. Vocabulary
  - b. Grammar
  - c. Pronunciation
  - d. Fluency
2. What are the challenges faced by the students affecting verbal proficiency in terms of:
  - a. Vocabulary
  - b. Grammar
  - c. Pronunciation
  - d. Fluency
3. What is the effectiveness of existing interventions employed by the teachers for improving the verbal proficiency of students?

## **2. Methodology**

## **2.1 Respondents**

This study was conducted at the Department of Elementary Education, Don Carlos Polytechnic College using a quantitative research design. The subjects of the study were third-year students, studying Bachelor of Elementary Education at the undergraduate level and selected teachers from the above-mentioned department. Using the convenient sampling method, fifty-five respondents were selected, thirty for Elementary Education students and twenty-five for Elementary education teachers.

## **2.2 Research Design**

A quantitative, survey research design is crucial when conducting a research on verbal proficiency because it aligns with the objectives and variables of the research and involves collecting data through questionnaires or surveys. Though verbal proficiency is challenging to assess due to its subjective nature, still a quantitative survey design allows for quantification by assigning numerical values to responses. This research design enables researchers to calculate mean scores and other descriptive statistics to summarize the level of verbal proficiency within the sample, facilitating comparisons and interpretation of findings. Meaning a quantitative survey design is a suitable approach for studying verbal proficiency as it allows the collection of reliable and valid data, exploration of various dimensions of verbal proficiency, and evidence-based conclusions. That's why the design was chosen as a means to investigate the challenges and teachers' intervention in improving the student's verbal proficiency by examining numerical data from selected Elementary Education students and teachers.

Utilizing this type of research design offers several benefits, including objectivity, replicability, and generalizability of a study. It is because it minimizes subjective biases by collecting data in a systematic and standardized manner, using standardized measurement tools and statistical analysis techniques. It also increases the replicability of the study, allowing other researchers to validate and build upon the findings about verbal proficiency. A quantitative survey design enables researchers to investigate verbal proficiency across different populations, age groups, and cultural backgrounds, enhancing the generalizability of the findings and contributing to a broader understanding of the concept.

## **2.3 Instrument**

The instrument used in this study was survey questionnaire designed to explore the challenges faced by students in achieving verbal proficiency and to identify potential interventions used by teachers for improving their verbal proficiency. The questionnaire was intended to gather quantitative data from a diverse sample of participants to gain comprehensive insights into the challenges associated with verbal proficiency and to inform the development of targeted interventions. The survey questionnaire for student respondents underwent a pilot testing with a Cronbach alpha of 0.952 while for teacher respondents has 0.830 which indicates that the said questionnaire is highly reliable.

## **2.4 Statistical Analysis**

Investigating the challenges and interventions for improving verbal proficiency requires a comprehensive analysis utilizing descriptive statistics. By examining key metrics such as vocabulary, grammar, pronunciation, and fluency, researchers can identify the areas that pose the greatest difficulties for individuals seeking to enhance their verbal skills. These statistics provide valuable insights into the specific linguistic hurdles faced by learners, facilitating the design of targeted interventions.

Through the implementation of evidence-based strategies and interventions, such as focused vocabulary exercises, conversational practice, structured grammar instruction, and read-aloud activities, individuals can make significant strides in improving their verbal proficiency. The use of descriptive statistics not only helps to identify the challenges but also enables educators and language professionals to develop effective interventions tailored to the unique needs of learners, ultimately fostering greater linguistic competence and confidence.

### 3. Results

#### 3.1 Vocabulary

Table 1 shows the level of verbal proficiency in terms of vocabulary which has an overall mean based on the responses is 3.38, with a descriptive rating of moderately agree and interpreted that students have an average verbal proficiency. Indicator 1 got the highest mean of 3.80, with a descriptive rating of agree and interpreted as high verbal proficiency which has something to do with seeking opportunities to improve vocabulary. The second highest mean is 3.67 with a descriptive rating of agree and interpreted as high verbal proficiency is on the enjoyment of learning new words and expanding the student's vocabulary.

On the other hand, indicator 10 which has something to do with understanding the meaning of unfamiliar words from the context got the lowest mean of 3.07, with a descriptive rating of moderately agree and has a quantitative interpretation of average verbal proficiency. Based on the responses, this indicator became the biggest challenge faced by the students in improving their verbal proficiency in terms of their vocabulary.

**Table 1: Level of students' verbal proficiency and challenges in terms of vocabulary.**

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I actively seek opportunities to improve my vocabulary.	3.80	Agree	High Verbal Proficiency
I enjoy learning new words and expanding my vocabulary.	3.67	Agree	High Verbal Proficiency
I can effectively express my ideas using appropriate vocabulary.	3.50	Agree	High Verbal Proficiency
I have a wide range of vocabulary.	3.43	Agree	High Verbal Proficiency
I can easily understand and use new words.	3.37	Moderately Agree	Average Verbal Proficiency



I can easily recall and use words I've learned.	3.30	Moderately Agree	Average Verbal Proficiency
I frequently use a wide range of words in my writing.	3.27	Moderately Agree	Average Verbal Proficiency
I can effectively use synonyms and antonyms in my writing.	3.27	Moderately Agree	Average Verbal Proficiency
I feel confident using complex words in my communication.	3.13	Moderately Agree	Average Verbal Proficiency
I can understand the meaning of unfamiliar words from context.	3.07	Moderately Agree	Average Verbal Proficiency
<b>Overall Mean</b>	<b>3.38</b>	<b>Moderately Agree</b>	<b>Average Verbal Proficiency</b>

#### Legend

Scale	Range	Descriptive Rating	Quantitative Interpretation
1	1.00-1.80	Strongly Disagree (SD)	Very Low Verbal Proficiency
2	1.81-2.60	Disagree (D)	Low Verbal Proficiency
3	2.61-3.40	Moderately Agree (MA)	Average Verbal Proficiency
4	3.41-4.20	Agree (A)	High Verbal Proficiency
5	4.21-5.00	Strongly Agree (SA)	Very High Verbal Proficiency

Based on the result, it implies that the identification of areas of strength, such as seeking opportunities to improve vocabulary and enjoying the process of learning new words, can guide instructional practices that capitalize on these positive aspects of students' verbal proficiency. According to Macariu and Pugh (2020), motivation and self-regulated learning strategies on vocabulary acquisition. This means that students with high motivation and self-regulated learning strategies were more likely to acquire new vocabulary words.

Another study by Gardner and Gardner (2018) stated that motivation and engagement play a significant role in improving verbal proficiency. The more they engage in seeking opportunities to expand their vocabulary and enjoy learning new words, the higher the tendency that the level of their verbal proficiency will improve. By leveraging students' existing motivation and engagement, they can foster further growth in their vocabulary skills (Baker and Virzi, 2018).

Furthermore, the identification of a lower mean score for indicator 10 signals the need for targeted interventions. Educators can design explicit instruction and provide practice opportunities that specifically address understanding unfamiliar words from context. By implementing strategies that enhance students' comprehension skills, educators can support their development towards a higher level of verbal proficiency (Smith & Johnson, 2019).

### 3.2 Grammar

The table 2 shows the level of verbal proficiency in terms of grammar which has an overall mean based on the responses is 3.43, with a descriptive rating of agree and interpreted

that students have a high digital fluency. The indicator 1 and 2 got the highest mean of 3.90 and 3.80 respectively, with a descriptive rating of agree and interpreted as high verbal proficiency which means students actively seek opportunities to improve their grammar skills and enjoy learning in it while applying in writing. On the other hand, the indicator 10 that has something to do with understanding complex sentence structures got the lowest mean of 3.17, with a descriptive rating of moderately agree and has a quantitative interpretation of average verbal proficiency.

**Table 2: Level of students' verbal proficiency and challenges in terms of grammar.**

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I actively seek opportunities to improve my grammar skills.	3.90	Agree	High Verbal Proficiency
I enjoy learning about grammar and applying it in my writing.	3.80	Agree	High Verbal Proficiency
I can effectively use punctuation marks in my writing.	3.63	Agree	High Verbal Proficiency
I can identify and correct grammar errors in my writing.	3.50	Agree	High Verbal Proficiency
I can apply grammar rules consistently in my writing.	3.37	Moderately Agree	Average Verbal Proficiency
I use a variety of sentence structures in my communication.	3.30	Moderately Agree	Average Verbal Proficiency
I can confidently construct grammatically correct sentences.	3.23	Moderately Agree	Average Verbal Proficiency
I understand and use different verb tenses accurately.	3.23	Moderately Agree	Average Verbal Proficiency
I have a strong grasp of grammar rules.	3.17	Moderately Agree	Average Verbal Proficiency
I can understand complex sentence structures.	3.17	Moderately Agree	Average Verbal Proficiency
<b>Overall Mean</b>	<b>3.43</b>	<b>Agree</b>	<b>High Verbal Proficiency</b>

#### Legend

Scale	Range	Descriptive Rating	Quantitative Interpretation
1	1.00-1.80	Strongly Disagree (SD)	Very Low Verbal Proficiency
2	1.81-2.60	Disagree (D)	Low Verbal Proficiency
3	2.61-3.40	Moderately Agree (MA)	Average Verbal Proficiency
4	3.41-4.20	Agree (A)	High Verbal Proficiency
5	4.21-5.00	Strongly Agree (SA)	Very High Verbal Proficiency

Based on the responses, this indicator became the biggest challenge faced by the



students in improving their verbal proficiency in terms of their grammar. The result shows that students' verbal fluency in terms of grammar has a need for improvement and guidance, this means that improving one's fluency is not a sole responsibility, it is a shared one which seeks support from the educator, the community where he/she belongs.

In the study of Santana (2016) on "Advanced English Students' Perceptions on Grammar Usage", he suggested that students with good verbal proficiency in terms of grammar can actively seek opportunities to improve their grammar skills and enjoy learning in it while applying in writing. It is evident that students' who excel in class were mostly those who have good grammar and could manipulate a meaningful learning throughout his school life. On the other hand, students with lower verbal proficiency may face challenges in understanding complex sentence structures, which could impact their overall language proficiency. By identifying areas of strength and weakness, educators can design instructional practices that capitalize on these positive aspects of students' verbal proficiency and provide targeted interventions to address specific challenges, such as understanding complex sentence structures.

### 3.3 Pronunciation

The table 3 shows that the level of students' verbal proficiency in terms of pronunciation which has an overall mean based from the responses is 3.43 with the descriptive rating of agree which means that the students have high verbal proficiency. The indicator that got the highest mean of 3.87 with the descriptive rating of agree and interpreted as high verbal proficiency is on practicing and improving student's pronunciation. The indicator that has the second highest mean of 3.8 with the descriptive rating of agree and interpreted as high verbal proficiency is on seeking feedback to improve student's pronunciation. However, the lowest indicator which got 3.2 with the descriptive rating moderately agree and has a quantitative interpretation of average verbal proficiency means students can't effectively communicate without being misunderstood.

**Table 3: Level of students' verbal proficiency and challenges in terms of pronunciation.**

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I enjoy practicing and improving my pronunciation.	3.87	Agree	High Verbal Proficiency
I actively seek feedback to improve my pronunciation.	3.80	Agree	High Verbal Proficiency
I can understand and imitate the pronunciation of native speakers.	3.57	Agree	High Verbal Proficiency
I can pronounce words accurately.	3.50	Agree	High Verbal Proficiency
I can differentiate between similar sounds when speaking.	3.47	Agree	High Verbal Proficiency
I can pronounce challenging sounds or phonemes correctly.	3.30	Moderately Agree	Average Verbal Proficiency

I can produce the correct stress and intonation patterns.	3.27	Moderately Agree	Average Verbal Proficiency
I can speak fluently and confidently.	3.20	Moderately Agree	Average Verbal Proficiency
I can effectively use stress and intonation to convey meaning.	3.20	Moderately Agree	Average Verbal Proficiency
I can effectively communicate without being misunderstood.	3.20	Moderately Agree	Average Verbal Proficiency
<b>Overall Mean</b>	<b>3.43</b>	<b>Agree</b>	<b>High Verbal Proficiency</b>

**Legend**

Scale	Range	Descriptive Rating	Quantitative Interpretation
1	1.00-1.80	Strongly Disagree (SD)	Very Low Verbal Proficiency
2	1.81-2.60	Disagree (D)	Low Verbal Proficiency
3	2.61-3.40	Moderately Agree (MA)	Average Verbal Proficiency
4	3.41-4.20	Agree (A)	High Verbal Proficiency
5	4.21-5.00	Strongly Agree (SA)	Very High Verbal Proficiency

Based on the responses, the lowest indicator became the biggest challenge faced by the students in improving their verbal proficiency in terms of their vocabulary. The findings of the research indicate implications regarding the level of students' verbal proficiency, specifically in terms of pronunciation. The overall mean score obtained from the responses suggests that the students possess a high level of verbal proficiency. This is further supported by the indicator of practicing and improving students' pronunciation, which received the highest mean score and a descriptive rating of high verbal proficiency. Similarly, the indicator of seeking feedback to enhance pronunciation received the second highest mean score, indicating a high level of proficiency.

However, it is worth noting that the lowest indicator received a moderately agree rating, suggesting that there is room for improvement in effective communication without being misunderstood. This implies that while the students exhibit an overall high level of verbal proficiency, there may still be instances where their communication could be clearer and more easily understood by others.

According to the research of Milankov et.al. (2021), phonological awareness is the foundation of reading acquisition in students reading in transparent orthography. Students with higher phonological awareness scores tended to have better reading skills, and those with lower phonological awareness scores had difficulty in reading. This supports the importance of focusing on phonological awareness in enhancing students' verbal proficiency. Another study by Asemanyi (2015) assessed students' performance in communication skills. The study suggested that improving teaching methods and strategies could help enhance students' communication skills. This highlights the need for continuous improvement in communication skills through effective teaching and feedback.

**3.4 Fluency**

Table 4 presents the level of students' verbal proficiency and their challenges in terms of fluency. The level of the students' verbal proficiency in fluency was revealed through the computed overall mean of each indicator that the student responded based on their perception. The result showed an average mean of 3.43 indicating that they have a high level of verbal proficiency in terms of fluency. On the other hand, the challenges of students affecting their verbal proficiency in terms of fluency was revealed through the indicator which possess the lowest mean that the student responded which is the item "I can maintain a steady flow of speech without pauses" having a 3.03 mean.

**Table 4: Level of students' verbal proficiency and challenges in terms of fluency.**

Indicators	Mean	Descriptive Rating	Quantitative Interpretation
I actively seek opportunities to practice my speaking ability.	3.90	Agree	High Verbal Proficiency
I enjoy participating in verbal activities and discussions.	3.57	Agree	High Verbal Proficiency
I feel confident expressing myself orally.	3.50	Agree	High Verbal Proficiency
I can understand and follow fast-paced conversations.	3.40	Agree	High Verbal Proficiency
I can express my thoughts and ideas smoothly.	3.33	Moderately Agree	Average Verbal Proficiency
I can respond quickly and effectively in conversations.	3.30	Moderately Agree	Average Verbal Proficiency
I can narrate and describe events fluently and coherently.	3.17	Moderately Agree	Average Verbal Proficiency
I can speak without hesitation.	3.10	Moderately Agree	Average Verbal Proficiency
I can engage in conversations without struggling for words.	3.10	Moderately Agree	Average Verbal Proficiency
I can maintain a steady flow of speech without pauses.	3.03	Moderately Agree	Average Verbal Proficiency
<b>Overall Mean</b>	<b>3.43</b>	<b>Agree</b>	<b>High Verbal Proficiency</b>

**Legend**

Scale	Range	Descriptive Rating	Quantitative Interpretation
1	1.00-1.80	Strongly Disagree (SD)	Very Low Verbal Proficiency
2	1.81-2.60	Disagree (D)	Low Verbal Proficiency
3	2.61-3.40	Moderately Agree (MA)	Average Verbal Proficiency
4	3.41-4.20	Agree (A)	High Verbal Proficiency
5	4.21-5.00	Strongly Agree (SA)	Very High Verbal Proficiency

As shown in the table 4, students' level of verbal proficiency in terms of their fluency is high with an overall mean of 3.43. The item with highest mean of 3.90 is "I actively seek opportunities to practice my speaking ability" which implies that students actively pursue

opportunities to enhance their speaking skills. The indicator with second highest mean is “I enjoy participating in verbal activities and discussions” with a mean of 3.57 indicates that student generally find pleasure in verbal activities and discussions.

The specific indicators where students scored the highest, such as enjoying participating in verbal activities and discussions, actively seeking opportunities to practice speaking ability, and feeling confident expressing themselves orally, contribute to this high overall rating. This means that students possess a high level of verbal proficiency particularly in their ability to participate actively, respond, and find opportunities to practice and express themselves confidently in oral communication. To support these findings, a study by Sahakyan et al. (2023) reported a decrease in speaking proficiency scores among English learners in 2022 compared to pre-pandemic years, highlighting the importance of assessing and maintaining high verbal proficiency levels, especially for language learners. This research emphasizes the importance of assessing and maintaining oral proficiency.

Furthermore, the indicator that has lowest mean of 3.03 is “I can maintain a steady flow of speech without pauses” indicating that students can hardly maintain their steady flow of speech and fall as their challenges on affecting their verbal fluency. This finding is supported with a study by Gambhir Bahadur Chand (2021) investigating the challenges faced by bachelor-level students while speaking English, identifying factors such as speaking fear, inattention in class, and grammatical mistakes as obstacles to their English-speaking skills. A student can hardly maintain their steady flow of speech because of speaking fears, grammatical mistakes and other factors affecting their verbal proficiency

### 3.5 Teachers' Intervention

Table 5 shows the effectiveness of the interventions employed by teachers to enhance verbal proficiency have yielded positive outcomes. The overall mean score of 3.41, with a descriptive rating of "agree" and an interpretation of "effective," underscores the effectiveness of these interventions in facilitating improvements in students' verbal proficiency.

**Table 5: The effectiveness of existing interventions employed by the teachers for improving verbal proficiency of students.**

Interventions	Mean	Descriptive Rating	Quantitative Interpretation
Vocabulary Exercise	3.48	Agree	Effective
Structured Grammar Instruction	3.35	Moderately Agree	Moderately Effective
Conversational Practice	3.48	Agree	Effective
Read-Aloud Activities	3.33	Moderately Agree	Moderately Effective
<b>Overall Mean</b>	<b>3.43</b>	<b>Agree</b>	<b>High Verbal Proficiency</b>

**Legend**

Scale	Range	Descriptive Rating	Quantitative Interpretation
1	1.00-1.80	Strongly Disagree (SD)	Not Effective
2	1.81-2.60	Disagree (D)	Slightly Effective
3	2.61-3.40	Moderately Agree (MA)	Moderately Effective
4	3.41-4.20	Agree (A)	Effective
5	4.21-5.00	Strongly Agree (SA)	Highly Effective

The indicators 1 and 2, namely vocabulary exercise and conversational practice, garnered the highest mean score of 3.48, with a descriptive rating of "agree" and a clear interpretation of the interventions being highly effective. Furthermore, the third intervention, structured grammar instruction, obtained the second highest mean score of 3.35, with a descriptive rating of "moderately agree" and an interpretation of being moderately effective. However, the fourth indicator which is the read-aloud activities got the lowest mean of 3.33 with a descriptive rating of moderately agree and has a quantitative interpretation of moderately effective. The effectiveness of this particular intervention may be relatively lower compared to others; it still contributes to the overall improvement of students' verbal proficiency.

Based on the responses, the implications derived from the findings suggest that the majority of the interventions employed by teachers have proven to be effective in enhancing students' verbal proficiency. These findings are supported by the study of Dendup and Onthanee (2020) highlighted that teacher interventions are effective for improving verbal proficiency. It is where the importance of utilizing a variety of strategies, such as vocabulary exercises, structured grammar instruction, conversational practice, and read-aloud activities, to comprehensively address and improve students' verbal skills. Educators and stakeholders can draw upon these insights to inform their instructional practices, emphasizing the implementation of effective interventions that have demonstrated positive impacts on students' verbal proficiency.

Another study conducted by Donegan and Wanzek (2021), they reviewed the reading intervention research from year 1988-2019 for struggling readers in some aspects. They discovered that the best intervention strategies made by teachers resulted in a high level of productivity when conducted in smaller group size or even individualization. In connection to Gardner's multiple intelligences, students have diverse learning styles where they may able to learn more if manipulated with the desired one. The effectiveness of teacher's intervention does not merely focus on one-sided information gathered from specific students on how they may able to learn. It should be governed by relative researches and put into table discussion for better planning on what and how to implement the proven and tested intensive interventions which also best suits the community's necessity.

**4. Discussion**

This study provides useful information on the level of verbal proficiency for students and the difficulties encountered as well as the interventions done with teachers. In fact, the information supplied indicates that the students have advanced verbal ability in terms of

vocabulary, grammar, pronunciation, and fluency. This indicates that they have a good background about these skills and can speak as clearly as much as their conversations go with other people

Additionally, the study brings out some challenges which students have experienced, contributing towards their performance in the verbal test. These include the inability to understand the meaning of unknown words from context and the struggle to cope with complex sentences' constructions. This points out that the students may require more assistance in widening their vocabulary and grasping the intricacies of the grammar rules so as to improve on their overall verbal skills.

The study further looks at problems like keeping up with speech without breaks and the ability to speak fluently and confidently. Some of these obstacles may arise from lack of practice or poor self-esteem. Educators should therefore address the challenges by creating situations for the students to participate in oral activities that would develop their fluency and boost their self-confidence in public presentation.

One of the major discoveries made in this study is how teachers' interventions helped students in building oral proficiency. The researchers noted that those interventions are very effective in addressing all the students' difficulties. Using appropriate vocabulary instruction, grammar exercises, pronunciation practice, and speaking activities would help the teachers to develop the student's language abilities and communication skills.

Furthermore, intensive interventions for students who have severe reading difficulties can be done by identifying the areas where the students have the most difficulty is essential for better productivity. Teachers could implement as many interventions as they can but it is nonsense if prior assessments were not made beforehand. Having done this strategy could improve the chance of meeting the desired, effective, and responsible approach in handling such students' needs. On the other hand, post-assessment of the effectiveness of the implemented intervention is vital in evaluating its progress (Vaughn et al., 2010).

## **5. Conclusion**

Based on the results and findings of the study, the researchers come up with the following conclusions: (1) The quantitative interpretation identifies the students' verbal competency as being at a high level with respect to vocabulary, grammar, pronunciation, and fluency. Students possess a strong foundation in these areas, which can be capitalized on by educators. Educators can focus on building upon the existing verbal competency of students to further enhance their language skills. (2) The challenges faced by the students affecting their verbal proficiency in terms of vocabulary, grammar, pronunciation, and fluency were traced as follows respectively: struggled in understanding the meaning of unfamiliar words from context and complex sentence structures, maintaining a steady flow of speech without pauses, and speaking fluently and confidently.

Students should be aware of the specific challenges they face in their verbal proficiency and actively work towards overcoming them. Educators need to be aware of these



challenges and tailor their teaching strategies to address them. (3) Teachers' use of current interventions to help students' verbal proficiency has proven to be highly beneficial. Teachers should continue using effective interventions that have proven to be beneficial.

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