



THEMED BINGO CARDS: ENHANCING GRADE 1 LEARNERS' ORAL LANGUAGE FLUENCY

Antonio, Florida B.
Completed 2022



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Themed Bingo Cards: Enhancing Grade 1 Learners' Oral Language Fluency

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June 2022

Abstract

The speaking difficulty encountered by learners is one of the major issues in teaching English as a foreign language. For language learning to take place, four conditions should exist such as exposure, language use, motivation, and instruction. This study aimed at assessing the effectiveness of the Themed Bingo Cards (TBC) to improve the oral language fluency in components such as accuracy, speed, pronunciation, expression, and comprehension of Grade 1 learners. It also looked into the difference in the oral language fluency level of the learners before and after the intervention. Utilizing the quasi-experimental design, the participants were 11 learners with 5 representing the control group and 6 for the experimental group. Before the application of the TBC, the level of fluency of both groups was found to be descriptively scaled as “Very Poor fluency”. After it, the results yielded an increase and was rated “Average Fluency” in the experimental group whereas “Below Average” in the control group. This implies that learners were usually hesitant to speak, often forced into silence by language limitations, then it advanced to speaking in everyday conversation with ease and ability of expression along the fluency components. In addition, there is a significant difference between the pretest and post-test scores of the experimental group. Moreover, there is a significant difference in the post-test scores between the experimental group and the control group. Thus, the use of TBC as a teaching strategy for improving oral language fluency is effective.

Keywords: language mastery, oral production, oral communication skills, wordplay

Acknowledgment



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The researcher is indebted to the individuals who generously shared their time, effort, and assistance to the completion of this study. Sincere appreciation is credited to the following:

The Basic Education Research Fund (BERF) facilitated by the PPRD-DepEd CAR, for funding this academic work;

The members of the Schools Division Research Committee (SDRC) of the Schools Division of Abra for extending valuable assistance and suggestions in the improvement of the study;

The School Head Teacher and teachers in the workplace for their motivation and inspiration that led to the conceptualization and success of the research work;

The Grade 1 learners of Gapang Elementary School for patiently participating in the study and their parents who supported them all the way; and

The researcher's better-half and her children for the unconditional love, and most importantly, to the Almighty God for bestowing wisdom and resources.

Context and Rationale

The K to 12 Curriculum Guide of the Department of Education features core learning area standards, key learning standards, and grade level standards with specific domains of learning areas. These domains cover learning competencies that are expected to be mastered by learners weekly. Among these domains include oral language where the learner needs to demonstrate understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings. If this is achieved, the learner is able to share or express himself or herself effectively and can participate actively in various activities that require communication particularly along phonology, fluency, and comprehension.

Oral Language Fluency is communicating clearly with others by speaking and listening, regardless of the language. It is the ability to use spoken language and basic vocabulary to express ideas and thoughts effectively to communicate an idea. Meaning, it is the development of a learner's competence in listening and speaking in the target language in order that he or she can achieve academic state standards (Stolt and Launonen, 2020). Oral fluency or speaking fluency is a measurement both of production and reception of speech, a fluent speaker must have to able to understand and respond to others in conversation.

Naturally, in kindergarten to Grades 1-2, whatever the language is, fluency is a little bit of a problem. However, this posits more problems in learning a new language like English since this is used as medium in other components of learning in higher grades in the Philippine Education system not to mention the universality of language. The Philippines as a second language speaker in English generally thought that the later in life a learner approaches the study of a foreign language, the harder it is to acquire receptive (auditory) comprehension and fluent production (speaking) skills. For adults, once their mother tongue has already been established, the acquisition of a second language can come more slowly and less completely, ultimately affecting fluency according to Stolt, S & Launonen, K. (2020). They added that because an assessment of fluency is typically a characterization of one's

language ability, determining fluency may be a more challenging task when the speaker is acquiring a second language.

According to Brown (2003), fluency is the ability to talk at length with few pauses. Secondly, fluency is the capacity of expressing messages in a coherent, reasoned, and “semantically dense” manner. Thirdly, a fluent speaker should know what to say in different contexts, and finally, a fluent speaker should make use of creativity and imagination in his or her speech. Richards, Platt, and Weber (as cited in Brown, 2003) state that a fluent user is one who displays command of suprasegmental features or, that to achieve fluent speech, he/she must rely on abilities such as: coherence, reasoned talking, continuity, creativity, and context-sensitivity.

More syncretic definition synthesized by Lennon (2000): Fluency is “the rapid, smooth, accurate, lucid and efficient translation of thought or communicative intention into language under temporal constraints of on-line processing”. According to the competence approach, the ability of interacting verbally is regarded as a natural outcome of language teaching and learning and one major characteristic of communicative competence is fluency. Oral fluency is a specific feature characterizing the level of speaking skills which manifests itself in the learner's ability to speak freely, without unnecessary pausing and with the prosody of speech, syntax, and vocabulary range comparable with those characteristics of the speech of a native speaker (Polyakov & Tormyshova, 2014, p. 168). It requires a considerably high level of achievement. Therefore, fluency is regarded "a performance descriptor for oral assessment of foreign language learners and as an indicator of progress in language learning" (Chambers, 1997, p. 535).

Speaking is a productive skill and language learners need to produce language to improve and to show levels of proficiency. When they cannot speak fluently, they are considered unsuccessful in mastering the language (Fillmore & Brumfit, 2003). Unfortunately, in the Philippines for Grade 1 level standard, learning areas like Mathematics, Science, Music, Arts, Physical Education, and Health which are to be studied using English as a medium of instruction rather use Mother Tongue or the vernacular. There is limited

exposure to the language except for the English learning area perse. This may partly result to disabilities in oral language because of a focus on teaching not in the target language and lack of opportunity to practice speaking English. Talbot (2020) states that the most severe problems in language manifest as difficulties in comprehending oral language. These difficulties are persistent and expose individuals to several risk factors. In the local context serious problems are also encountered by the researcher.

In addition, empirical evidence shows that aside from reading difficulty and lack of comprehension to what learners read and hear, they are struggling with oral language fluency. This can also be attested by the researcher herself because being a teacher for more than a decade and is handling beginner learners, much has been said not only about reading, literacy, comprehension, and proficiency. Teachers that the researcher know are consistently heard complaining about learner difficulties especially at young age like Grade one learners. Teachers crawl themselves on how to effectively teach learners the easy way so that they can grasp and retain, understand, and practice what have been taught to them like in the case of oral language which requires a lot of skill so there is learning outcome.

Consequently, most schoolchildren study English just because it is required by the curriculum, but not because they are aware of the practical purpose of language learning. It accounts for the fact that a large number of schoolchildren display a low level of language proficiency and are not motivated for language study, at least at the beginning of the language (Bianco et al, 2010). Since they cannot read, they cannot also express themselves, share their ideas, and talk fluently to their teachers about content areas. The answer implies at least several basic reasons according to Bianco et al (2010). The first reason is that young learners are still beginning to learn to read, to recognize letters and sounds and are not enthusiastic to grasp as much knowledge, acquire and develop as many skills as they would if they were learning the language with the full awareness of its practical value. Keeping in mind that language study needs regular and intense practice to make developing communicative skills achievable, unenthusiastic studying brings unsatisfying results.

The second reason, schoolchildren in the provinces like in Abra with municipalities located in the highlands do not have much practice in using the target language in many various forms due to several factors hindering them to progress. This means that most learners at home or communicate with others on daily basis, they usually use the Ilocano or Tingguian dialect, there are some though who use English apparently as they need to communicate in social media or to some other people. Previous studies as presented on Second Language Acquisition (SLA) claim that children can even acquire native fluency when exposed to the language on a consistent basis with rich interaction in a social setting. SLA has the ability to influence children's cognitive growth and linguistic development as retorted by Lesaux & Kieffer (2010), an aspect that hinders oral fluency according to Thornbury (2009) makes a very strong claim on the difficulty most learners face when dealing with the speaking skill. Most learners are not prepared to engage in speaking, and blames this mindset on the lack of practice with genuine speaking.

In other words, this obstacle thwarts the normal process of developing oral structures. Cicerchia (2019) proves that these instances are areas of focus as she identifies common difficulties that young learners experience in reading that would hinder them from achieving a level of fluency expected of their age and grade such as issues with decoding, poor comprehension, and reading rate and speed.

Additionally, after retrieving the modules answered by the learners, it showed that under the MELCs assigned on Oral Language, it is the least mastered learning competency. The result of the Phil-IRI (Philippine Informal Reading Inventory) conducted yearly at the beginning of the school year confirms that there is really an oral language fluency gap exhibited by learners. The Phil –IRI Data School Year (SY) 2018-2019 showed that 36 learners fell under frustration level, 24 in the Instructional level, 21 in the Independent level and 1 non-reader. For School Year 2019-2020, the Phil-IRI oral reading test showed that among 13 Grade 1 pupils, 73% belonged to Frustration Level while 69% were non-readers. For SY 2020-2021, the oral reading test which was conducted during home visitations displayed a similar result where, there were 7 non-readers and 19 in the frustration level.

The results alone elaborate that an innovation coupled with appropriate teaching strategy is needed to enhance learning competency where the learner fails to demonstrate, most especially this time of pandemic.

As thus stated, situations relating to oral language difficulties of learners in her context prompted the researcher to conduct this study. The goal of this research was to assess the effectiveness of the Themed Bingo Cards (TBC) in improving the oral language fluency of Grade 1 learners in Gapang Elementary School in teaching the lessons under the Most Essential Learning Competencies (MELCs) that focus on this domain and the difference between the oral language competence before and after the use of the TBC. Khoirina (2019) found in her study, *Using Speaking Bingo Game to Improve Students' Speaking Ability*, that the speaking ability of most students improved after the use of Bingo Cards and the implementation of Bingo Game, and the complementary actions were successful to help the students memorize and understand new words easily.

Hastings (2020) also supports the idea of using bingo card games as this will provide substantial learning benefits to young kids including: letter recognition, social skills, such as taking turns and communication, oral language development – the child hears the sound and says it out loud and reading and writing development. The use of themes in this action research is in relation to DepEd encouraging teachers to teach with across learning area integration, and Sehan Z. (2019) also found that when beginner learners are taught with specific themes in the teaching learning process, they tend to easily distinguish and classify words according to their language category. These are the conditions in which the challenging task of developing learners' oral fluency has to be addressed. This action research demonstrates using Bingo card generators to be able to create a theme that integrates content areas. Bingo is one game everyone has heard of and a fun game that can be used to teach new vocabulary, numbers, and grammar points, depending on how the bingo cards are created for specific themes (Yo-yee Education, 2019).

Recently, as it is stipulated in the released DepEd Order 31, series 2020 and also specified in the Learning Delivery Modalities Course for teachers, also known as LDM2,

integration across curriculum in performance tasks of learners are highly encouraged. In response to this, an innovation in teaching the lessons under the MELCs is proposed and likewise be used to assess whether it does improve fluency. Playing Bingo games with flashcards is fun and educational and it helps kids to reinforce new vocabulary, spelling and memorizing (Hastings, 2020).

On this account, the purpose of this study was to determine the efficacy of Themed Bingo Cards (TBC) in improving the oral language fluency of Grade 1 students at Gapang Elementary School when teaching lessons from the Most Essential Learning Competencies (MELCs) that focus on this domain, as well as the difference in oral language competence before and after the use of the TBC. Learners are provided with authentic experiences, or corresponding circumstances that are fabricated in the classroom using this instructional strategy. As a result of their active involvement, they understand the lesson concepts at hand and are more motivated to engage in learning.

Action Research Questions

This action research sought to determine the effectiveness of the Themed Bingo Cards (TBC) as an interactive teaching strategy to improve the oral language fluency of the Grade 1 learners of Gapang Elementary School during the School Year 2021-2022.

It specifically answered the following questions:

1. What is the level of the learners' oral language fluency before and after the use of the Themed Bingo Cards as a teaching technique?
2. Is there a significant difference in the pretest and post-test scores of learners in the experimental group?

H₀: There is no significant in the pretest and post-test scores of learners in the experimental group.

3. Is there a significant difference in post-test scores between the experimental group and the control group?

H₀: There is no significant difference in post-test scores between the experimental group and the control group.

Innovation, Intervention, and Strategy

The Theme Bingo Cards (TBC) as the proposed innovation was used to help improve learners' ability to express their thoughts, ideas, and personal experiences as this is one of the most essential learning competencies that should be mastered under the New Normal education. The necessary feature in using bingo to teach oral language is that bingo cards has different letter to words or numbers on them. The idea of including numbers is an important developmental fluency concept. Other themes are colors, shapes, recognize spellings, drawings, names, animals, or sports. This was believed to have made the learners focus more on their listening skills to hear the word and match the picture and later on enhance their fluency in broader contexts.

Before the sessions, learners were asked to have with them the Bingo Cards and writing/coloring materials. Prior to the TBC sessions, the researcher provided TBC printed materials to learners individually, distributed each that contain pictures with vocabulary words and keywords set for the particular session. Using virtual meeting using the platforms google meet and messenger video call the researcher conducted the session with the learners.

During sessions, the learners were given an opportunity to draw a random word card from a deck of flashcards or a bag, and called out the vocabulary word on the card. Students searched and marked the corresponding vocabulary pictures on their bingo card as they were flashed on the virtual whiteboards. They continued until a student called out, "Bingo!" Again, a student could call out, "Bingo!" only if that student had crossed off squares in a row horizontally, vertically, or diagonally. The students searched for the written word on their cards and crossed it off. Again, they continued until a student called out, "Bingo!" This student was the winner.

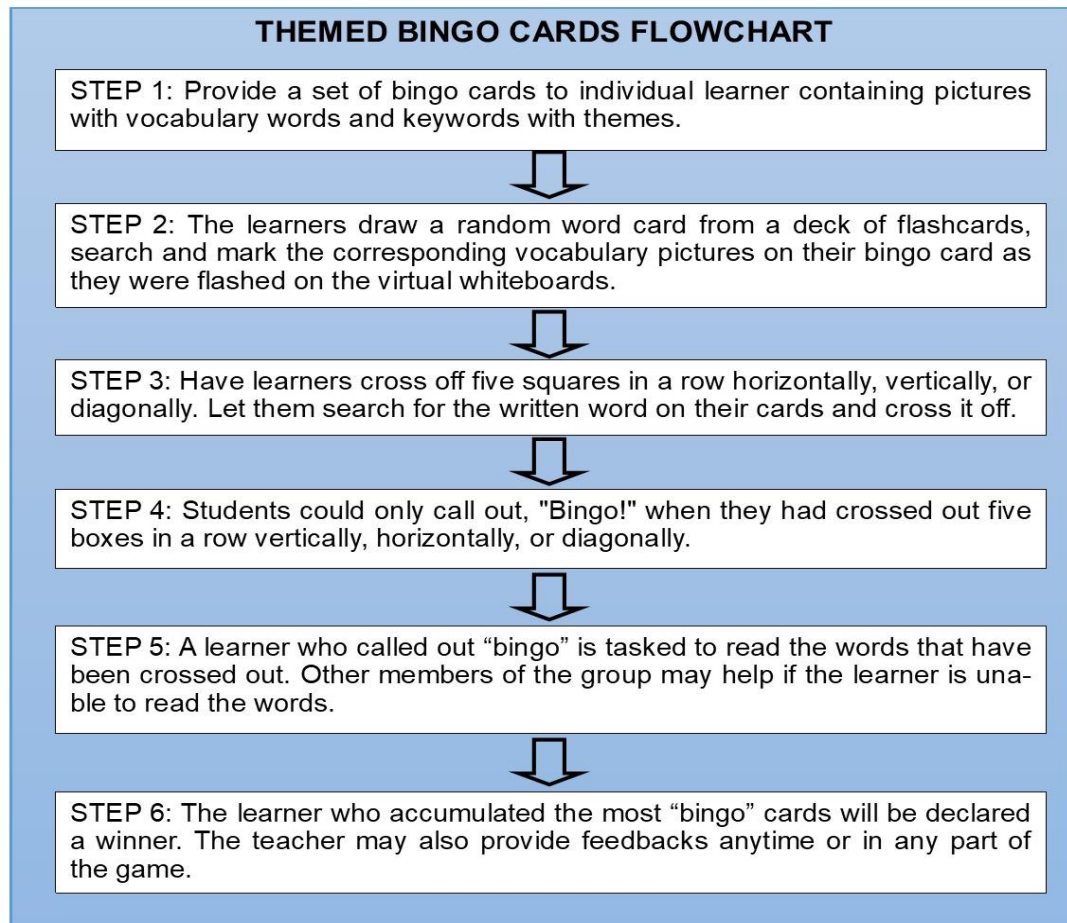
Students could only call out, "Bingo!" when they had crossed out five boxes in a row vertically, horizontally, or diagonally. Obviously, it was necessary to develop communication

skills. Oral language fluency is part of this skill set, and thus, learners should be supported to gain these skills. Oral language acquisition is a natural process for children. The first student with a Bingo was declared the winner. The learner who accumulated the most Bingos with one point equivalent for each Bingo was declared the winner. To practice reading now, learners had drawn a random word card from a deck of flash cards or a bag and called out the word showing the students a picture that corresponded with a vocabulary word.

Input refers to the language data which the learner is exposed to, thus, a two-month intervention program where 3-day sessions in a week consuming 1 hour was conducted in a home-based setting. As the lessons contained in the Self-Learning Modules (SLMs) were reinforced during the TBC sessions, this was an innovative way that allowed interaction while utilization of the Themed Bingo Cards. In a way, the challenge of enhancing oral fluency had to be addressed through building a close connection between theory and practice. During sessions, the developed and contextualized Bingo Cards containing the discussion of the lessons in the SLMs with themes assigned in content areas in a certain schedule were utilized. In the post assessment of the SLMs, Bingo cards were also used for the options of each question and keywords needed for emphasis.

Figure 1

Steps in Using the TBC



Action Research Methods

Research Design

The quasi-experimental research design was used in this action research. It involved two groups, the experimental and the control groups where one group was observed for the effect of the application of an independent variable which was presumed to cause change. On the other hand, the control group did not receive any treatment. Hence, this action research described the difference in the level of the oral language fluency level before and after the utilization of the Themed Bingo Cards (TBC) in teaching the lessons covered in the

SLMs patterned in the MELCs under oral language between the experimental group and the control group.

Participants and/or other Sources of Data and Information

The participants of the study were eleven (11) Grade One learners of Gapang Elementary School during the School Year 2021-2022. It included seven (7) male and four (4) female learners of Grade One Sampaguita. These participants were enrolled students listed in the official enrollment as reflected in the School Form 1 based on the Learners Information System. Among the 11 learners, 6 were assigned as the experimental group while the other 5 were the control group selected through simple random sampling.

Data Gathering Methods

The researcher adopted DepEd's pre-assessment and post-assessment included in the SLMs for the particular learning competency that were demonstrated for the week as a data gathering tool for this research. The assessments contained in the SLMs are carefully designed and prepared by assigned module developers of the Central Office that are evaluated and validated by teams of Learning Resource Management System (LRMS) evaluators. This test further measures how well a student spontaneously demonstrates the skills targeted in a certain learning competency. The researcher made use of standardized rubrics to measure the proficiency in terms of oral language.

The Student Oral Language Observation Matrix (SOLOM) and the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) were observational rubrics that can be used to track student progress and teachers can use to assess their learners' command of oral language on the basis of what teachers can observe on a continual basis in a variety of situations. Scores represented whether a learner could participate in oral language tasks typically expected at his or her grade level. The researcher evaluated each learner's current level of proficiency in oral language fluency: Beginner, Developing, Approaching Proficiency, Proficient, and Advanced. From here, language goals was set for each learner to progress at least one to two levels on the rubric after the implementation of the TBC.

To prepare the participants about the procedures on the collection of data, briefing and orientation through virtual meeting in a google meet was done with the presence of the parents or guardians. The researcher requested the parents/guardians to monitor also the progress of their children before, during, and after sessions. Feedbacks forms were given to them so they could record their observations on the effect of the intervention to their learning outcomes. When all are set for the study, the Pre-Test was administered. After which was the development of the sets of Themed Bingo Cards (TBC) to be used during the intervention stage.

The sessions covered a two-month intervention with 1- hour duration, three days a week. Key terms from the lessons included in the SLMs were presented utilizing the Bingo Cards with different themes without doing away from the learning competencies designed for the week. To make the lessons more interactive and supplement learning, digital presentations using audio-visual materials was applied. After the sessions incorporating the Bingo Cards in themes, the next part of data collection was the administration of the post-test. At this stage, the teacher gave this test to determine if the TBC impacted learning and yields a favorable result in the learners' oral language fluency. The last phase will be the organization and consolidation of results and data gathered from the tools used in this study. After which, the results were arranged and presented and compared to find answers to the questions posted in this study.

Data Analysis

The Mean Percentage Score (MPS) was used to measure the learners' level of oral language fluency before and after the application of TBC, and interpreted using a scale with descriptions: *1.00 – 1.80 Very poor fluency, 1.81 – 2.60 Below average fluency; 2.61 – 3.40 Average fluency, 4.21 – 5.00 Above average fluency.* The Wilcoxon signed-rank test was employed in order to determine the significant difference between the pretest and post-test scores of the experimental group. On the other hand, Maan-Whitney U Test was used to

determine the difference in the post-test scores between the experimental group and the control group.

Ethical Issues

It is expected that through this study, the teachers of the Gapang Elementary School must use Themed Bingo Cards (TBC) in teaching not only domain on oral language but also to other domains appropriate. All references and author's notes and citation were given proper acknowledgment in the manuscript and in the references.

Therefore, in order for this research to become successful and to realize its goal, there was a need for the researcher to seek the approval of the School Principal before the conduct of the study. The researcher also oriented the participants on the research process then request the learners and their parents to sign a consent form if they decide to participate in the study. The data gathered were treated confidentially and be used for the purpose of this study only and anonymity was strictly observed.

Discussion of Results and Reflection

Level of the Learners' Oral Language Fluency

Table 1 shows that the control group's pretest score with mean rate of 1.65 is descriptively rated as "very poor fluency". It has slightly increased from 1.65 mean rate to 2.54 interpreted as "Below Average" fluency in the post test. This implies that the learners have very limited oral ability in accurately reading at an appropriate rate while demonstrating grammar, prosody and comprehension in the text before the application of the themed bingo cards in the teaching and learning process as lessons were aligned to the MELCs. This further explains that the first-grade learners as the participants of the study do not demonstrate the fluency level in their grade level with the lower ability to read as well as to speak and to make sense of the text without having to stop and decode each word as demonstrated by the pretest result.

Thus, this calls for a general attention, the young learners who are assessed as beginners in all English components because of their age, grade level and educational experience showed poor performance in all the fluency components since there is a relative pattern of results among all participants. In congruence to Zairuhnman's (2019) study, he found that their inability to achieve good and excellent score based on the rubric shows that the oral language fluency difficulties exist. He added that what makes their speaking score low is their lack of vocabulary component and comprehension.

Sangaji (2019) confirms this study's findings and Zairuhman's reporting that lacking of grammar competence is the primary difficulty that learners encounter in the performance test, followed by vocabulary. Simply, the scores reveal that they find speaking difficult because, although they know what to say, they do not know how to say it. Since a sentence structure is built up from vocabulary, their grammatical difficulty can be emerged from their lack of vocabulary too, thus, these reasons hinder oral language fluency.

Besides, it was found by Al-Abri (2018) that a considerable number of learning resources do not provide students with frequency of opportunities to use English communicatively, and they donot include sufficient tasks that are particularly designed for speaking. Moreover, Dewi et al (2017) asserted that the classroom is the only place where most students are exposed to English. Extracurricular activities that aim to improve students' speaking skill are very rare and limited to the English assembly, which is conducted once a week. Richards confirmed that because speaking skill is the only skill that is not included in the exams, it is given less teaching emphasis. The focus is mainly on teaching reading and writing besides grammar and vocabulary. Although the teaching of speaking can be integrated into other skills like reading and writing, teachers think that time is insufficient to do that, and priority is given to other skills rather than speaking because they are included in the exam and speaking is not.

On the other hand, the experimental group revealed a mean rate of 1.69 in the pretest and has progressively improved after the use of Themed Bingo Cards with mean rate of 3.21 interpreted as "Average" fluency. This shows that after the learners have undergone

the innovation which is the Themed Bingo Cards (TBC) with incorporation of the Oral Language Intervention Program (OLIP), there is an impact and that they were able to meet the desired MELCs for the quarter. Therefore, this is an implication that the use of the teaching technique TBC is effective in teaching language to beginners with focus on fluency that integrates different themes across the curriculum. This also implies that through the TBC, the components of oral language fluency were enhanced among the individual participants. It can be said that the learners' ability to produce clear, smoothly flowing well-structured speech with an effective logical structure which helped the recipient to notice and remember significant points. It proves that there is a significant increase in being able to communicate with others without being assisted, express one's ideas and thoughts as well as listening and understanding language aligned to their expected competency level.

As Sangaji (2019) reported, speaking skill can be considered as a primary skill that the students must have. Since people who know a language is usually called the speaker of that language, then speaking skill is very important. Al-Abri (2008) concluded that the lack of oral activity in the learning textbook without innovative strategies, sometimes becomes the reason why the students low in speaking skill. The students can learn speaking skill from many sources like songs, TV programs, or other media or interactive games that elicit motivation, and provide exposure and language use authentically. Teachers should utilize the sources available for the oral materials such as the bingo cards.

Additionally, the findings of this study is affirmative of Coco (2011) as he reported that bingo cards using themes is a holistic, experiential strategy which provokes personal reflection. From the point of view of Coco (2011) and several research mentioned in the literature, Bingo Cards, positive effect to oral speaking ability in general, conformed also to the studies conducted by Dewi et.al. (2017). They reported that using communicative games improved the students' speaking fluency skill. The 2-cycle classroom action research that they conducted was able to improve the students' mean score from 60.42 to 69.02 in the first cycle, and reach up to 78.77 in the second cycle. Besides, other research instruments like observation, interview and questionnaires had managed to obtain the students' perception

over communicative games of having good influence on students' participation, confidence, and fluency in class.

Similar to Wright (2006), he stated that, "a game is an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others". The Bingo card games in different variations of topics had succeeded in creating a good atmosphere for the students to speak a lot. It also managed to lower their hesitation to speak up. Moreover, the findings of this study are also in line with the previous related studies on the use of Bingo card games with integration on different contents and themes in improving some elements of speaking: vocabulary mastery, grammar, pronunciation, and comprehension that greatly affect fluency in a language - expression, exposure, accuracy, and comprehension. These research findings support the results of the studies of Puspita & Losari (2016) and Pui Kuet Poh, 2015).

Furthermore, Richardson (2017) mentioned that Bingo is one of the most popular of all games, playing Bingo Cards also lets teachers work with words in a relaxed atmosphere. Bingo is also an excellent game to play as a review. Most of the students enjoy the competition and participate enthusiastically. Bingo can be played in any content area. It has modified to educate the learners by using Bingo game as the alternative way to teach vocabulary and fluency.

Furthermore, Remko (2016) postulated that Bingo is an incredibly fun game to play in group. It is very easy to play and it can help to rehearse anything from language vocabulary to math and historical facts. Besides this game is a fun game to play it also reinforces the language vocabulary and it is suitable for learners who learn the language process as they progress in acquiring fluency of the target language.

Table 1

Level of the Learners' Oral Language Fluency before and after the use of the Themed Bingo Cards

Participants	Before (Mean Rate)	Descriptive Rating	After (Mean Rate)	Descriptive Rating
Control	1.65	Very Poor	2.54	Below Average
Experimental	1.69	Very Poor	3.21	Average

Rating Scale Ranged from 1 (very poor fluency) to 5 (above average fluency)

1.00 – 1.80 *Very poor fluency*

1.81 – 2.60 *Below average fluency*

2.61 – 3.40 *Average fluency*

4.21 – 5.00 *Above average fluency*

Pretest and Post-test Scores of the Experimental Group

Table 2 reveals the test statistic, W , which has the smaller of the absolute values of the positive ranks and negative ranks. In this case, the smaller value is 1. Thus, the test statistic is $W = 1$. Since the test statistic ($W=1$), is less than the critical value which is 2 as based on the Wilcoxon Signed Rank Test Critical Values Table that corresponds with $n=6$ and the chosen alpha level of 0.10. it rejects the null hypothesis. This means that there is a sufficient evidence to say that the innovation situated on an intervention program led to a significant increase in the level of the learners' oral language fluency before and after the use of the Themed Bingo Cards.

It can be deduced from the results that there is an evident significant proficiency development in oral language within two month-period in an intervention program. This supports previous studies that when learners are exposed to the language and they are given opportunity to practice and communicate without being controlled, it would yield to a "window of opportunity" for development even as young learners as Grade 1. In this study, it enabled the researcher to investigate about the second language (L2), which is English, in terms of language development in a formal setting, where opportunities to use the L2 are less frequent than with learners who are exposed to it on daily basis. Even so, proficiency significant development was captured using both a holistic scale to assess English oral fluency and one out of four analytic scales that addressed L2 proficiency subcomponents,

namely, the fluency performance. In other words, the learners' oral proficiency level ranged from limited fluency which is very poor moving up to an average range of fluency.

It is interesting to notice that significant changes in rates across time were found for oral proficiency leading to an increased fluency level with the fluency components approaching significance. These results suggest that changes in comprehension, accuracy, speed, and expression seem to be more resilient and may take more time and different pedagogical strategies to be consolidated, and that most of the participants need more systematic help to improve these skills, and that through taking the initiative of innovating effective teaching strategy or technique, that learners would enjoy surface to achieve better learning outcomes.

Answering the research questions, it can be stated that at the time of this study, public and private schools globally, including the Philippines, and that does not exclude the Cordillera Region where the Schools Division of Abra belongs take initiatives at improving its teaching quality and discipline maintenance among the learners despite the pandemic. Overall, this study conducted in Gapang Elementary School indicates that the Grade 1 learners were likely to demonstrate relatively unstable in the oral language fluency performance in the English language. However, after incorporating the Themed Bingo Cards (TBC) as a teaching technique in a period of two months, there is still the likelihood that a significant variance of performance level using holistic and analytic scales as judgments of learners' performance in different components of oral language fluency. This study thus points the need to adopt teaching strategies and techniques that are appropriate to the alignment of the learning competency learners are expected to master. With the target of mastering all the language skills, makes English teachers need to equip themselves with a technique of teaching speaking which is effective. Learned from the previous study done by Dewi et.al. (2017), the use of communicative games in English classes proved to be effective and was able to improve the students' speaking skill. In particular, a game called BINGO, was reported to be succesful in improving students' vocabulary.

While investigating the appropriateness of the Themed Bingo Cards as a teaching technique to master oral language fluency, the study indicated there are positive effects in the learners' oral abilities. As for oral speech development, it showed that the five scales used in this study detected some degree of development for the learners, but that each of them presented different learning paths both at the initial and final data collection. These findings highlight the importance of examining speech as it evolves, paying attention to the individual paths, rather than simply grouping all learners, and drawing generalized conclusions about how L2 proficiency develops (Ortega & Han, 2017).

Although overall English oral proficiency development was found to be significant across time, vocabulary development approached significance and seemed to be noticeable after the last week of English instruction. However, pronunciation and speed changes are hardly seen for the group of learners being tested, with a few exceptions. These results may be partially due to the limited data provided to the raters and the small sample size. However, they still indicate that in formal language settings such as the one investigated here, where the communicative approach for language teaching prevails, special attention may need to be given to the teaching of grammar and pronunciation so that the development of these subcomponents can be enhanced (Ortega and Han, 2017).

With the target of mastering all the language skills, makes English teachers need to equip themselves with a technique of teaching speaking which is effective as learned from the previous study done by Dewi et.al. (2017), the use of communicative games in English classes proved to be effective and was able to improve the students' speaking skill. In particular, the Bingo Card games, was reported to be successful in improving students' fluency (Rosidi & Faliyanti, 2014) and (Herlina, 2015).

Table 2

Difference in the Pretest and Post-test Scores of the Experimental Group

Participant	Before	After	Difference	Abs. Difference	Rank	Negative Ranks	Positive Ranks
1	6	5	1	1	1		1
2	3	6	-3	3	5.5	-5.5	
3	2	4	-2	2	3	-3	
4	5	8	-3	3	5.5	-5.5	
5	3	5	-2	2	3	-3	
6	1	3	-2	2	3	-3	
Sum						-20	W= 1

**Reject
the null**

Alpha level = 0.10

Post-test Scores of the Experimental Group and Control Group

Using $n_1 = 5$ and $n_2 = 6$ with a significance level of 0.10, the Mann-Whitney U Table shows that the critical value is 5: As shown, the test statistic (28) is greater than the critical value (5), thus, the null hypothesis is rejected. Since the result rejects the null hypothesis, it is evident that the test scores of the pupils who used the TBC is different than the test scores of the students who did not undergo the treatment. The statistical results of the calculation of the current study had proved that the null hypothesis, which stated that there is no significant effect of Themed Bingo Card on the students' oral language fluency was rejected, and thus states that there is a significant effect of the Bingo game on the students' speaking ability was accepted. There is a difference between the level of the learners' oral language between the Experimental Group and Control Group after the use of the Themed Bingo Cards. Therefore, TBC had definitely given positive impact to the speaking ability of the students, especially in describing nouns, numerical literacy, family and school concepts.

It reinforces the findings of Puspita and Losari (2017) on *The Influence of Using Bingo Game Towards Students' Vocabulary Mastery* that the level of the learner (whether beginners, intermediate, or advance) means that the teacher should give a material which is proper to the level of the students and in teaching learning process, teaching English is clearly more than just presenting grammar, vocabulary, or comprehension. Furthermore, this study supports Hadfield (2019) when he stated that bingo game also has a lot of advantages; it can help the students remember some vocabularies which are difficult to be

memorized. In learning process, it also invites the students to think quickly, and it can improve the ability to cooperate each other. Besides that, it needs cooperation among the members of the group while the students are playing the game.

Another study of Widiyaswari and Nugroho (2012) found that there was a significant difference in vocabulary and pronunciation mastery between the students who are taught by using Bingo Card and those who are not. The students' got high progress since they got treatment using Bingo game. Their vocabulary mastery which eventually aid them in their fluency of speaking was increased and also makes them get higher score than before. Based on the result of the research, Bingo Card game is appropriate to be used to teach vocabulary mastery and fluency.

Table 3

Difference between Post-test Scores of the Experiment Group and Control Group

Participants	N	rank (R)	test stat (U)	Overall U (t-stat)	Crit.stat	Decision
Control	5	37	28	28	5	Reject the
Experimental	6	18.5	32.5			Null
						hypothesis

Alpha Level= 0.10

Reflection

The researcher posits that reading words correctly is a key to developing fluency. Children need to be able to read words easily without having to stop and decode them by sounding them out or breaking them into chunks. When children can accurately and easily read the words in a text, they are able to think about what they are reading rather than putting all of their effort toward figuring out the words. To read a text fluently, a child should be able to read almost all of the words easily. Accuracy combines with the other three parts of fluency to produce fluent readers. When children read fluently, they read at an efficient rate. When the child is able to combine accuracy, rate, expression, and comprehension, that is reading fluency.

This study was an eye opener for the researcher because after conducting it, she realized that language teacher should not only be given the role of improving English components skills especially to young learners. Teachers whatever subject area is handled, the stigma of relying only to the language teachers should not exist. Every teacher is a language teacher, as the researcher supposed. After utilizing the Themed Bingo Cards where subject contents are incorporated in language learning focusing on oral language fluency as the target learning competency with subcomponents, it is paramount that interactive ways and unique strategies in presenting and teaching the lesson impact in the delivery of instruction, especially now that it is no longer the old normal school. Synchronous and asynchronous learning are inevitable and that, exploring effective teaching strategies aid hugely in mastering any learning competency.

With the challenges faced in conducting this research due to restrictions in health, the researcher the importance of educational innovation in time of COVID-19. She is into a strong belief that innovation in education is indeed crucial because the young minds shaped by the educational system through the teachers in the grassroots in modern times will lead the charge for development tomorrow. And, if the rapidly changing requirements of today's workforce are any sign of what is ahead for coming generations, this investment in education would be essential to keep progressing at the present rate and quality. To catch up, teachers especially for the young learners must update the out-of-date processes and techniques that define schools to implement practices that prepare learners better for future roles. Thus, the spirit and character of the classroom get created by the teachers. The cornerstone of creative education is novel teaching concepts that encourage learning, inquiry, exploration, and risk-taking, such as conducting this research. The researcher claims that she has become better in designing innovations that address learning gaps.

Conclusions and Recommendations

Conclusions

After conducting the research and analyzing the data, the researcher drew to several conclusions of using Themed Bingo Card to improve students' ability in oral communication in Grade 1, the researcher can conclude based on the findings that:

1. The level of oral language fluency of the experimental group had improved immensely after using Themed Bingo Cards, from "Very Poor" fluency to "Average". On the other hand, the control group is described as having "Very Poor" fluency, and increased slightly to "Below Average" fluency.
2. There is a significant in the pretest and post-test scores of learners in the experimental group.
3. There is a significant difference in post-test scores between the experimental group and the control group.

Recommendations

Based on the conclusions above, the researcher puts forward the following recommendations:

1. Themed Bingo Cards be used in teaching prosodic features of speech, other English components where applicable, and in other subject areas since this is in a form of interactive games and uses themes for particular contents across curriculum. The English teacher should pay much attention to appropriate speaking bingo card game that will be applied in presenting the speaking ability.
2. Language teachers can modify models using the Themed Bingo Cards to improve research gaps or not in the scope of this research.
3. Teachers in other subject areas should use the Themed Bingo Cards in mastering content and competencies appropriate and develop it for quality assurance in the school division's Learning Resource Management System (LRMS) for utilization of teachers.

4. In order for the curriculum to provide students with frequent opportunities of speaking, communicative tasks should be included. Those tasks should focus on getting students to convey the meaning rather than the form. This can help students acquire the language better as many researchers declared Involving students in extracurricular activities can provide them with more chances to use the language, and the classroom will not be the only place where they are exposed to the English language. To achieve this, all English teachers, English supervisors, school administrators, and staff of the Department of Education should work together Assessment tool designers and curriculum designers should work cooperatively in order to reach an alignment between what is introduced in the textbooks and how it should be assessed.

Action Plan

The researcher will develop flyers that highlight how the the themed bingo cards are used in the delivery of lessons. These flyers will be distributed to the teachers, the school head, and the district supervisor. Sample hard copies of the themed bingo cards used will also be shown to them for their perusal had they want it. Following this, the researcher conducts Learning Action Cell (LAC) session to colleagues with printed copy of the research findings and abstract. Since a copy of the flyer will be given to the district supervisor, request to present it during one of their collegial discussions, meeting, or conference. If there are mechanics led or initiated by the schools division research committee, or any available paltforms like organizations outside the department, the researcher takes the chance. For outside organizations, unless it is permitted by the regional office to do so, then it will be submitted for publication.

For the resources in order to fully achieved its presentation, utilization, and distribution, printed and digital copies will be provided or made availbale. Through internet onnecticity and IT sources, all will be used for the smooth flow of the plan with persons involved and target dates of imple,implementations.

Objective	Activities	Person/s involved	Target Date	Resources
To disseminate the result of the study	Develop brochures/flyers presenting the result of the study highlighting the use of THEMED BINGO CARDS in the teaching and learning process	Researcher	September 2022	Printing materials
	Conduct LAC sessions on the use of THEMED BINGO in teaching	Researcher, teachers	September to December 2022	Printing materials, venue, meals and snacks
	Present the result of the study in the District Research Conference	Researcher, participants of the congress	December 2022	Printing materials, computer
	Publish the result in the division website or any platform available for publication	Researcher, IT officer	December 2022	Internet connection, computer

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Financial Statement

A. Supplies and Materials							
Activity	Item	Unit	Quantity	Estimated Cost	Total	Actual Cost	Total Actual Cost
Preparation of Research Proposal, Implementation Plans/ survey/feedback forms, and Final Report	A4 bond paper	ream	8	250.00	2,000	2,000	2,000
	A4 folder Tagboard with fastener	pc	20	20	400	400	400
	Printer Ink Black	bottle	2	350	700	700	700
	Printer Ink Cyan	bottle	2	350	700	700	700
	Printer Ink Magenta	bottle	2	350	700	700	700
	Printer Ink Yellow	bottle	2	350	700	700	700
	Board papers for cards	packs	40	175	7,000	7,000	7,000
	USB Flash Drive	pc	1	1,000	1,000	1,000	1,000
	Laminating film	roll	2	1,000	2,000	2,000	2,000
B. Domestic Travel Expenses							
Submission of First Trance Deliverables with wet signature	Courier		1	300	300	300	300
C. Food and other incurred expenses during conduct of research							
D. Reproduction, Printing, and Binding Cost							
E. Communication expenses for the implementation/Conduct of the study							
Validation of Instruments (Pretest/Post test)	Load of Validators/ Experts	Card	5	300.00	1,500	1500	1500
Implementation of the study-Data Gathering/Collection, Preparation and submission of research papers and ther documents	Regular load of proponent	card	6	500	3,000	3,000	3,000
	Internet Load of proponent	card	6	500	3,000	3,000	3,000
F. Other Expenses							
					23,000	23,000	23,000

Prepared by:

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