EFFECTIVENESS OF LANGUAGE INTERVENTION PROGRAMME FOR INDIGENOUS PEOPLES (IP) LEARNERS WITH SPEAKING DIFFICULTIES IN ENGLISH IN THE PHILIPPINES

ADELAILA JURADO- LEAÑO

THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE DOCTOR OF PHILOSOPHY IN SPECIAL EDUCATION

FACULTY OF HUMAN DEVELOPMENT UNIVERSITI PENDIDIKAN SULTAN IDRIS

2019

UPSI/IPS-3/BO 32
Pind : 00 m/s: 1/1

UNIVERSITI PENDIDIKAN SULTAN IDRIS
SULTAN IDRIS EDUCATION UNIVERSITY

Please tick (√)
Project Paper
Masters by Research
Master by Mixed Mode
PhD   √

INSTITUTE OF GRADUATE STUDIES

DECLARATION OF ORIGINAL WORK

This declaration is made on the ......20th......day of....September.20.19....
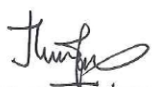
i.   Student's Declaration:

I,   ADELAILA J. LEAÑO, P20161000126, Faculty of Human Development   (PLEASE INDICATE STUDENT'S NAME, MATRIC NO. AND FACULTY) hereby declare that the work entitled   Effectiveness of Language Intervention Program for Indigenous Learners with Speaking Difficulties in English in the Philippines   is my original work. I have not copied from any other students' work or from any other sources except where due   reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person.

_____
Signature of the student

ii.   Supervisor's Declaration:

I Dr. Norfishah Binti Mat Rabi   (SUPERVISOR'S NAME) hereby certifies that the work entitled Effectiveness of Language Intervention Program for Indigenous Learners with Speaking Difficulties in English in the Philippines _____ (TITLE) was prepared by the above named student, and was submitted to the Institute of Graduate Studies as a * partial/full fulfillment for the conferment of Doctor of Philosophy in Special Education   (PLEASE INDICATE THE DEGREE), and the aforementioned work, to the best of my knowledge, is the said student's work.

14·11·19
Date

_____
Signature of the Supervisor

UPSI/IPS-3/BO 31
Pind.: 01 m/s:1/1

UNIVERSITI PENDIDIKAN SULTAN IDRIS
SULTAN IDRIS EDUCATION UNIVERSITY

INSTITUT PENGAJIAN SISWAZAH /
INSTITUTE OF GRADUATE STUDIES

BORANG PENGESAHAN PENYERAHAN TESIS/DISERTASI/LAPORAN KERTAS PROJEK
DECLARATION OF THESIS/DISSERTATION/PROJECT PAPER FORM

Tajuk / *Title*:   **Effectiveness of Language Intervention Programme for Indigenous Peoples (IP) Learners with Speaking Difficulties in English in the Philippines**

No. Matrik /*Matric No.*:   **P20161000126**

Saya / *I*:   **Adelaila J. Leaño**

(Nama pelajar / *Student's Name*)

mengaku membenarkan Tesis/Disertasi/Laporan Kertas Projek (Kedoktoran/Sarjana)* ini disimpan di Universiti Pendidikan Sultan Idris (Perpustakaan Tuanku Bainun) dengan syarat-syarat kegunaan seperti berikut:-
acknowledged that Universiti Pendidikan Sultan Idris (Tuanku Bainun Library) reserves the right as follows:-

1. Tesis/Disertasi/Laporan Kertas Projek ini adalah hak milik UPSI.
   The thesis is the property of Universiti Pendidikan Sultan Idris

2. Perpustakaan Tuanku Bainun dibenarkan membuat salinan untuk tujuan rujukan dan penyelidikan.
   Tuanku Bainun Library has the right to make copies for the purpose of reference and research.

3. Perpustakaan dibenarkan membuat salinan Tesis/Disertasi ini sebagai bahan pertukaran antara Institusi Pengajian Tinggi.
   The Library has the right to make copies of the thesis for academic exchange.

4. Sila tandakan (√) bagi pilihan kategori di bawah / *Please tick (√) from the categories below:-*

[/] **SULIT/***CONFIDENTIAL*   Mengandungi maklumat yang berdarjah keselamatan atau kepentingan Malaysia seperti yang termaktub dalam Akta Rahsia Rasmi 1972. / *Contains confidential information under the Official Secret Act 1972*

[ ] **TERHAD/***RESTRICTED*   Mengandungi maklumat terhad yang telah ditentukan oleh organisasi/badan di mana penyelidikan ini dijalankan. / *Contains restricted information as specified by the organization where research was done.*

[ ] **TIDAK TERHAD /** *OPEN ACCESS*

_____
(Tandatangan Pelajar/ Signature)

Tarikh: _____

_____
(Tandatangan Penyelia / *Signature of Supervisor*)
& (Nama & Cop Rasmi / *Name & Official Stamp*)
DR. NORFISHAH BINTI MAT RABI
Pensyarah Kanan
Jabatan Pendidikan Khas
Fakulti Pendidikan dan Pembangunan Manusia
Universiti Pendidikan Sultan Idris

Catatan: Jika Tesis/Disertasi ini **SULIT** @ **TERHAD**, sila lampirkan surat daripada pihak berkuasa/organisasi berkenaan dengan menyatakan sekali sebab dan tempoh laporan ini perlu dikelaskan sebagai **SULIT** dan **TERHAD**.

Notes: If the thesis is CONFIDENTAL or RESTRICTED, please attach with the letter from the related authority/organization mentioning the period of confidentiality and reasons for the said confidentiality or restriction.

ACKNOWLEDGEMENT

The researcher wishes to convey her sincerest, unceasing gratitude and appreciation to the following:

ABSTRACT

This study aimed to determine the effectiveness of Language Intervention Program (LIP) for Indigenous Peoples (IP) learners with speaking difficulties in English. Its objectives were to: (1) identify speaking difficulties of IP learners in English; (2) discover factors affecting these speaking difficulties; and (3) design, develop, implement, assess and Language Intervention Program (LIP) that addresses aforementioned problems based from Social Learning Theory. Qualitative research design was utilised through a case study of five selected Grade 2 IP learners, five parents and one teacher at Echague, Isabela, Philippines. Data were collected through observations, oral assessment activities, interviews, and document analysis. Instruments included observation checklists, constructed oral assessment, and interview questions. Results were thematically analysed as modelled by Creswell. Findings from observations and oral assessment disclosed that speaking troubles in English phonology on Alphabet knowledge domain, comprised difficulty in sounding letters, reciting English alphabets in sequence; recognising alphabetical arrangement of English words; identifying beginning consonant sounds; and distinguishing similarities and differences of alphabets both in English and Filipino languages. In phonics and words recognition, difficulty is on matching of English words with Consonant-Vowel-Consonant (CVC) patterns and basic sight words with their pictures. For phonological awareness, difficulty is on identifying rhyming words. Poor English vocabulary signified semantics difficulty. Weak oral communication indicated pragmatics deficiency. Difficulty in Syntax signified poor grammatical awareness of nouns and verbs. From interviews and document analysis, the study has identified several factors affecting speaking difficulties. These are on physical domains, intellectual aspects, behavioural aspects, and home factors. Physical components involved mispronunciations while intellectual area included hindrances in comprehension, English vocabulary, information processing, memory, attention span and IP learner's language. Behavioural factors comprised misbehaviours and negative attitudes. Home factors comprised parents' inadequate supervision and insufficient English aptitudes. LIP was developed based on noted difficulties and through parents and experts 'consultations. In conclusion, research findings reveal that LIP was effective to solve IP learner's English speaking problems. This implied that LIP can be used by teachers to teach IP learners in other schools.

KEBERKESANAN PROGRAM INTERVENSI BAHASA UNTUK MURID ORANG ASLI (OA) DENGAN KESUKARAN BERTUTUR DALAM BAHASA INGGERIS DI FILIPINA

ABSTRAK

Kajian ini bertujuan untuk mencipta Program Intervensi Bahasa (PIB) untuk murid Orang Asli (OA) yang mengalami kesukaran bertutur dalam Bahasa Inggeris. Objektif kajian ini adalah untuk mengenalpasti kesukaran bertutur Bahasa Inggeris dalam kalangan murid OA; menemui faktor yang mempengaruhi kesukaran bertutur; mereka bentuk, membangun, melaksana, menilai dan mendokumentasikan Program Intervensi Bahasa (PIB). Reka bentuk kajian kualitatif menggunakan kaedah kajian kes melibatkan lima orang murid OA di Gred 2, lima orang ibu bapa dan seorang guru. Data dikumpul melalui pemerhatian, aktiviti pentaksiran lisan, temu bual dan analisis dokumen. Instrumen kajian merangkumi senarai semak pemerhatian, pentaksiran lisan konstruktif dan soalan temu bual. Dapatan pemerhatian dan penilaian lisan mendapati masalah percakapan dalam fonologi bahasa Inggeris; kenal pasti bunyo konsonan awal; dan membezakan persamaan dan perbezaan abjad bahasa Inggeris dan bahasa Filipino. Bagi pengecaman fonik dan perkataan, kesukaran adalah untuk memadan perkataan bahasa Inggeris dengan pola KVK dan perkataan dengan gambar. Untuk fonologikal, kesukaran adalah untuk mengenal pasti rima perkataan. Manakala kelemahan tatabahasa ditunjukkan melalui kesukaran semantic. Kelemahan komunikasi lisan ditunjukkan melalui kelemahan pragmatic. Kelemahan dalam sintaksis ditunjukkan melalui kekurangan tatabahasa dalam kata nama dan kata kerja. Dapatan temu bual dan analisis dokumen menunjukkan beberapa factor mempengaruhi kesukaran percakapan iaitu domain fizikal, aspek intelektual, tingkah laku dan factor rumah. Komponen fizikal melibatkan kesilapan sebutan manakala aspek intelektual merangkumi halangan kefahaman, tatabahasa bahasa Inggeris, pemprosesan maklumat, ingatan, tahap tumpuan dan bahasa pelahar OA. Faktor tingkah laku terdiri daripada sikap dan tingkah laku negative. Faktor rumah berkaitan dengan kurang pemantauan keluarga dan kecenderungan berbahasa Inggeris yang tidak mencukupi. PIB dibangunkan berasaskan kesukaran yang diketahui dan penasihatan pakar juga keluarga. Sebagai kesimpulan, dapatan kajian menunjukkan PIB adalah berkesan untuk menyelesaikan masalah kesukaran pertuturan dalam bahasa Inggeris dalam kalangan pelajar OA. PIB boleh digunakan oleh guru untuk mengajar pelajar OA di sekolah.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

AK	Alphabet Knowledge
DePED	Department of Education
GAS	Grammar Awareness and Structure
IVE	Improved Vocabulary in English
IP	Indigenous Peoples
IPL	Indigenous Peoples Learners
LIP	Language Intervention Program
N/A	Not Applicable to the IP learner
N	No
OR	Oral Language
PA	Phonological Awareness
PAK	Progress in Alphabet Knowledge
PGAS	Progress in Grammar Awareness and Structure
POL	Progress in Oral Language
PPA	Progress in Phonological Awareness
PPWR	Progress in Phonics and Word Recognition
PVE	Poor Vocabulary Development
PWR	Phonics and Word Recognition
Y	Yes

APPENDIX LIST

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter introduces the background of the study; problem statement; objectives of the study; research questions; limitations of the study; significance of the study; conceptual framework; and operational definitions. The background of the study put in the picture the salient points about the speaking difficulties in English, Indigenous Peoples (IP) learners, English as a language of instruction and language intervention program. The problem statement clarifies the leading ideas about the problems of IP learners in speaking on the four elements of English language. It also expounds the same arguments based on related previous studies conducted and existing literature on speaking difficulties. It elucidates the prevailing gaps in the present practices in handling language instructions among IP learners, which are needed to be addressed.

In this phase, the objectives of the study were stated and the corresponding questions to achieve every objective. The limitations of the study were likewise presented. It was also expounded in this chapter the respective significance of the study to various shareholders such as: Indigenous Peoples (IP) learners, their parents and teachers, policy makers and stakeholders, the researcher, the SPED curriculum developers as IP educators, and future researchers. The conceptual framework was also depicted and was explained. Lastly, this chapter explicates the various operational definitions used in this study.

1.2 Background of the Study

In the Philippines, the Department of Education (DepED) remains steadfast in its commitment to provide access, equity and equality through an inclusive and culture-based education to every indigenous learner in the country. There is a continued effort in enhancing the implementation of the Indigenous Peoples Education (IPEd) Program and strengthening the capacity of Philippine public schools and learning programs to deliver such services. In recognition of the right of indigenous peoples to culturally rooted and responsive basic education, the Department of Education (DepED) adopted the Indigenous Peoples Education Curriculum Framework (Department of Education, 2015) which aims to provide guidance to schools and other education programs as they engage with indigenous communities in contextualizing the K to 12 Curriculum based on their respective educational and social contexts. Such framework is the output of a series of consultations with community elders, leaders and implementers of community-based Indigenous Peoples Education (IPEd) initiatives. As a major

milestone in the enhancement of the IPEd Program, it will benefit more than 1.19-million IP learners enrolled in public schools, as well learners enrolled in community and civil society organization-run schools (Department of Education, 2015).

In line with IP Education (IPEd), the grounding of the teacher who will embark in teaching mainstream classrooms in Indigenous communities is very challenging. Aside from the numerous hardships in dealing with special needs of indigenous learners, the teacher has to work very hard to adapt himself or herself to the complex cultural aspects of the community where she or he teaches. Through this humble work, the researcher wishes to provide support; guidance and assurance to teachers of IP teaching mainstream classes in order to sustain their dedication and commitment to Indigenous learners with speaking difficulties. This humble work may serve as my utmost contribution to the unending quest for advancements in Teacher Education in line with Education of Indigenous Peoples (IP) in the Philippines (Department of Education, 2015).

As Educational curricula in the Philippines have changed, teaching methods and approaches are needed to be transformed. Each Kindergarten to Grade 12 Curriculum strand requires every learner to acquire mastery of lessons as they go through the different educational levels. Unfortunately, research uncovers that while educational reforms are taking course in the Philippines, stakeholders like teachers, parents and learners are confronted with issues. Filipino learners continue to face various academics and non-academic concerns in the implementation of the new national basic education curriculum, the Kindergarten to Grade 12 Curriculum. Unfortunately, regular teachers deem the need for in-service trainings and suitable

instructional materials in handling the unique learning need of every learners most especially in cultivating speaking skills in English (Department of Education, 2016). These aspects of education have gained equal attention from school authorities leading to a more rigorous effort to make instructions suited to the individual needs and interest of every IP learner through accommodations, adaptations and interventions (Department of Education. (2011).

Hence, this study focused on designing and developing a Language Intervention Program for Indigenous Peoples learners with speaking difficulties in English in the Philippines. It will be one of the several advocacies and movements related to the education of Indigenous Peoples children with special needs of the country.

1.2.1 Speaking difficulties in English

Research evidences impels a gargantuan amount of benevolence among mainstream teachers who are teaching Indigenous Peoples (IP) learners with speaking difficulties in English to help them attain their potentials in academics. These issues may generate troubles with understanding, acquiring vocabulary and interactions using English language. The Understood Team (2016) mentioned that some children can have more than one among these difficulties, which are: 1) expressive language difficulties, 2) mixed receptive-expressive language difficulties, and 3) social communication difficulties. During teaching and learning processes, expressive language difficulty in English makes it hard for the child to put his or her ideas even feelings into words. Their

vocabulary in English is very limited that they may leave out key words in their sentences and may say sentences with confusing ideas. Some children may also manifest difficulty in English when they find it so hard to understand what the teacher is saying and are troubled processing information and expressing thoughts into spoken words. It is so challenging for them to decipher verbal directions, and respond to usual greetings and English expressions. IP learners are much more confronted with orally read stories that have longer sentences because of poor vocabulary in English. Other pressing problems of IP learners in oral language in English are difficulties in pronunciation of words and sounding of English vowels and consonants.

An issue in the mainstream classes in the Philippines is teachers' preparation. A reason that teachers failed in the past is because they were not prepared in handling IP learners with learning problems particularly the difficulty in speaking English. They feel that the classroom challenge is very extensive and how or where to start is unclear. These issues were discussed in the Thematic Paper towards the preparation of the 2014 World. Conference on Indigenous Peoples "Education and Indigenous Peoples: Priorities for Inclusive Education" of the Inter-Agency Support Group on Indigenous Peoples' Issues (2014). Much effort has been taken along these issues, by developing specially tailored pedagogical approaches, culturally and linguistically customized learning programs in English for indigenous learners. Noted and emphasized is a need to craft instructional programs such as intervention which are suited to those IP learners with learning problems.

Furthermore, it was also suggested that to make the said program effective, it must be localized. It must be done in a bottom-up manner to guarantee that infrastructure, materials and instructions, cater the context and unique needs of IP learners. However, most of the current instructional programs, materials and assessment processes in the Philippines are more focused on the reading, writing and listening areas not on speaking. In the assessment of language skills, activities in the speaking domain are generally limited. These are the reasons of cultivating a particular type of teaching approach, and/or language intervention program in acquiring skills in speaking English that addresses the difficulty of IP learners in the mainstream class.

This Language Intervention Program aimed to bring out the abilities of IP learners with speaking difficulties in English to make them learn things on their own, which ordinary instruction may not be responsive at all. Hence, this Language Intervention Program for IP learners with speaking difficulties was of great help since this involved even the parents, peers and other significant persons in the life of the target IP learner that helped him or her acquire the said communication skill in English.

1.2.2 Indigenous Peoples (IP) learners

In his or her academic life, it is very important for Indigenous Peoples (IP) learners to learn to speak English. She or he must know not just to observe correct grammar, pronunciation and vocabulary, she or he also needs to comprehend and appreciate the ways upon which the meaning is conveyed (Centre for Applied Linguistics, 2016). This is why most educators all over the world continuously delve into discovering ways

and means on how to improve and make English language instructions really works most specially among IP learners with speaking difficulties in English to remedy their academic hardships and help them acquire essential life-long skills. These issues and concerns make Philippine educational innovations continue to shape curricular systems and instructions for IP learners in basic education. These are relevant to the specific learning need of IP learners especially those with speaking difficulties in English.

According to Education 2030 Framework for Action, UNESCO (2015) during the World Education Forum 2015, extensively instigated Education for ALL (EFA) programs in the Philippines. Relevant and appropriate educational reforms are particularly crafted for Filipino Indigenous Peoples (IP) learners to help them cultivate and preserve the cultural and indigenous knowledge, traditions and practices where they belong. Designing classroom approaches that will suit the cultural needs and personal intricacies of each student is one of the focal point of the majority of educational agenda and trends in the present times. Any culturally appropriate curricular enterprise recognizes that there are various cultural differences in the classroom. It means knowing students as individuals not as labels or based on racial or cultural assumptions.

Some general culturally responsive practices (Schlessinger, 2016) may include: 1) greeting every pupil with a warm welcome and genuine interest in their well-being every day; 2) managing class-meeting times by learner's curiosities; 3) set up a reflective process that allows indigenous special needs pupil to write/draw/act out or else convey whatever emotions or events she or he may be coping with; 4) conveying of expectations; 5) devising instruction to encourage pupil engagement by having them

play an active role in learning activities; and 6) create a positive perspectives on parents and families of culturally and linguistic diverse pupils. This would be possible through dialogue with parents and community members on issues important to them, along with the special instruction of these individuals and issues in classroom curriculum and activities. Instructional materials (Brown, 2015), which are written in a language foreign to the child even in the Mother Tongue, must be translated in the new language form - may be in an oral, gesture or sign language, where information are created specifically for the target audience. Therefore, an urgent need to conduct a research on indigenous young children's language development that was focused on speaking difficulties and response to interventions was carried out.

1.2.3 English as language of instruction

Philippines is an archipelago of 7,107 islands in the Pacific with rich linguistic and cultural diversity. Base on the Ethnologue (Garbes, 2012), there are 171 living languages spoken in the Philippines today. This linguistic variety is the reason why some policies and projects in Philippine government and education begin to reflect the multi-cultural and multi-linguistic components of Philippine Education. Philippine Constitution provides Bilingual Education proclaiming English and Filipino to be the official languages of the country as these languages are spoken in Metro Manila, the National Capital Region and in most part of the country. The newest policy governing language of instruction in the Philippines today is Mother Tongue Based-Multi-Lingual Education (Department of Education, 2012), which permits the use of dialects and vernaculars of the community as medium of instruction in the classroom. The

practice is emphasized in order to make education and instruction perpetuate the language identity and cultural heritage of the people as a community.

In the Philippines, English is still used as medium of instruction in major subjects like English, Mathematics and Science, although Mother Tongue Based, Multilingual Education (Department of Education, 2012). Moreover, Filipino is being accentuated from Kindergarten up to Grade 3 levels. As current Philippine Constitution (Garbes, 2012) declares English and Filipino as the official languages of the country, school children are constantly confronted with intricacies of learning English language as a second or even a third language. From among the IP learners, English is considered a third language and may be a very big factor that hinders their ability to build vocabulary particularly in the English language. Since English is still the medium of instruction among Philippine classrooms, the IP learners with speaking difficulties can be most troubled when confronted with expressive language activities, recitation, discussions and conversations which are primarily important in the acquisition of knowledge, attitudes and values during learning processes.

When these issues in speaking among IP learners are not attended to, this may lead to problems with expressive or oral language that may be manifested in some common signs of troubles with spoken language (The Understood Team, 2016) namely : 1) poor vocabulary compared to peers of same age and may have difficulty acquiring new vocabulary words; 2) not talking much even if they understand what others are saying, and if they do, they tend to mispronounce and leave out key words when talking; 3) not giving importance to social interactions as they lack the ability to gain

attention and how to greet others properly; and 4) cannot deal with implied or directly stated messages.

1.2.4 Language Intervention Program

English being the international language, is advocated by most Filipino educators to be used as medium of instructions in major subjects like Science, Mathematics, and English in all levels in basic education. All subjects, except Filipino, Civics and History, are taught in English. It has been observed, however, that when IP learners are confronted with the complications of many languages used in instruction, their learning capacities are affected.

During the teaching and learning process, the IP learners who use mother tongue as their dialect-entry to school are not ready to use English; they may find this situation problematic. English words are unfamiliar, so they have to cope with the demands of translating in their minds the words that are expressed in English, then verbalize their thoughts and understanding in either English or Filipino or indigenous language to show that learning is evident. Some of these learners are hard up in processing and verbalizing ideas; may lose their self-confidence. They may suffer from speaking difficulties and they find themselves struggling during classroom interactions. Those with speaking difficulties may lack confidence and find it so hard to perform during class recitations, and expressing of thoughts or "think aloud" activities.

Therefore, they need special attention and immediate action not just from their teachers but from their parents as well. They are in need of intervention that must be suited to their needs and are based on their specific speaking difficulties in English. Hence, this study aimed to find out speaking difficulties of IP these learners, which were the basis in crafting a Language Intervention Program for IP learner with speaking difficulty in English in the Philippines.

Intervention Program intends to aid learners with academic problems attain success. The programme of activities (Meador, 2016) that the child may go through, anticipates to provide him or her with skills she or he is missing and needing to achieve success and satisfaction in his or her school life. The Language Intervention Program to be effective, must involve the significant others in the life of the IP child including his or her teachers, parents/guardians, siblings and peers.

1.2.4.1 Parental/Family Involvement

Intervention Program for IP learners with speaking difficulties would not be possible without the support of parents. Collaboration between school and home will surely make the Language Intervention Program credible and effective. In the study of Meng (2015), findings recognized more indications of influences of home literacy environment in the language proficiencies of young children. These home factors influence the young IP learners upon entering school, regardless of their background including language at home, parents 'educational level and income. Frost (2017), conveyed that parents who are actively involved with their child's academic

undertakings are able to recognize their child's milestones and capacities better than those who are not. These parents may easily perceive academic or developmental lags and may opt to work out with remedies or interventions with the school. Downey (2018) mentioned that parenting attitude shapes the child's school-related abilities. Parents' beliefs in their child's scholastic potential are constantly associated with the child's academic functioning. Parents assume significant responsibilities in training their children to do school tasks and activities.

Through qualitative interviews with the family, the researcher was able to obtain a comprehensive perception of the IP learner's life outside school. During the intervention processes, family members partook in several non-school activities for the necessary stimulations, initiations, motivations and support that can only be provided in the home.

1.2.4.2 Environments for the Intervention

Based on the premise of mainstreaming programs, conventional environments in either the school or at home are settings where child can normally mingle and interact with others. In school, the classroom is generally restricted for standard behaviours and level of communications. Therefore, intervention process and activities are not necessarily done inside the classroom. Other school environment may provide better stimulations and chances for the IP learner with speaking difficulties English to express himself or herself freely without being strained from disturbances, pressures and demands. Such school settings may include the playgrounds, canteens, and waiting areas. The home

environment may not only mean inside the house or its surroundings. These likewise include places and occasions where the Indigenous Peoples (IP) family usually go like farms, markets, nearby groceries or malls, cultural gatherings with relatives and friends and other family celebrations.

1.2.4.3 Provisions of Necessary Supports

In the implementation of the Language Intervention Program for IP learners with speaking problems, supports from both school and home are vital in order to attain success or at least explore the possibilities of solving the individual learner's difficulties in spoken English language. Ample time, unselfish sharing of material and non-material resources, and concerted efforts between and among stakeholders – school leaders, teachers, parents and even peers may facilitate realisation and achievement of desired goals for the target IP learner. Meaningful family involvement in identifying certain speaking difficulties; planning and executing of approaches and activities may greatly influence building of speaking skill and may extend the life experiences and opportunities for the focal IP learner. Supports also comprise enhanced parent-teachers' working relationships and reputable mutual respect for each other's respective contributions, and sharing in decision-making.

1.4 Problem Statement

Human beings build-up relationships through their ability to communicate effectively with one another. Their beliefs, values and understandings are cultivated and expressed through language. This process allows language learners to understand better the society in which they live and participates to the progress of their own viewpoints of the global community. In the same way, therefore, skill in the English language enables IP learners to open himself or herself to and keep up with information, to take part with wider and more diverse communities, and to learn about the role of language in his or her own life and other cultures (Department of Education, 2016).

The Philippine Kindergarten to Grade 12 language arts and multi-literacies curriculum is guided with the principle that all languages are interconnected and interdependent. IP learner's ability in the first language (L1) reinforces learning of other languages (L2). English language learning is a means to develop learners' functional and critical literacy skills. They learn to control and understand the rules of English language, which is valued and preferred by society. English language learning help IP learners reflect on and consider their own use of language and the language of others. (Department of Education, 2016). Nevertheless, many factors are causing difficulties of IP learners in speaking English. Some of these factors are associated to the learners themselves, the instructional strategies, the curriculum, and the environment. For instance, many learners lack the important vocabulary to comprehend meaning across, and consequently, they could hardly sustain their attention during the classroom interaction. Inadequate strategic aptitude and English language ability can be another cause as well for not being able to keep the interaction going (Hosni, 2014).

Philippine Policy on Bilingualism (Department of Education, 1987) provides speaking of English as an integral part of educational endeavours in Philippines. It is a very essential skill to be acquired for most Filipino learners, especially for Indigenous Peoples (IP) learners in order for them to explore and develop their academic abilities. This may also help them acquire life-long competences that enable them to combat global challenges such as building careers, better opportunities in the global market, relationships and/or collaborations with others.

Philippine Curriculum in English provides for successful language learning that involves viewing, listening, speaking, reading and writing activities (Department of Education, 2016). However, in one study, Bator (2016) uncovered word-finding as a speaking difficulty that may prevent learning in all aspects of language. Learner's lack of comfort and inadequacy with spoken language that is required in the learning situation, especially English, may cause learners' hesitation to speak. Language learning should incorporate several strategies and activities that helps IP learners attain English language literacy skills both for meaning and accuracy (Department of Education, 2016).

To achieve learning, IP learner, is expected to acquire English vocabulary building skills to maximize his learning capabilities through speaking. The IP learner's communication skills in English empower him or her to establish and sustain interest in exploring and exchanging knowledge with others. His or her speaking ability in English facilitates sharing of thoughts and ideas verbally, and eventually helps him or her maintain good academic performance. Unfortunately, some learners are not motivated to speak English. They do not appreciate the tangible necessity to learn or

speak English (Hosni, 2014). Their limited oral language skills in English may hinder them to acquire verbal abilities in English.

Quality language teaching and customized educational programs such as intervention must be integral parts of pedagogical practices in handling Indigenous Peoples (IP) learners (UNESCO, 2016). To make learning possible, teaching approaches and learning activities need to consider components among the three facets: academic excellence, quality learning environment, and impacts (Hanlen, 2010). However, most IP learners and their families may have limited awareness and inadequate competence in English as an effect of the past failure of the educational system that could have addressed social, linguistic/verbal, cultural needs in teaching and learning of English. Carroll (2013) considered the importance of parental literacy involvement in the education of children. However, many IP parents do not possess the needed training on how to manage the academic endeavours of the children at home. At home, IP learners were not habituated to do assigned learning tasks with their parents because parents provide inadequate time to assist the IP learner in assigned oral English language activities. This results to the IP learner's lack of exposures in English words and expressions.

Philippine English curriculum principle affirms that through engagement with and study of texts, learners learn the language and how to use it effectively. Text denotes any form of written, oral, and visual communication. The study of particular texts is the channel through which learners attain the desired goals of language learning. During language learning process, it is assumed that learners learn to construct texts of their own and to engage with English texts produced by other people

whom they interact with (Department of Education, 2016). However, for Philippine Indigenous Peoples learners, there is challenge because of the medium of instructions used, which is English and/or Filipino language. This may academically confront an IP learner with problems in speaking and understanding of English. This is because he or she has to learn in school his or her community dialect, which is Yogad, although at home his or her mother tongue is Tagalog language. For Indigenous Peoples (IP) learner, difficulty in speaking English language may also be associated with some aspects in his or her development such as intellectual or cognitive attributes, and his or her social/ emotional-behavioural facets. For instance, one study (Dil, 2009) investigated Turkish EFL learners' communication barriers in English language classrooms. It revealed that anxiety and unwillingness during the English speaking activities are regarded as two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being scorned when committing mistakes, particularly in front of their friends. Aside from personal issues in speaking the English language, an IP learner similarly faces difficulties in understanding lessons and in expressing himself or herself in the classroom. This is really a struggle for the IP learner as Bilingual Policy (Department of Education, 1987) in the Philippines provides that English or Filipino language be used in instruction.

Speaking (Academia, 2016) is very crucial in the total language development of children. It is simultaneously performed while the learner listens. When a child finds it very hard to look for the right English word/s or expressions to make distinct statement in expressing himself or herself in the classroom is likely to have speaking difficulty. It is a struggle when the IP learner is hard up remembering, pronouncing and deciphering English words. As a result, during instructions, s/he finds it very

difficult to interact with his or her teacher. This difficulty may affect the child's skills in expressive language in English (the difficulty in expressing thoughts and ideas using English words) or receptive language (the difficulty understanding statements in English). She or he may have trouble answering even simple questions. Even his or her vocabulary, based on his or her chronological age, may be very limited or poor and his or her sentences are short, incomplete or grammatically incorrect (The Understood Team, 2016).

The present English language learning curriculum in the Philippines promotes skills in recognizing, accepting, valuing and building on learners' prevailing language proficiency from among IP learners. Through language learning, IP learners are expected to acquire functional and critical literacy skills. (Department of Education, 2016). On the other hand, Filipino IP learners who are confronted with language difficulty in English may have difficulty attaining English literacy skills because of personal and intellectual factors such as processing information, difficulty in sustaining one's span of attention and troubles in focusing during instructions. If speaking difficulty in English persists among Filipino IP learners, this may lead to other academic issues and struggles in other areas such as Mathematics, Science and Technology.

Indigenous Peoples learner finds difficulty in sounding the letters of English syllables, words or expressions. Upon entering school, the learner is used to converse in mother tongue and is not ready to utilise English in any form of communication in

school (Bator, 2016). The IP learner lacks self-esteem, and may lose interest in acquiring English vocabularies that help him or her to use English during classroom interactions. Recalling the precise word that communicate the idea in the mind of the IP learner is very difficult for him or her (Morosova, 2013).

Researchers concluded that there are different factors affecting IP learners' difficulties not just in speaking of English but also with other academic tasks related to English as a second language. Abdur Rehman Tariq et al., (2013) highlighted some external factors such as parents are not interested in learning English. They do not encourage their children to acquire skills in ESL. Neither do they recognize their children's hardship in learning English nor facilitate in learning English endeavours. Parents do give importance to English language.

In the case of IP learner, research evidences revealed that Intervention (Meador, 2016) become a vital way for reequipping English language learners who struggle academically particularly those who frequently fail to complete or return to work. For learners who manifest unusual behaviour and academic concerns may need specific intervention program (Lee, 2017) or set of phases to assist the learner adjust in an area of need. In this study, the Language Intervention Program (LIP) included customized activities/stimulations, intentional and formalized strategies but are motivational and flexible to fit the level of interest of the target child. In this study, the LIP approaches and activities regarded parents' support and collaborations; the nature of communication among the family members of the target IP learner; his or her peer relationships; study habits and academic performance; curricular and co-curricular involvements; and personal preferences.

1.5 Objectives of the Study

The study was a qualitative research. It was carried out through the conduct of case studies among selected Indigenous Peoples (IP) learners with speaking difficulties in English. The aims of the research were the following:

1. To identify the speaking difficulties of IP learners in the four language elements of English.

2. To identify the factors that affect speaking difficulties of IP learners in English.

3. To describe the methods of designing and developing a Language Intervention Program that addresses speaking difficulties of IP learners in English.

4. To describe the mechanisms in assessing the Language Intervention Program (LIP) as intervention for IP learners with speaking difficulties in English

5. To describe the processes involved in the assessment of IP learners performances' in speaking English post LIP using the Final Oral assessment results.

1.6 Research Questions

This qualitative investigation aimed to seek answers to the following questions:

1. What are the speaking difficulties of IP learners in the four language elements of English?

2. What are the factors affecting the speaking difficulties of IP learners in English as consideration for designing the Language Intervention Program?

3. How does an intervention program be developed to address the needs and difficulties of IP learners with speaking difficulties in English?

4. How are the Language Intervention Program mechanisms such as consultation with language experts, teacher and parents' training services, instructional processes, and observation be implemented?

5. How will the progress of IP learners' performance in speaking English be assessed after the implementation of the Language Intervention Program?

1.7 Limitations of the Study

This qualitative research considered the conduct of 5 case studies that are focused on investigating the speaking difficulties in English among Indigenous Peoples (IP) learners in Philippines. It involved the use of Respond to Intervention (RTI) - Problem Solving model, and ADDIE model.

According to RtI Manual Final (2010), Response to Intervention (RtI), also called "data-based decision making" is useful to education. It underscores how much the learner responds to changes in instruction built upon those decisions. Irrespective of learners' placement, RtI as an approach that aims to disclose "what works best" for groups of learners or/and individual student. The following are the vital components of an RtI approach: 1) utilizes multiple tiers of evidence-based instructional delivery, 2) employs a problem solving and collaborative approach by school staff for development, implementation, and monitoring of the intervention process, 3) pre-arrange evidenced-based instructions and interventions in general education, 4) learner progress is monitored and determined, and 5) utilizes an integrated data collection/assessment scheme to inform decisions at each tier or level of service delivery.

Respond to Intervention (RtI) focuses on the levels of instructional supports and intervention approaches which are specifically designed for the general or particular group of learners or individual student who need further instructional or behavioural support. RtI Manual Final (2010) presents Tier 1 as the foundation or "core" level. The provided supports are designed for all learners in general. It contains scientific, research-based core instructional practices. Tier 2 comprises supplementary instructions and interventions which are offered in addition to and in alignment with core instructions to small groups of target learners. These learners need additional instructional and behavioural support. Tier 3 consists of intensive instructional or behavioural interventions provided as supplemental to and in alignment with effective core instruction. Instructional support aims to improve an individual learner's rate of

progress. Interventions are crafted for particular pupil and merit a deep problem-solving process.

The ADDIE model entails analysis of speaking difficulties of said target pupils in English. It involves designing, developing, implementing and evaluating the Language Intervention Program that suits the needs of said Indigenous learners. The Language Intervention design, development, implementation and evaluation processes considered the RtI-Problem Solving Model and theories of Constructivism and Social Learning. Implementing of the Language Intervention Program was carried out through training of teacher/s and parents as well. This phase of the study determined the strengths and weakness of the Language Intervention Program. These strengths and weakness were the basis for the revision to suit the individual needs of IP learner in each case study. The final output of the study was the blueprint of the Language Intervention Program for IP learners with speaking difficulties in English.

Data collection involved observation, interview, document analysis and oral assessment activities. The respondents included Indigenous Peoples (IP) learners with speaking difficulties in English. Their teacher and parents belonged to the Yogads of the municipality of Echague, Isabela Province of Northern Philippines. These Indigenous Peoples (IP) learners are enrolled in Tuguegarao-Sto. Domingo Elementary School, which is located at Sto. Domingo Echague, Isabela, Philippines. The researcher chose this tribe as participants for this study because their location is safer to go as compared with other places where Indigenous Peoples are located.

1.8 Significance of the Study

The Language Intervention Program for Indigenous Peoples (IP) learners with speaking difficulties in English is most valuable not just to the target IP learners themselves, but also to their families, teachers and peers. This study may eventually address the National mandate of the Philippine government to achieve quality and relevant Education for All (EFA), focused not only among indigenous learners who are considered abled, but also in giving more attention to the differently-abled indigenous learners of English as a Second Language. In particular, this study may be most beneficial to the following:

1.8.1 Indigenous Peoples (IP) learners with speaking difficulties in English

The Indigenous Peoples (IP) learners with difficulties in speaking English are the focus of the study. They are the ultimate beneficiary of this study as it aims to provide every opportunity to help them cope with their difficulties in speaking and understanding English. These types of indigenous children are regarded as disadvantaged English language learners because they had difficulty in pronouncing and using English words and expressions. They experience hardship in sounding letters of English alphabets because vowels and consonants of English language are not familiar to them. IP learners' entry language to school is the Mother tongue or the Tagalog language. English words or expressions are never introduced/used in their homes. So, IP learners under the Case Studies are not ready to use English. These learners lack self-confidence to use English to communicate or interact during classroom discussions or oral language activities.

1.8.2 Parents

This study benefits the parents of the IP learners. Some of their burdens that are related to their child's negative attitudes towards academic undertakings are lessened. The poor performance in school is usually attributed to their child's inadequate vocabulary and skill in speaking English language. Having a close partnership with the researcher and teacher-participant of their child surely maximizes results of teaching and scaffolding efforts. The intervention activities, also, may train parents with appropriate ways on tutoring their own children, which will surely result to a more positive response to academic assignments at home. Both parents and IP learners may also be benefited in terms of enhance parent-child relationship as both go through the processes.

1.8.3 Teachers

The results of this study enlightens regular IP teachers with the advantages of employing intervention strategies and approaches in teaching IP learners with difficulties in speaking English or expressing themselves verbally in the classroom. It helps them make better decisions when confronted with inevitable learner's troubles not just on speaking difficulties in English. This study also provides resolution on other academic issues and clarification on how to deal with classroom discussions, and oral engagement activities in English. Various language intervention approaches and activities specifically designed and develop to suit the IP learner's needs and level of

interest are provided to scaffold IP learners' effort to eliminate their negative tendencies in terms of English oral expressions in the classroom.

1.8.4 Policy makers and stakeholders

Policies on Special Education in the Philippines are set to put in place the education of Indigenous Peoples and mainstreaming of learners with special needs in regular classrooms. Nevertheless, the Implementing Rules and Regulations most especially on Budget Allocation must be given special attention. The conduct and results of this study makes clear the needed educational provisions to make IP learners with specific academic hardships acquire appropriate instruction and interventions.

Indigenous Peoples (IP) School-based Management will be enticed to focus on better ways to make educational projects effective for their ultimate helpless beneficiaries – the learners with special needs and specific academic difficulties. Teachers Training will also be particularly directed and efforts will be more dedicated to learners with speaking difficulties in English. Professional advancements of the regular IP teacher/s will also be influenced as they will be actively involved in the conduct of the study.

1.8.5 Researcher

Being a SPED and Language educator herself, the study brings personal satisfaction to the researcher. The conduct of the investigation greatly helps her to attain professional advancement in terms of research and instructional enhancement for IP learners with speaking or verbal difficulties in English. The outcomes are her humble educational contribution to Indigenous Peoples (IP) Learners' curriculum and English language instructional enrichment.

1.8.6 SPED curriculum developers and future researchers

The different citations may serve as related literature to future studies most particularly along the education of IP learners with speaking difficulties in English and other learning needs. The findings of the current and future teaching trends of special needs IP learners can be generated in this study. These may help IP education researchers and SPED curriculum developers. Educational interventions and special instruction for Indigenous Peoples learners with such problems in speaking, will also be revealed including recommendations for educational appropriations and instructional innovations.

1.9 Conceptual Framework
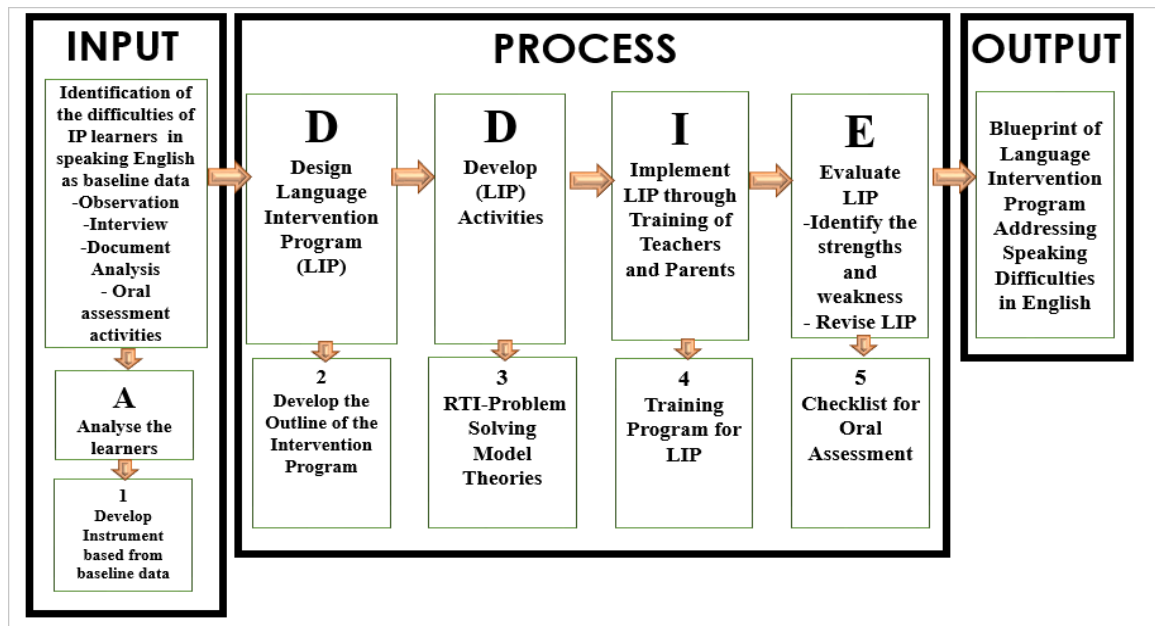
Figure1.1 Conceptual Framework

Figure 1 presents the Conceptual Framework. The investigation employed the ADDIE model which stands for Analyse, Design, Develop, Implement and Evaluate (Keller, 2016). It started with identification of speaking difficulties of IP learners in English. The bases of identifying speaking difficulties of the case studies in English include 1) observation notes on the four (4) elements of English language namely: phonology, semantics, pragmatics and syntax; and 2) the K to 12 Curriculum Guide for English of Philippine Department of Education. The speaking difficulties in English were re-aligned with the Department of Education (2016) learning domains in English Curriculum for Grade 2 level. These baseline data were the contents of the observation checklists and oral assessment items being crafted and were subjected to validation.

The designing of Language Intervention Program (LIP) took into consideration the difficulties of the IP learners in speaking in English as basis. The design of the LIP included all the important aspects of the intervention processes. This dictated the types and nature of activities being developed which were built based on the principles of RtI-Problem Solving Model (Duval County Public School, 2017) and Social Learning theory (Bandura, 1977). Upon the setting of activities for the language intervention program, the LIP was implemented with the training program for parent-participants.

The training program for parent participants was customized according to the particular difficulties and needs of the IP learner with troubles in speaking English. The nature and schedules of meetings with the parent-participants were adjusted to their convenience. Later, an oral assessment activities were conducted to determine the progress indicators of IP learners in speaking of English. This also determined the strengths and weaknesses of the program during the implementation. The oral assessment was done through the constructed and validated oral assessment and observation checklists. Such strengths and weaknesses during the implementation of the said intervention program served as basis for its revisions to suit to the specific needs of the IP learners with speaking difficulties.

The output of the study is the Blueprint of the Language Intervention Program addressing speaking difficulties in English. This emphasized the four elements of English language such as phonology, semantics, pragmatics and syntax.

1.10 Operational Definition

For better and clearer understanding of the issues, topics and contents, including themes and subthemes, the following operational terminologies are defined:

Language Intervention Program

For this study, the Language Intervention Program (LIP) are activities and approaches that can be carried out in school and home environments. This was specifically designed and developed, formalized but flexible and was also customized to the IP learner's individual needs. This is to warrant that every IP learner under case study attains progress in speaking skills and vocabulary in English. Intervention programs (Student Connection, 2017) shall secure the learner from further personal/academic strains. Interventions probably are applied in school and at home when speaking difficulties in English are observed among the selected IP learners before they move to the next educational ladder. To make the activities more authentic, it also considered the cultural background of the target IP learners, parents, teachers and peers who were involved in the implementation of the Language Intervention Program. Language Intervention Program was thoroughly discussed in Chapter 2, 2.4.5, pages 88-100 through a detailed review of related literature and previously conducted studies.

Indigenous Peoples (IP) Learners

Indigenous Peoples (IP) learners are children who belong to indigenous group of people with historical connection during pre-invasion and pre-colonial societies that settled on their ancestral domains. It is common that Indigenous Peoples and their children are lesser in population. They have their own language, and unique cultural traditions that are still practiced. Indigenous Peoples have their own land and territory, to which they are knitted in countless styles. Indigenous Peoples are also called "Tribal Peoples", "First Peoples", or "Native Peoples" (Indigenous Peoples' Rights Act or RA No. 8371, 1997).

The Yogad indigenous tribe of Echague, Isabela, Philippines were chosen for this study. It considered the selected five IP "Yogad children" with speaking difficulties in English. They were in Grade 2 mainstream class at Tuguegarao-Sto. Domingo Elementary School, a barrio school where most children speak "Yogad" and Tagalog in school and at home.

Language of instruction

The language of instruction is in itself the medium of communication for the transmission of knowledge (Ball, 2011). The Mother-Tongue Based-Multi-Lingual Education policy of the Kindergarten to Grade 12 program offer either mother tongue, Filipino or English language as a medium of instructions from Kindergarten to Grade 3 in the Philippines (Department of Education, 2012).

In the Philippine National Curriculum (Department of Education, 2012), the Yogad language of the locality and Filipino language are given emphasis in the programmed schedule of language teaching and as medium of instruction from Kindergarten up to Grade 1. In kindergarten, the Yogad language of the community, is the only medium that is being used for instruction. In Grade 1, Yogad is still utilized as the language for instruction during the first quarter. In the second quarter, Filipino is used as the medium of instruction. It is only in the third quarter that English is introduced to Grade 1 pupils (Department of Education, 2016). This is why Grade 2 pupils are regarded for the selection of respondents in the case studies.

Speaking   difficulties in English

Verbal language achievement for children is a natural practice. It takes place practically without struggle. The proficiency to speak cultivates with age, but this does not imply that such progression will certainly lead to precision. It may be generally acknowledged that input is very crucial for language acquisition, but this is not enough if not followed by interaction and output or the language a learner produces. This is because the processing of understanding differs from the processing of production. The capacity to grasp the meaning communicated by sentences differs from the competence to use a linguistic system to convey a connotation (Hosni, 2014).

Speaking is the communication skill that helps IP learners cope with learning activities which require verbal expression of ideas and feelings. Basically, speaking requires ELL learners to acquire skills in grammar, pronunciation or vocabulary or linguistic proficiency. Speaking likewise requires learners to obtain linguistic

competencies. These aspects of speaking, necessitate learners to understand why, when and what are means to produce language (Centre for Applied Linguistics, 2016).

Speaking is the dynamic application of language to convey meaning. Spoken language is the medium through which young learners encounter, understand, practice, and learn a new language. Instead of oral skills, verbalized forms of language among English language learners work as the best underpinning of learning the English language (Hosni, 2014). In this study, verbal language skill is a learning ability that the IP learners practice or perform when dealing with parents and siblings at home. They use this skill when interacting with teacher and peers during class discussions and/or other engagements activities in school and at home.

Nevertheless, speaking difficulties serve as the key challenges to useful English language learning and communication (Hosni, 2014). These speaking difficulties refer to the struggles of selected IP learners in expressing themselves using English words or other forms of spoken language which are related to phonology semantics, pragmatics and syntax. Difficulty may also be on pronouncing English words, and sounding letters of English alphabets because these are different from mother tongue or Filipino alphabets.

These speaking difficulties also include troubles in understanding English expression, and difficulty in using English words during discussions and classroom interactions (Coleman, 2014). English words are unfamiliar to the IP learner, so, limited vocabulary and exposure in English causes hardship to grasp English expressions. The IP learner is not prepared and lacks confidence in using English

words, hence, it is difficult to acquire learning during classroom discussions (Morozova, 2013 & Trent, 2009).

In an investigation conducted by Hosni (2014), the data collected revealed that there are three major speaking difficulties encountered by English language learners. These speaking difficulties include linguistic difficulties, mother tongue use, and inhibition. Linguistic difficulties comprise struggle to find fitting vocabulary details to express ideas in English. The use of mother tongue is obvious from among English language learners when they do not have enough English vocabulary to discuss their ideas. This may impede their progress with English language since speaking activities using English are limited or being ceased. Inhibition is one reason of very low involvement of English learners because they have worries of committing errors when they recite in class.

Phonology

Phonology refers to the exploration of the sound system of languages (SIL International, 2016). Phonology also deals with the speech organs and how we learn to use them. Phonology considers social attitudes that feature social linguistics aspects of sound such as accent and intonation (Teach it English, 2017). There are five areas in phonology which are regarded as complicated and may confused Filipino learners most especially the IP learners. These areas include stress on words, vowel and consonant sounds, combined sounds, physical attributes, and translation between languages (ESL, 2017).

For the purpose of this study, different indicators of speaking difficulties of IP learners in English phonology were given emphasis. Phonology was re-aligned with alphabet knowledge in English; phonics and word recognition; and phonological awareness (Department of Education, 2016).

Alphabet knowledge

Alphabet knowledge refers to the learner's ability to recognize, name and sound out all the upper and lower case letters of the alphabet both in English and Filipino languages (Department of Education, 2016.)   Alphabet knowledge is also called letter-sound awareness. It covers the capability of the learner to sound out and recognise new words that he or she had already come across previously. It is a very significant skill in developing other literacy skills like the ability to recognise words and phonics (Tambyraja, 2012).

In this study, indicators of weakness of IP learners in recognizing alphabets in English as compared to Filipino were included. Investigations focused on the signs of speaking difficulties of the IP learners. These difficulties are associated with the individual inability to discriminate similarities and differences of alphabets in English and in Filipino language based on the Grade 2 English curriculum of the Department of Education, Philippines (Department of Education, 2016). IP Learners whose understanding of letters is not well build up, when they start school, they need a sensibly planned practice that will help them learn how to identify, articulate, and write letters (Chard & Osborn, 2017).

Phonics and word recognition

Phonics and word recognition as language domains refer to one's skill in sight word recognition or phonic analysis that enables him or her to read and understand words in English that contain complex letter combinations, clusters, affixes and contractions (Department of Education, 2016). Phonics needs to be conceived as a technique to make learners draw the connections between letters and sounds and to cultivate and lengthen their knowledge of letter-sound equivalences through continual occasions (Chard & Osborn, 2017). The learner needs to recognise the words rapidly without noticeable struggle. This skill is necessary for understanding of meaning (Phala, 2013).

This research study was centred in discovering the speaking difficulty indicators of the IP learners in phonics analysis and word recognition. These include lack of ability to explain understanding of the association of phonetic rules of English and Filipino languages. The oral assessment, and language intervention lessons and activities in phonics and word recognition comprised analysing and using patterns of sounds for correct meaning and precision, and to build the learner's ability to perceive unfamiliar words.

Phonological awareness

Phonological awareness is a general idea that involves language sounds processing at the word, syllable, and phoneme level. It comprises several language skills such as ability to identify rhyming words; skill to perceive difference between parallel sounds

(for example, m and n); skill to determine the initial sound in a word; and skill in recalling the sequence of sounds in a word. Moreover, it also encompasses skills to break words down into a sequence of phonemes (e.g., dash has three phonemes: /d/ /a/ /sh/) and to manipulate sounds within words (change r in rush to b). This domain describes consciousness of phonetic or sound construction of English words. For a young child, his or her rhyming skill shows a good phonological awareness. Lack of phonological awareness is signalled with the child's incapacity to identify sounds such as rhymes and /initial/end sounding of words (GEMM Learning, 2017). Al-Saidat (2010) also added that the L2 learner of English like IP learners may find problems with pronunciation of words. Causes of such difficulties were interference of participants that can be ascribed to mother tongue negative influence.

This study considered the indicators of speaking difficulties of IP learners, which were related to phonological awareness. These signs include IP learner's inability to exhibit perception of the letter-sound relationship between Filipino language and English for successful transfer of learning. The oral assessment activities, and language intervention lessons and activities for this domain involved identification of rhyming words. It also covered identifying initial and ending letter sounds of English words, recognizing the difference between sounds and segmenting and blending of syllables (Department of Education, 2016).

Semantics

Semantics refers to the study of meanings of words or phrases based on a specific context (Linguistics for Teachers of ELLS, 2016). Skills in semantics language refer to the ability to perceive and state labels; and skill to identify and name exact brands or categories. It involves the capacity to decipher words that may include telling their functions; and the skills to understand and use descriptive words including parts of a whole (Children's Speech and Language Services, 2016).

For the purpose of this study, investigations were based from the English curriculum guide, which postulated the aspects of semantics or level and range of English vocabulary development for Grade 2 learners. These include abilities to use English words to name ideas about oneself, personal belongings, and one's environment. It also covers learner's capacity to respond to cues in internalising days of the week, months of the year and other important dates and events. Moreover, skill targets include giving of corresponding antonyms and synonyms for grade level appropriate English word (Department of Education, 2016).

For the purpose of this study, semantics took into consideration the different speaking deficiencies of Grade 2 Indigenous Peoples (IP) learners in developing English vocabulary based from the curriculum guide (Department of Education, 2016).

Vocabulary development in English

English vocabulary knowledge may include elements of orthography, pronunciation, and the utilization of the language. English vocabulary learning is developmental, which means, it is the outcome of not just frequent exposure to English language, but also in repeated occasions to use it. For example, a learner is repetitively exposed to English expressions shall influence his or her cognitive processes and consciously manipulate these words in his or her working memory (Easterbrook, 2013). Thus, the person's vocabulary strategies positively influence his or her capacity to grasp learning content (Glende, 2013).

The English curriculum for Grade 2 for Filipino learners, provides its minimum learning competency standard, which assumes every learner to demonstrate understanding of familiar English words for effective communication. It necessitates learners to use basic vocabulary to independently express ideas about personal, home, school and community experiences (Department of Education, 2016).

The purpose of the investigations in this study were to find out the IP learner's difficulty to express his or her comprehension of appropriate vocabulary in English for communication and interaction purposes. This were reflected through his or her lack of confidence in using familiar vocabulary to express ideas in speaking activities based on Grade level appropriate English vocabulary.

Pragmatics

This element of language encompasses its purposeful use in social contexts. It pertains to fundamentals of conversation such as the relationship between the participants, their cultural anticipations, aspirations of the speaker, and how things are said. Pragmatic language skills include eye contact and smiling, which start to develop immediately after birth. These correspond with and are established within normal language advancement. Language abilities are closely linked with play skill development as children learn about rules and interactions (Marasco, O'Rourke, Riddle, Sepka & Weaver, 2004). Pragmatics in language covers the ability to adjust language appropriately to one's listener or situation, and to use respectful expressions. This may also include the skill to initiate conversation or small talk; and capacity to listen for meaning during conversation. Pragmatics cover one's awareness or checking of one's own social skills such as taking conversational turns, maintaining on topic and jiving one's emotion in conversation. Furthermore, pragmatics language skills involve one's conciseness or ability to talk straight to the point (Neal, 2016).

In this study, the constructed oral assessment for pragmatics involved particular content and context for the oral communication activities using English. These activities allowed the researcher to observe the obvious speaking difficulties of the five IP learners in the use of appropriate expressions to communicate inter and intra personal experiences, ideas, thoughts, actions and feelings (Department of Education, 2016). The oral activities were geared towards improvement of speaking skills of IP learners in English and on the enhancement of their social communicative functioning as Grade 2 pupils. These oral activities in English comprised social greetings, saying polite

expressions and clarifications, introduction of oneself and one's family members, and exchanging of feelings and ideas regarding one's environment.

Oral language

Oral language offers channels to observe children as they acquire skills to construct abstract meanings using words or expressions. The Learner's comprehension and skills in communicating is obvious by his or her production structural connection between words in spoken language (Department of Education, 2016).

Oral language is commonly connected with vocabulary as key element. It includes grammar, phonology, discourse and pragmatics. Obtaining of skills in oral language starts at a young age before learner begin to focus on printed concepts of sound-symbol correspondence and decoding. Predictably, for L2 learners with limited oral language in English, upon entering school, will be at a noticeable inconvenience. There is an existing evidence that exist which link oral language to the word recognition aspects of comprehension. These may help learners in word recognition as foundational capability to develop more advance language skills needed for comprehension (Lexia Learning, 2018).

This investigation involved finding the speaking difficulty indicators that are associated with oral language domains. These speaking difficulties include the IP learner's inability to express his or her understanding of grade level appropriate

English words that are used in communicating inter and intrapersonal experiences, ideas, thoughts, actions and feelings.

Syntax

Syntax is a language element which pertains to basic grammatical construction of simple sentences. It takes into account learner's skill to complete fragment sentences in speaking English with special emphasis on nouns and verbs (Gezen, 2015). Syntax is systematic ways to combine words to create well-formed phrases, clauses, and sentences. This linguistics facet deals critically with sentence structure and grammar (Safi, 2018).

This study is focused on language intervention processes centred on the inadequacy of IP learners' awareness in English grammar and structure. The language intervention activities aimed at cultivating the IP learner's ability to express his or her grasp on the concepts of nouns, and verbs for proper classification and description. It further aimed to help IP learner use common and proper nouns; and verbs in a variety of oral activities such as making phrases or simple sentences (Department of Education, 2016).

Grammar awareness and structure

Grammatical awareness and structure as a language domain refers to the learner's competence to express grammatical awareness by being able to read, speak and write correctly. It underscores the learner's skill to communicate effectively in oral and written forms, using the correct grammatical structure of English (Department of Education, 2016).

Grammar awareness and structure in English is considered complex most especially to L2 learners. Struggles may be due to various cases of words meaning basically the same thing but with cautious differences that are unclear to anyone who do not speak English as mother tongue. In addition, spelling of English words are often difficult based on how they are sounded, hence impedes the learning process. English grammar is extremely difficult for EFL learners. This difficulty leads to a numerous common errors that even native speakers frequently fall foul of. Besides, pronunciation of English words is difficult and inconsistent with their spelling (Oxford Royale Academy, 2018).

This research study focused in finding out the speaking difficulty indicators of the IP learners in expressing their perception of nouns, and verbs. Investigations also looked into the IP learners' weakness in identifying, classifying and using nouns and verbs properly. Oral assessment, lessons and activities for building grammatical awareness and structure involves using common and proper nouns and verbs in various oral activities such as making phrases or constructing simple sentences.

Summary

This research study is focused on designing and developing a Language Intervention Program for Indigenous Peoples (IP) learners with speaking difficulties in the Philippines. It is one of the several supports and engagements associated to the education of Indigenous Peoples learners of the country with special educational needs. It was a qualitative research which was accomplished through the conduct of five case studies among selected Indigenous Peoples (IP) learners with speaking difficulties in English in the Philippines. The aims of the investigation were 1) to identify the speaking difficulties of IP learners in the four language elements of English; 2) to identify the factors that affect speaking difficulties of IP learners in English; 3) to describe the methods of designing and developing a Language Intervention Program that addresses speaking difficulties of IP learners in English; 4) to describe the mechanisms in assessing the Language Intervention Program (LIP) as intervention for IP learners with speaking difficulties in English; and 5) to describe the processes involved in the assessment of IP learners performances' in speaking English post LIP using the Final Oral assessment results. This qualitative investigation sought answers to the following questions: 1) what are the speaking difficulties of IP learners in English? 2.) What are the factors affecting the speaking difficulties of IP learners as consideration for designing the Language Intervention Program? 3) How intervention program will be developed to address the needs of IP learners with speaking difficulties in English? 4) How is the Language Intervention Program implemented through consultation with language experts, Parents' training Services, instructional processes, and observation? 5) How is the progress of IP learners' performance in speaking English evaluated after the implementation of the Language Intervention Program?

The study involved the use of Respond to Intervention (RTI) - Problem Solving model, and ADDIE model. RtI-Problem Solving model focused on how much the learner responds to variations in instruction built upon decisions. Regardless of learners' placement, this approach intends to reveal "what works best" for groups of learners or individual students. The following are the important mechanisms of an RtI approach: 1) utilisation of multiple tiers of evidence-based instructional mode, 2) application of a problem solving and collaborative technique from among various stakeholders, implementation, and monitoring of the intervention activities, 3) pre-arrange evidenced-based instructions and interventions in general education, 4) monitoring of the learner progress, and 5) utilisation of an integrated data collection/assessment scheme to inform decisions at each tier or level of service delivery.

The study utilised the ADDIE model which stands for Analyse, Design, Develop, Implement and Evaluate. This was considered significant in the promotion of quality and effective language learning from among Indigenous Peoples (IP) learners in the Philippines. It may also be beneficial to their parents and teachers in their desire to help the IP learner achieve communicative competence in English as a global language. This study may also enlighten policy makers and other stakeholders of education of IPs. The findings are also helpful to the researcher and other SPED curriculum developers to design and develop appropriate interventions and differentiated instructions for Indigenous Peoples learners with difficulty in learning to speak English.

The conceptual framework of the study covered the input such as the identified speaking difficulties of IP learners in English, and processes such as designing, developing, implementing and evaluating of the Language Intervention Program. The output of the study is the blue print of the Language Intervention Program. Finally, the operational definitions were also presented to clarify the terms and concepts used in this study.