Communicative Competence in English Among Junior High School Students

ANN JANE R. SAMARANOS[1], ISIDRO M. BIOL JR.[1]
[1]Saint Joseph Institute of Technology, Butuan City, Philippines
ORCID NO:
Ann Jane R. Samaranos: https://orcid.org/0009-0004-9899-6770
Isidro M. Biol Jr.: https://orcid.org/0009-0004-9899-6770

Corresponding author: annjanesamaranos@gmail.com

ABSTRACT

Developing communicative competence is one of the expected outcomes of the Language Arts and Multiliteracies Curriculum (LAMC). This study evaluates the communicative competence among Junior High School students at Vinapor National High School. Employing descriptive quantitative and qualitative methods, it examines the grammatical, sociolinguistic, and discourse competence and identifies factors that either facilitate or hinder these competencies. A combination of grammatical, speaking, and writing tests was used to assess student's performance, which revealed that the majority did not meet expectations across the evaluated competencies. Semi-structured interviews further provided insights into both facilitating and hindering factors from the perspectives of 21 students and four teachers. Facilitating factors included teaching methods, peer interaction, extracurricular activities, access to resources,

and teacher support, whereas hindering factors encompassed challenges and barriers such as lack of interest, lack of comprehension, lack of confidence, fear of committing mistakes, negative perception, curriculum and resource limitations, and distractions. The study proposed an intervention program to guide teachers in helping students achieved communicative competence.

INTRODUCTION

Proficiency in English is highly valued in today's globalized society, facilitating international communication, understanding, and collaboration. Obviously, in situations where English is a second language, having a strong command of the language is essential for social and economic growth Tursunovich (2023). A competent user of the right variety of English identifies himself as a successful, assimilated member of that language group. As a global language widely used and spoken worldwide, English has motivated individuals to learn it since they have seen the advantages and fruitful results of acquiring English in their respective fields (Rao, 2019). Achieving communicative competence is the ultimate goal of learning English as a second or foreign language. This competence allows learners to use English effectively in diverse contexts (Sayera, 2019). However, Septianasari (2019) suggested that most students consider achieving excellent communication skills challenging in second or foreign language learning.

In the Philippines, English proficiency has bolstered economic growth, particularly in the Business Process Outsourcing (BPO) industry. Yet, recent discussions highlighted the need to enhance English teaching and learning to maintain global competitiveness (Samosa et al., 2021). In addition, Filipino students' performance in international English proficiency tests indicates areas needing improvement (Bang-ay, 2023). The K-12 Language Arts and Multiliteracies Curriculum (LAMC) aims to equip students with comprehensive language skills. However, many Filipino students still struggle with fluency despite the emphasis on English in education (Miralles, 2023; Separa et al., 2015).

Grade 10 students are at a crucial stage in their education, where developing communication skills is essential for their future academic and professional success. Despite initiatives like the "English-Only Policy" and increased use of English in instruction (Pepito, 2019), students still face communication barriers, such as difficulty expressing ideas and understanding native speakers (Batuto & de la Peña, 2019). Studies indicate grammatical and sociolinguistic competence issues among students (Pascual, 2021; Terogo et al., 2018), highlighting the need for engaging teaching methodologies (De Vera & De Vera, 2018).

At Vinapor National High School, teachers observed that Grade 10 students

struggle with English communication, showing hesitation and disinterest in communicative activities. This study assesses the communicative competence of these students in grammatical, sociolinguistic, and discourse domains, identifying facilitating and hindering factors from both student and teacher perspectives to inform a proposed enhancement program.

FRAMEWORK

This study incorporates three theoretical perspectives on communicative competence. According to Hymes' Communicative Competence, effective communication depends on various contextual factors and requires grammatical knowledge and sociolinguistic skills (Głaz, 2023).

Building on Hymes' theory, Canale and Swain proposed a model with four key components: grammatical competence, sociolinguistic competence, strategic competence, and discourse competence (Ahmed, 2023).

Additionally, Krashen's Input Hypothesis emphasizes the role of exposure to comprehensible input in language acquisition, highlighting natural, meaningful interactions in a low-anxiety environment (Gong, 2023).

Figure 1 shows the study's conceptual framework, which considers, analyzes, and comprehensively integrates various theories and concepts and aligns them with the current empirical literature.

Figure 1

Conceptual Framework of the Study
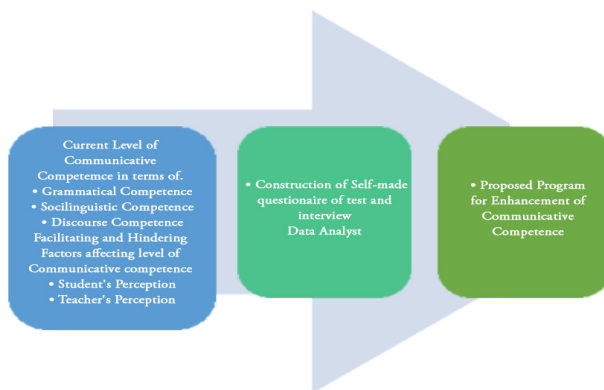
This study used quantitative and qualitative methods to evaluate the current level of communicative competence of Grade 10 students in three domains: grammatical competence, socio-linguistic competence, and discourse competence. An in-depth interview was conducted to identify the factors that either facilitate or hinder the current communicative competence level from the students' and teachers' perspectives.

The process involved creating self-made questionnaires to measure communicative competence in three domains, followed by tests and interviews. Test scores were recorded, and interviews were transcribed. The collected data were then analyzed using statistical data analysis and thematic analysis.

This comprehensive analysis resulted in a proposed program to enhance the communicative competence of Grade 10 students.

OBJECTIVES OF THE STUDY

This study aimed to identify the level of communicative competence of Grade 10 students of Vinapor National High School. The specific objectives are to (1) identify the current level of communicative competence of Grade 10 students of Vinapor National High School in terms of grammatical competence, socio-linguistic competence, and discourse competence, (2) identify the facilitating and hindering factors affecting the current level of communicative competence both in the perspective of students and teachers, (3) design an enhancement program for teachers to help students achieve communicative competence.

METHODOLOGY

Research Design

This study used both qualitative and quantitative research methods. A grammatical competence test, socio-linguistic competence test, and discourse competence test were used in the quantitative part. For the qualitative part, data were collected from the semi-structured interviews with teachers and students.

Research Site and Respondents

There are 88 Grade 10 students chosen as respondents of the study. These are students of Vinapor National High School, a rural high school established since 1970. The grammatical competence test, socio-linguistic test, and discourse test were given immediately after the pilot testing and content validation results were obtained. Interviews were then conducted after obtaining the Ethical Consent Form.

The grammatical competence test was checked using the ZipGrade app. Raw scores were then transmuted using the K to 12 Transmutation Table (DepEd Department Order 8, s. 2015). The scoring system of the socio-linguistic test was based on the TOEIC Rubric. The scale for questions 1-6 is 1-3, while for questions 7 and 8 is 1-5. The highest score was 28 points. Scores from questions 1-8 were added, and since three evaluators rated the test, it was divided by three, and the results were transmuted using the K to 12 Transmutation Table. The same process was done with the discourse competence test. The highest point for writing using the TOEIC Rubric is 5. Again, three evaluators rated this test; the scores were added first, then divided into three, and the initial grades were transmuted.

Meanwhile, a thematic analysis tool was used to extract themes from the interviews of students and teachers on the facilitating and hindering factors affecting their current level of communicative competence.

Instrumentation Grammatical Competence Test

This is composed of fifty (50) multiple-choice items. This includes vocabulary, word Formation and sentence formation. Competencies were taken from the K to 12 Curriculum. A sample question is shown in Table 1.0.

Table 1

Sample Question on the Grammatical Competence Test

The rate of … has been fluctuating wildly this week.
a. Money
b. Bills
c. Coins
d. Exchange

a.)   Socio-linguistic Competence Test

Although this is already a standardized assessment, the researcher modified the test and included only questions that measure sociolinguistic competence. The researcher modified the speaking task to suit the Vinapor National High School context. The rubric for assessment was based on the TOEIC rubrics. A sample question is shown in Table 2.

Table 2

Sample Question on the Socio-linguistic Competence Test

Questions 1-3: Responds to Questions
In these questions, you will be given a scenario and asked to answer three questions.
Preparation time: 0 seconds
Response time: 15 seconds for questions 1 and 2. 30 seconds for question 3.
Scenario: A student wanted to apply as a student assistant in the school library. Assist the student by answering her questions.

Teacher	Student's Answers
Question 1. Why do you want to apply as a student assistant in the library?	
Question 2. How will you balance working and studying?	
Question 3. What will you do if we hire you and you end up don't like the job?	

Discourse Competence Test

This test was modified from the TOEIC Practice Writing Test. Question is shown in Table 3.0.

Table 3

Question on the Discourse Competence Test

Directions: Write an essay in response to a question that ask you to state, explain and support your opinion on an issue. Your essay should contain a minimum of 300 words.
Writing Time: 30 minutes
Question: Imagine your school is considering banning phones during all class hours. Some teachers worry students will get distracted from lessons and miss important information. Others believe students are responsible enough to manage their time wisely and use phones for learning when appropriate. Do you think banning phones during class hours helps students learn? Provide reasons and examples to support your opinion.

RESULTS AND DISCUSSION

Table 4

Level of communicative competence of grade 10 students of Vinapor National High School

Communicative Competence	Mean	Standard Deviation	Verbal Description
1. Grammatical Competence	73.0	6.2	Did Not Meet Expectations
2. Sociolinguistic Competence	66.2	7.0	Did Not Meet Expectations
3. Discourse Competence	68.4	5.7	Did Not Meet Expectations

Legend:

Grading Scale	Descriptor
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactor
Below 75	Did Not Meet Expectations

Table 4 presents the current communicative competence levels of Grade 10 students at Vinapor National High School, categorized into three domains: Grammatical Competence, Sociolinguistic Competence, and Discourse Competence. The mean scores indicate that students performed below expectations in all areas: Grammatical Competence had a mean of 73.0 with a standard deviation of 6.2, Sociolinguistic Competence scored a mean of 66.2 with a standard deviation of 7.0, and Discourse Competence achieved a mean of 68.4 with a standard deviation of 5.7. These findings highlight significant deficiencies in students' abilities to meet expected communicative standards across the assessed domains.

Grammatical competence, crucial for accurate expression and understanding of language elements, appears to be a particular area of concern among Grade 10 students at Vinapor National High School. This echoes findings by Adaje and Onekutu (2019) and Miradora (2022), indicating moderate implementation and challenges in grammar awareness among similar student populations. The study underscores the need for enhanced instructional strategies to address specific grammar-related deficits, as highlighted by Sioco and De Vera (2018).

Sociolinguistic competence, pivotal for effective communication in diverse social contexts, also presents notable shortcomings among students.

The modified TOEIC-based assessment revealed difficulties in sociolinguistic awareness, reflecting findings by Terogo et al. (2018) regarding challenges in understanding and applying language rules across different linguistic settings. Targeted educational interventions, as suggested by Pakula (2019), are essential to improving students' sociolinguistic abilities and overall communicative skills.

Furthermore, discourse competence, essential for organizing and presenting coherent ideas in extended discourse, exhibited deficiencies in students' ability to use cohesive devices effectively. This aligns with observations by Pablo and Lasaten (2018), highlighting issues in essay structure and content organization. Effective pedagogical approaches focusing on discourse coherence and cohesion are recommended to enhance students' writing proficiency and overall communicative competence.

Several factors, including socioeconomic backgrounds impacting educational resources, assessment pressures affecting performance, and the role of well-trained teachers, also influence students' communicative competence. These findings underscore the imperative for tailored interventions and supportive learning environments to bridge the observed proficiency gaps and improve English language proficiency among Grade 10 students at Vinapor National High School.

Table 5
Thematic responses of the teacher's perspective on the facilitating factors in achieving communicative competence.

Themes	Interview Extract
Teaching Methods and Approaches	• First is role-playing, which is vital in encouraging students to enact real-life scenarios. It also helps them practice their language in context (Teacher 3)
	• Yes, strategies like modeling because I think by having modeling, students will be able to imitate their teacher, especially when expressing their thoughts and feelings toward the given topic. So, when they are asked what lessons they have gained from the topic or a particular story they have read, they can express better when the teacher models it first (Teacher 1)
	• I am more focused on class discussions (Teacher 4) I gave them activities that could make them more participative and expressive and their ideas or opinions about the topics being discussed. One of those is pantomime. (Teacher 4).

Peer Interactions and Collaborative Learning	Clear instructions, peer interactions, and collaborative learning activities are beneficial for students' building of communicative competencies (Teacher 4).
	• Peer interaction promotes language development when learners engage in discussion, group work, or collaborative projects; they could practice speaking, listening, and negotiating meaning with their peers (Teacher 3)
Extracurricular Activities	• Peer tutoring or mentoring is a helpful tool for students. It helps build their social skills and friendships with classmates and boosts their confidence to participate more in school (Teacher 2).
	• OK, so in my observations, these group activities or peer interactions can really foster their communicative competence (Teacher 1)
	• I noticed that the students improved their language fluency because they had prepared and researched for the debate (Teacher 4)
	• The more students are involved in such activities, the more their critical thinking skills would be sharpened (Teacher 3)
	• Sometimes, I also give them group activities or debates related to the lesson. There is some improvement. (Teacher 2).
	• I believe that these activities you know can contribute much to the communicative competence of Grade 10 students, just like the extemporaneous speech contest during the Reading month celebration (Teacher 1).

The teaching methods and approaches employed at Vinapor National High School play a crucial role in enhancing students' communicative competence across various domains. Role-playing, modeling, multimedia integration, games, and traditional methods are utilized to foster language skills among students. Research supports the effectiveness of these methods; for example, simulations and role plays are beneficial for developing intercultural competence and communication skills (Barrett, 2018). Similarly, modeling enhances language learning by providing learners with opportunities to imitate language use and improve pronunciation (Dwigustini et al., 2022; Sardegna, 2022). Multimedia resources engage students visually and enhance motivation, thereby improving their communication skills (Kumar et al., 2021; Locara, 2022). Despite the prominence of modern approaches, traditional methods still hold relevance, albeit with challenges in fully developing communicative competence (Li, 2022; Maulana, 2021).

Peer interaction and collaborative learning constitute another significant theme in enhancing communicative competence at the school. These activities facilitate vocabulary expansion, fluency development, and confidence building

among students. Research indicates that cooperative group work enhances peer interaction, allowing students to communicate effectively and comfortably (Fuertes et al., 2020; Robertson, 2019). Peer mentoring programs also contribute to social skills development and confidence building, supporting students' overall language acquisition (Owiti, 2024).

Extracurricular activities emerge as a valuable component in the school's approach to enhancing communicative competence. These activities provide practical experiences where students can apply and refine their language skills in real-life contexts. Participation in contests and events improves language proficiency and fosters critical thinking, teamwork, and public speaking abilities (Barge, 2020; de Prada Creo et al., 2020; Sandal et al., 2020).

These findings underscore the holistic educational approach at Vinapor National High School, which integrates diverse teaching strategies, peer interactions, and extracurricular engagements to cultivate well-rounded communicative abilities among students and prepare them for future academic and professional endeavors.

Table 6

Thematic responses of the student's perspective towards the facilitating factors in achieving communicative competence

Themes	Interview Extract
Engaging in activities	• Yes, ma'am. For example, it is about joining the contest (slogan) and reporting. (Participant 11) • My experience is in writing essays. How to write and pronounce words, and correct my grammar. (Participant 2). • Watching videos related about English, writing and speaking activities. I joined Journalism contest. (Participant 5)
Teacher's support and guidance	• My teacher translated words in Filipino so that we can really understand the lesson. (Participant 2) • My teacher talks in English so that I will be also encouraged to talk and not to be ashamed. (Participant 9) • Yes, there are many teachers I find very helpful to me and my communication skills in English. Like helping me to be confident in my English speaking and encouraging me that it is okay if my grammar is wrong. (Participant 11)

Peer Interaction	• Collaborative activities help in enhancing my communicative competence. Role playing for example, it helps ma'am. (Participant 2).
	• Yes, ma'am just like reporting and writing essay. It helps me develop my communicative competence. (Participant 3)
	• The debate ma'am helps develop our communicative competence (Participant 13)
Accessibility of resources and technology	• The television is used for viewing videos to show us how to communicate in English (Participant 3).
	• There are books and modules provided. (Participant 2)
	• We have computers and sometimes we can use it. We can do research (Participant 19)

The interview findings underscore the role of activities in enhancing students' communicative competence. Events like the English month, featuring games and activities in English, significantly boost students' language skills by exposing them to diverse language structures, vocabulary, and pronunciation practices. Participating in these events has been linked to improved grammar, morphology, syntax, vocabulary, and mechanics among learners (Hasanah, 2020). Additionally, writing essays is highlighted as crucial for developing pronunciation, grammar, and argumentative skills, thus improving reading comprehension and critical thinking (Cathy, 2023; Nugroho et al., 2022).

Teachers serve as role models, which is crucial for fostering fluency and effective language use in the classroom. The integration of the mother tongue in teaching strategies supports better understanding and engagement, making the learning process more accessible and effective.

Peer interaction emerges as a significant factor in enhancing communicative competence. Participation in activities such as role-playing, games, and collaborative projects fosters a sense of belonging and excitement, which boosts students' language skills (Riel, 2022). Collaborative learning, where students actively engage and benefit from shared knowledge, has proven effective in enhancing speaking abilities and communication skills (Arta, 2019). This approach encourages direct participation, making learning more interactive and impactful.

The availability of resources and technology also plays a crucial role in

developing communicative competence. Using television in classrooms helps engage students by visualizing information related to lessons, making learning more interesting and effective (Murray, 2021). Technology, including ICT, significantly enhances academic performance and communication skills (Oki et al., 2023). Additionally, books remain essential for expanding knowledge, enhancing vocabulary, and promoting independent learning, contributing significantly to developing students' communication skills (Mursidi et al., 2022; Singh, 2023). Together, these resources and technological tools create a rich learning environment that supports the development of comprehensive communicative abilities.

Table 7

Thematic responses on the teacher's perspective on the hindering factors in achieving communicative competence

Themes	Interview Extract
Challenges and Barriers	• Yes, basically I think lack of interest maybe because of student's misuse of their cell phones. They have more time to use their cell phones and no time to study their lessons. That's why usually during the discussions, most of the students don't have retentions from the lessons we have. (Teacher 1) • When I provide my students with reading or listening materials, such as stories or instructional texts, they are sometimes asked to answer comprehension questions during the process. However, some of the words used in the texts may be unfamiliar to them, making it difficult for them to fully understand the material and answer the questions correctly. (Teacher 4) • Students, as we all know, need more confidence nowadays. This is one of the major struggle they are facing (Teacher 3).
Curriculum limitations	• I encounter difficulties and for me it is the curriculum. I prefer the traditional one (Teacher 1). • "To be honest, our curricula are overcrowded and time constraints limit teachers' opportunities to integrate communicative activities into their lessons (Teacher 3). • Teachers also face difficulties in helping students develop their communicative skills because of the lack of focus on this competence in the curriculum (Teacher 4).
Resource limitation	• One of the most difficult aspects is the lack of resources, which I know cannot be solved instantly, but hopefully, we can acquire better resources in the future. The current modules, especially those created during the pandemic, are not sufficient. We need proper books to support the curriculum (Teacher 2).

Table 7 illustrates the major themes that are hindering the development of communicative competence of Grade 10 students at Vinapor National High School. The themes are the challenges and barriers, curriculum limitations and resource limitations.

Several barriers hinder the development of communicative competence among high school students at Vinapor National High School. Firstly, distractions posed by cell phones during classes divert students' attention away from learning activities, affecting their ability to engage effectively (Mendoza et al., 2018; Suherdi, 2019). Secondly, challenges in understanding class content impede students' ability to articulate their thoughts and opinions coherently, which are crucial for communicative competence (Wang et al., 2022; Gonzalez, 2021). Foundational skills like phonics, comprehension, and vocabulary are essential for students to grasp information and express themselves confidently in English.

Moreover, low self-confidence among students significantly inhibits their communicative abilities. Fear of making mistakes and negative self-perception hinder their willingness to participate actively in communicative tasks (Bykova et al., 2018; Jin et al., 2019; Tumansery & Munden, 2020). Many students lack the confidence to speak English fluently and clearly, affecting their overall communicative competence.

Additionally, there are curriculum challenges that affect English language teaching. Some teachers prefer the old curriculum over the current K to 12 Language Arts and Multiliteracies Curriculum (LAMC), citing limitations in adapting activities and developing communicative competence (Barrot, 2019; Menozo, 2020; Vallente, 2020). The current curriculum aims to enhance literary appreciation and language proficiency but falls short in aligning performance standards with actual communicative competence needs.

Furthermore, inadequate resources such as books, language laboratories, and learning materials constrain effective teaching and learning. The lack of essential resources limits students' access to diverse learning opportunities and appropriate materials for developing communicative competence (Nailissaadah & Triastuti, 2023; Utomo et al., 2020). Addressing these barriers requires a comprehensive approach that includes improving foundational skills, boosting students' self-esteem, adapting curricula to integrate modern educational concepts, and ensuring adequate educational resources are available to support effective English language instruction.

From the students' perspective, the hindering factors shown in Table 5 are language challenges, barriers, and access to limited resources.

Table 8

Thematic responses on the student's perspective on the hindering factors in achieving communicative competence

Themes	Interview Extract
Language Challenges and Barriers	• Everything is so hard, ma'am, because I cannot understand some English words, and I don't have good penmanship in writing. (Participant 2). • I am afraid of talking in English and I considered my fear as the challenge (Participant 10). • It's the grammar and spelling. I find it difficult to memorize the spelling of the difficult words (Participant 11).
Access to limited resources	• Hope we will have computers so that we can learn better in English (Participant 7) • There is none ma'am. And the absence of these resources impedes the development of my communicative competence (Participant 8). • I don't think there is ma'am. Because in my case, I just browse in the internet if ever I found difficulties. (Participant 5).
Gadgets' Distraction	• The use of cell phones. Instead of studying to improve my communicative competence in English, I used my cellphone all the time. (Participant 1) • The use of cell phones. I cannot focus on my studies. (Participant 13) • I am distracted by my cell phone. (Participant 14)

Many students at Vinapor National High School struggle with speaking English confidently due to fear of making grammatical errors and being embarrassed in front of peers. Internal factors such as lack of confidence, nervousness, and fear of mistakes significantly hinder their participation in communicative activities (Basri et al., 2020; Leyaley, 2023). Anxiety related to grammar, pronunciation, and vocabulary mistakes further exacerbates these challenges, impacting students' language learning progress and overall confidence (Ekalestari et al., 2023).

Moreover, limited instructional resources, particularly access to computers and information technology, pose barriers to enhancing students' communicative competence. While technology can potentially aid in language learning by providing interactive tools and resources, insufficient access and utilization hinder students' ability to leverage these technologies effectively (Alkhaldi, 2023).

Additionally, a lack of interest among students contributes to the barriers to developing communicative competence. Many students prioritize using their cell

phones and browsing social media over engaging in school tasks, which affects their motivation and engagement in English language learning (Bawawa et al., 2019). This lack of interest diminishes their willingness to participate actively in language activities and can impede their progress in developing proficient communication skills in English.

The identified facilitating factors and hindering factors suggest that the school should strengthen the facilitating factors in the proposed program and weaken the hindering factors by addressing these in the proposed program.

Based on the significant findings presented in the discussion above, the Program on Enhancing Facilitating Factors for English for Beginners in Senior High School was proposed. Although facilitating factors contributed to the current level of students' communicative competence, challenges still need to be addressed.

Table 9

Proposed Program on Enhancing Facilitating Factors for English for Beginners in Senior High School

Identified Challenges	Objective	Major Activities	Target Participants	Person/Group Responsible	Expected Output
1. Low Level of communicative competence in grammatical, socio-linguistic, and discourse competence.	1.To improve the communicative competence of Grade 11 students in English language skills, including speaking, listening, reading, and writing.	Provide training for teachers to enhance their knowledge and skills in communicative language teaching methodologies and using interactive lessons.	SHS English teachers, JHS English teachers	• Principal • Resource Speaker • Teachers	• Manifestation of Communicative teaching methodologies as reflected in teacher's DLL • Utilization of interactive lessons • Improve the level of communicative competence of students
2. Varying proficiency levels and the reluctance to participate in collaborative activities.	To boost learners' communicative competence by creating a collaborative learning environment with structured peer activities.	Implementing Peer Tutoring programs, Language clubs, and collaborative projects	Grade 11 Students	• English Coordinator • English Teachers • English Club	• Action Plan • Established English Club

3. Resource Limitations, lack of trained teachers and curriculum flexibility	To optimize resources and curriculum design to facilitate the development of communicative competence.	Conduct an LAC session regarding the existing curriculum and create a plan for lessons where teachers incorporate more communicative activities and tasks. • Propose the creation of a speech laboratory with the necessary tools for student utilization.	SHS English teachers English Coordinator	• Principal • Resource Speaker • Teachers	• Unified DLL with aligned proficiency standards and assessment criteria • Presence of speech laboratory
4. Limited access to technology and lack of trained teachers to integrate technology in their lessons	• To address language challenges and barriers through effective teaching strategies and technology integration.	• Conduct LAC Sessions for teachers to enhance language teaching with the utilization of technology, tools, and resources.	SHS English Teachers Grade 11 students	• English Art Club • English Coordinator	• Improved language proficiency and communication skills • Increased confidence and motivation among students to participate in any English language activities. • Integration of technology as reflected in the DLL.

5. Lack of Interest from teachers, limited time and resources, and burnout and stress	• To enhance the motivation and engagement of teachers in delivering the "English for Beginners" program for senior high school students by providing professional development opportunities, recognizing and rewarding effective teaching practices, and fostering a supportive and collaborative teaching environment.	• Establish a system to recognize and reward outstanding teaching practices and achievements through awards, certificates, or incentives.	Language Teachers	• English Coordinator • School Principal	•Successful implementation of recognition and reward programs, with a clear record of awarded teachers and documented examples of effective teaching practices. • Improved Teacher Competence
6. To consistently evaluate and improve students' ability to communicate by conducting frequent assessments, collecting input from stakeholders, and continuously refining the program to achieve lasting progress and long-term sustainability.		• Monitoring and Evaluation	Grade 11 students SHS English Teachers	• Principal • English Coordinator	•Evident assessments in communicative competence include summative assessment, performance tasks, and written tasks from the teachers. •Collection of feedback/ suggestions from the students and teachers for the improvement of the program.

This program aims to improve the communicative competence of Grade 11 students in English by addressing challenges such as low proficiency, reluctance to participate in collaborative activities, resource limitations, and limited access to technology. It focuses on enhancing teaching methodologies through teacher training, fostering a collaborative learning environment with peer tutoring and language clubs, optimizing curriculum design, integrating technology in lessons, and motivating teachers through recognition and professional development. Additionally, the program emphasizes continuous evaluation and feedback to refine teaching strategies and ensure sustained progress in students' language skills.

CONCLUSIONS

The findings indicated a low level of communicative competence in the three domains of the Grade 10 students of Vinapor National High School. Notably, sociolinguistic competence scored the lowest, followed by discourse and grammatical competence. This trend suggests that students preferred doing written tasks over speaking tasks. Targeted intervention is very much needed to develop the student's competence level in the three domains. Further investigation is recommended to examine the underlying factors affecting students' sociolinguistic competence to establish a balanced and practical set of English communication skills.

Generally, the development of communicative competence is influenced by many factors from the perspectives of both teachers and students. Teachers recognize the value of employing various teaching methods, such as role-playing, multimedia, games, and traditional techniques, alongside the importance of peer interaction, collaborative learning, and extracurricular activities. These elements enhance students' language and social skills and boost their self-confidence. On the other hand, students highlight the significance of active participation, peer support, teacher guidance, and access to adequate resources and technology. This comprehensive analysis underscores the necessity of an integrated approach, combining innovative teaching strategies, a supportive learning environment, and sufficient resources to effectively foster communicative competence.

The following are the hindering factors that affect the development of the communicative competence of students: challenges and barriers, curriculum limitations, and resource limitations from the perspective of the teacher. On the other hand, the lack of confidence, fear of making mistakes, negative perception, and limited access to resources, and distractions caused by gadgets were the major impediments identified by students in developing their communicative

competence. These highlight the need to address the psychological and resourced-based barriers to foster a more conducive learning environment for developing practical communication skills.

The proposed Enhancement Program for Beginners in Senior High School will maximize opportunities for developing communicative competence and address the challenges in the student's current communicative competence level.

TRANSLATIONAL RESEARCH

Based on the conclusions drawn, several recommendations are offered for practical application. School administrators should develop curricular programs essential for effective English language instruction and ensure continuous monitoring and evaluation of communicative competence levels to address emerging issues promptly. The English coordinator should create action and intervention plans to tackle the challenges faced by teachers and students, particularly focusing on the upcoming Grade 11 students. English teachers are encouraged to engage in ongoing professional development, utilize collaborative learning activities, and integrate well-planned lessons aligned with prescribed standards to enhance communicative competence. Students should actively participate in extracurricular activities like Speech Club and Debating Club to further develop their communication skills. Future researchers are encouraged to explore the communicative competence of incoming first-year students, conduct in-depth analyses of sociolinguistic competence factors, and monitor the progression of communicative skills over time to ensure sustained improvements and the effective application of different strategies.

CONFLICTS OF INTEREST AND FUNDING

The authors declare that they have no conflicts of interest, financial or otherwise, that could influence or bias the content of this article. This study was conducted independently without any external funding from organizations or individuals that could have a vested interest in the findings.

The data supporting the findings of this study are available upon request to ensure transparency and facilitate independent verification of the results. AI was utilized ethically solely to enhance readability, with due diligence and mindfulness applied to ensure that it did not contribute to the analysis or interpretation of the content.

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