

Oral Language Proficiency And Communicative Language Teaching Approach In Congressional District III, Sdo Batangas Province

Jessa L. Ocampo ¹
jessa.ocampo@deped.gov.ph

1 – Golden Gate Colleges

Publication Date: July 23, 2026

DOI: 10.5281/zenodo.21502890

Abstract

Oral language proficiency is at the center of communicative competence, though students in the Junior High School are likely to have confidence issues, fluency issues as well as accuracy issues, especially when it comes to spontaneous oral work. This research was aimed at assessing the level of oral proficiency of the students, measuring the use of CLT, and correlation of the CLT with oral proficiency, constraint detection, and recommended improvement activities. A quantitative descriptive-correlational design will be used and a qualitative interview with ten teachers in the Junior High School will be added to the quantitative design. Analysis of data was done through mean scores, Pearson r, and thematic coding. Students demonstrated moderate proficiency across oral tasks, with strengths in pronunciation, non-verbal communication, respect, and listening, but weaknesses in pacing, transitions, negotiation of meaning, and persuasive closure. The use of CLT was on the high scale (Grand Means: methodology = 3.68; classroom activities = 3.66; task assessment = 3.67). Some of the constraints were lack of confidence, big classes, low time, L1 interference, and availability of resources. Interviews established that CLT enhances fluency and confidence but cannot deal with accuracy and spontaneous organization. As a tool to develop fluency, confidence, and engagement, CLT works, yet its development is inhibited by existing systemic and psychological obstacles. Recommendations would be the targeted interventions related to spontaneous fluency, negotiating the meaning, and argument-based evidence-based strategy.

Keywords: *Oral means language proficiency, Communicative Language Teaching, Junior High School, confidence, fluency.*

1. Introduction

Oral language competence is one of the core elements of communicative competence, but most students of the Junior High School still face the problem of confidence, oral fluency and precision, especially in impromptu oral communication like a debate and a panel discussion. Although Communicative Language Teaching (CLT) has been extensively used to overcome such difficulties, its usefulness has been different based on the nature of an oral activity and the classroom environment. Other researchers have already pointed to the role of fluency and pronunciation in alleviating anxiety and instilling confidence (Torrevillas, 2022; Lopez et al., 2021), whereas others also reported that Filipino learners tend to speak using pre-Composed scripts and cannot have a conversation without the risk of making mistakes (Aguinaldo, 2025).

The reason behind this research was to identify the level of oral proficiency among the Junior High School students in performing various oral activities, to evaluate the level of CLT use in teaching, classroom activities and evaluation of the task, and to find the relation between the CLT practices and oral proficiency. It was also aimed at determining limitations that teachers had in incorporating CLT, as well as, propose improvement activities that would augment the oral proficiency of language.

This study aimed to determine the relationship between the Communicative Language Teaching (CLT) approach and the oral language proficiency of Junior High School students in Congressional District III, SDO Batangas Province. Specifically, it seeks to answer the following questions:

1. What is the level of oral language proficiency of the students as assessed by the teachers in terms of;
 - 1.1. short speeches;
 - 1.2. group oral discussions;
 - 1.3. panel discussions; and
 - 1.4. debate?
2. What is the extent of the utilization of Communicative Language Teaching approach as assessed by the respondents in terms of;
 - 2.1. teaching technique;
 - 2.2. classroom activity; and
 - 2.3. tasks assessment?
3. Is there a significant relationship between the assessment on the level of oral language proficiency and on the extent of utilization of Communicative Language Teaching Approach?
4. What constraints do teachers encountered in developing students' oral language proficiency?
5. Based on the analysis of the study, what enhancement activities may be proposed?

2. Materials and Methods

Research Design

The research utilized a quantitative descriptive-correlational study design and supplemented with qualitative interviews so that additional analysis is done with the results. This method has not only enabled the authors to quantify proficiency level and use of CLT, but also to take an interest in teacher perspectives to describe the statistical results.

Participants

The evaluation sample included 103 English teachers from public secondary schools in Congressional District III, SDO Batangas Province who assessed students' oral proficiency and provided reports regarding their application of CLT approach. The information provided proved critical in the triangulation of the quantitative data with the realities of classrooms and contextual issues.

Instruments

Indicators of oral proficiency, CLT use and classroom constraints were measured using validated Likert-scale questionnaires. Besides this, structured interview guides were used to obtain qualitative data to explain and justify the quantitative findings.

Procedure

Questionnaire surveys were administered to teachers and interviews were done to provide supplementary qualitative information. Such a twofold mechanism made certain that not only numerical data were reflected in the study but also the contextual experiences were also manifested.

Data Analysis

Descriptive statistics have also been calculated with mean and ranking to show the level of students' oral language proficiency and the extent of CLT utilization by teachers. Pearson r was utilized to test the correlations meanwhile, thematic coding had been implemented to analyze the interview responses and identify any common themes from those responses.

3. Results

Table 1.

Level of Oral Language Proficiency

Level of Oral Language Proficiency	Mean	Interpretation
Short Speeches	2.93	Moderately Proficient
Group Oral Discussions	3.07	Moderately Proficient
Panel Discussions	2.92	Moderately Proficient
Debate	2.95	Moderately Proficient

The results in Table 1 indicate that there was moderate oral language proficiency among students in all the four tasks tested. Short speeches were assessed with a mean mark of 2.93, with group oral discussions being a bit higher at 3.07, panel discussions at 2.92 and debates at 2.95, which are all evaluated as being of the interpretation of Moderately Proficient. Such results show that even though students have the consistent level of competence in oral communication, their performance is low regarding the other formats, which implies that special interventions should be taken to reach a higher level of proficiency related to the greater degree of fluency and communication excellence.

Table 2. *Extent of Utilization of CLT Approach*

Extent of Utilization of CLT Approach	Mean	Interpretation
Teaching Technique	3.68	Highly utilized
Classroom Activity	3.66	Highly utilized
Tasks Assessment	3.67	Highly utilized

Table 2 findings show that the Communicative Language Teaching (CLT) method is greatly employed in all three dimensions used. Teaching Methods claimed the top rank at 3.68 with task assessment rated second at 3.67 and classroom activities taking the third rank with a mark of 3.66 which is highly utilized. The resultant findings indicate that educators regularly use the principles of CLT in their instruction strategies, classroom activities, and evaluation paradigms that imply a high degree of adherence to the concept of communicative and learner-centered strategies in constructing oral competence.

Table 3. *Relationship Between the Assessments in **Short Speeches** and on the Extent of Utilization of Communicative Language Teaching Approach*

Variable	R-value	p-value	Decision	Conclusion
Teaching Technique	-0.08	0.826	Accept H_0	There is no significant relationship
Classroom Activity	-0.177	0.625	Accept H_0	There is no significant relationship
Tasks Assessment	0.304	0.394	Accept H_0	There is no significant relationship

The results of this correlation between short speeches and the level of CLT application showed some insignificant to weak associations with teacher technique demonstrating neutral negative relation ($r = -0.08$, $p = 0.826$), classroom activity having small negative relation ($r = -0.177$, $p = 0.625$), and task assessment having weak positive relation ($r = 0.304$, $p =$ The above results indicate that there is no significant effect of instructional methods and classroom exercises on student performance in brief speeches though there is a slight positive effect on student performance by assessment practices. In line with Aguinaldo (2025), it is common among Filipino students to have poor spontaneous oral performance regardless of being exposed to communicative strategies, and hence it is possible that the topic of confidence and delivery holds greater significance than the rate of CLT practices. Toro et al. (2018) also mentioned that although CLT facilitates authentic communication, its effect on brief speech performance is minimal, and Berezenko et al. (2022) stressed that fluency, pronunciation, and confidence are not achieved in short-term speech activities. The implication is that educators need to directly incorporate the principles of CLT into short speech activities, including genuine role plays, peer reflection, rubric-based judgment, etc. to enhance the connection between communicative strategies and quantifiable oral capability.

Table 4. *Relationship Between the Assessments in **Group Oral Discussion** and on the Extent of Utilization of Communicative Language Teaching Approach*

Variable	R-value	p-value	Decision	Conclusion
Teaching Technique	0.282	0.431	Accept H_0	There is no significant relationship
Classroom Activity	0.556	0.095	Accept H_0	There is no significant relationship
Tasks Assessment	0.004	0.991	Accept H_0	There is no significant relationship

The outcomes of correlation showed that there were different levels of association in oral discussions in groups and the use of CLT. There was a weak positive association between teacher techniques ($r = 0.282$, $p = 0.431$), indicating that although instructional techniques have an effect on the performance of group discussions, this effect is minimal. Classroom activities, in turn revealed stronger moderate positive correlation ($r = 0.556$, $p = 0.095$) on the basis of which interactive and collaborative activities have a significant positive influence on meaningful student interactions. However, task assessment showed a negligible correlation ($r = 0.004$, $p = 0.991$) with the implication that practice evaluation has no direct impact on group discussion participation. These results are congruent with the interaction hypothesis of Long (1996) and the sociocultural theory designed by Vygotsky (1978) which mean that collaboration plays a crucial role in fostering the communicative competence. Toro et al. (2018) also noted that, when used with such CLT activities as group work or simulations, CLT has been shown to highly develop fluency and confidence, with Aguinaldo (2025) observing that oral proficiency development is a resultant feature of both practice and interaction rather than the grading system. The implication is that activity-based learning- problem-solving discussions, role-plays, and peer interrogation - are the most useful types of learning that educators need to focus on, whereas the assessment activities can be reconfigured with the focus on the promotion of reflection and feedback instead of focusing on the outcome measurements.

Table 5. *Relationship Between the Assessments in **Panel Discussion** and on the Extent of Utilization of Communicative Language Teaching Approach*

Variable	R-value	p-value	Decision	Conclusion
Teaching Technique	-0.071	0.845	Accept H_0	There is no significant relationship
Classroom Activity	0.294	0.41	Accept H_0	There is no significant relationship
Tasks Assessment	0.234	0.516	Accept H_0	There is no significant relationship

The results of the correlation between panel discussions and CLT usage showed weak relations in general. The negative correlation among teacher methods was very weak ($r = -0.071$, $p = 0.845$), indicating that methods of instruction plays a little influence directly on the performance of students during panel discussions. Classroom activities produced a low positive correlation ($r = 0.294$, $p = 0.410$) indicating that interaction tasks contributed a little bit to the performance result, but not significantly, whereas task assessment produced a similarly low positive correlation ($r = 0.234$, $p = 0.516$) which contributed a little but not highly important to the result of performance. The outcomes are correlated to Berezenko et al. (2022) who points out

the linguistic and psychological readiness when it comes to the panel discussions, and to Aguinaldo (2025), who remarked on the use of rehearsed responses in the Filipino classrooms, which constrains the communicative approach practices of the spot conversation style. Toro et al. (2018) also found that, although CLT facilitates the genuine interaction, panel discussions require more advanced abilities that include synthesizing views and answering complex questions, which general classroom activities do not cover in their entirety. It means that classroom exercises offered by teachers should directly model the format of a panel, with evidence-based arguments, turn-taking and exploration of opposing opinions a condition, whereas the growth of fluency, delivery, and critical thinking should be the primary concern in the assessment practices. Scaffolding strategies of the complex oral work should also be offered through the professional development programs and, in such a way, the principles of CLT must be adjusted to the particular requirements of the panel conversations and, therefore, the gap between the communicative and the academic discourse styles must be closed.

Table 6. *Relationship Between the Assessments in **Debate** and on the Extent of Utilization of Communicative Language Teaching Approach*

Variable	R-value	p-value	Decision	Conclusion
Teaching Technique	0.289	0.418	Accept H_0	There is no significant relationship
Classroom Activity	0.33	0.351	Accept H_0	There is no significant relationship
Tasks Assessment	0.455	0.186	Accept H_0	There is no significant relationship

The outcomes of correlation between debate performance and the use of CLT showed weak to moderate correlations. There was low positive correlation between teacher techniques ($r = 0.289$, $p = 0.418$) which means that though instructional strategies do play a role in as far as debate outcomes are concerned, their impact is minimal. The low positive correlation ($r = 0.330$, $p = 0.351$) was observed when using classroom activities as well, which means that interactive tasks are somewhat helpful but not particularly affecting the performance at a debating table. By comparison, task assessment also showed a moderate positive correlation ($r = 0.455$, $p = 0.186$) indicating that evaluation practices in the form of rubrics, feedback, and reflection have a more significant influence on the development of the ability to argue, to rebut, and to conclude effectively in students. Such results coincide with Richards and Rodgers (2014), who wrote that CLT techniques should be measured systematically, in order to be translated into quantifiable oral competence, and with Brown (2004), who stated that performance-based assessment leads to the development of fluency and confidence. Weaker relations with teacher techniques and

classroom activities are related to the fact that Nunan (1991) also notes that a debate and its higher-order forms such as functioning quickly and drawing evidence together, are not stressed across general CLT activities. Littlewood (2011) further argued that debate requires linguistic and/or strategic competence and this is the reason why it is more closely related to assessment practices. The implication is that teachers ought to strengthen assessment as a basis to competence in debate by developing rubrics based on fluency, logical thinking, and communication strategies besides offering instant and equal purposes of feedback. Classroom activities are to be worked out in such a way that they replicate the processes of a debate so that students can train rebuttal, combination of evidence and delivery. The professional development programs should provide the teachers with scaffolding strategies to use in debates so that CLT principles can be modified to the particular needs of argumentative discourse. Closing the gap between the requirements of the assessment methods, activities, and techniques and the requirements of the debate can help schools increase the oral skills of students and train them to enter academic and professional environments where critical reasoning and persuasion are required.

Table 7. *Constraints Encountered in Developing Oral Proficiency*

Statements	Mean	Interpretation	Rank
1. High number of students per class limits individual speaking time.	3.25	Agree	2
2. Students' lack of confidence and fear of making mistakes.	3.30	Strongly Agree	1
3. Insufficient time to conduct interactive CLT activities.	3.25	Agree	2
4. Lack of modern audio-visual equipment and CLT resources.	3.14	Agree	5
5. Difficulty in assessing oral tasks due to heavy teacher workload.	3.08	Agree	6
6. Students' tendency to revert to their first language (L1).	3.19	Agree	4
7. Limited exposure to English outside the classroom environment.	2.93	Agree	8
8. Unequal participation among students, with more vocal learners dominating discussions.	2.90	Agree	9
9. Teachers' limited training in communicative language teaching (CLT) methodologies.	3.05	Agree	7
10. Cultural attitudes that discourage open expression or risk-taking in oral communication.	2.74	Agree	10
Grand Mean	3.08	Agree	

The results with regards to limitations to oral proficiency showed that psychological and structural constraints are the most urgent ones. The most printed obstacle was always lack of confidence and fear of making errors (Mean = 3.30), the second was big classes and low interacting CLT activities (Mean = 3.25). Other hindrances were frequent use of the native language (Mean = 3.19), lack of audio-visual aids (Mean = 3.14), large workloads and insufficient teaching about CLT techniques (Means = 3.08 and 3.05). Reduced scores were found in restricted exposure to the English language beyond class, uneven distribution of student engagement and cultural practices that do not encourage the open sharing of views (Means = 2.9332.74). Interviews have a strong backing to these quantitative results, with teachers stating that students tend to shirk off spontaneous speaking activities like panel discussions and debates over the fear of speaking out, and that large classes and test scarcity simply limit meaningful practice. L1 interference, old materials and systemic work load issues were also noted as other impediments by the respondents. The results are reminiscent of Torrevillas (2022), Aguinaldo (2025), and Berezenko et al. (2022) who have highlighted that the development of oral proficiency is not only linguistic but also psychological and sociocultural. The implications are at systemic and classroom level interventions in the form of smaller classes or flexibility with grouping, focuses on CLT-based professional development, authentic resources and modernized equipment, and incorporation of confidence-building strategies, including collaborative activities among peers and scaffolded talking activities. The whole-system approach that targets both structural and affective impediments will allow schools to roll out the principles of CLT in full and reinforce oral proficiency in students.

4. Discussion

The results showed that CLT is extensively applied to teaching methodology, teaching activities, and measuring the tasks, and plays an important role in the fluency and confidence as well as engagement of the students. Its effect, however, was different with respect to the mouth task. Pronunciation and non-verbal communication showed to be most successful in prepared speeches; however, in debates and panel discussions, the latter needed the ability to think on their feet and make evidence-based arguments, which students failed to do. These findings fit within the theories of communicative competence that are put forward by Hymes and also the sociocultural principle proposed by Vygotsky that heavily depends on meaningful interactions and scaffolding as implied in the development of language. These findings were supported by the interviews, which revealed that with respect to pressure, confidence and fluency were raised as the most challenging aspects among the students. Major limitations were found to be big classes, insufficient time and absence of the true resources and that was why negotiation of meaning and persuasive closure rated low in group discussions as well as debates. Educational professionals also emphasized that although CLT strategies are effective in developing the fluency and confidence, accuracy and argument structure are not as positive.

There are significant implications of such findings. The combination of impromptu speeches, guided debates, role-play simulations, and reflective feedback can be effective to strengthen pacing, transitions, and closure in the case of teachers. In the MATATAG curriculum, there is a need to strike a balance between linguistic accuracy and delivery proficiency as a requirement to the curriculum developers. Systemic issues that include the provision of resources, teacher training and class size should be considered by the policy makers, in order to make the CLT extremely efficient.

5. Conclusion

This paper comes up with a conclusion that CLT is greatly used and effective in the development of fluency, confidence, and engagement in the students of the Junior High School. Nonetheless, systemic and psychological obstacles drive its implementation at its full extent especially in oral activities that necessitate spontaneity and evidence-based thinking. Oral proficiency should be strengthened by individual interventions on spontaneous fluency, meaning negotiation, and persuasive closure. Through approaches to curricular-level instruction and beyond the systemic limits, teachers and policy developers will be able to make sure that students will be prepared to engage in academic conversation and real-life communication.

References

- Aguinaldo, P. R. (2025). *Constructivist-based Communicative Language Teaching instruction and students' oral fluency* [Unpublished master's thesis]. Batangas State University.
- Alminiana, R. P. (2025). *Utilization of Communicative Language Teaching approach and students' oral language proficiency in public secondary schools in Iloilo City* [Unpublished master's thesis]. Iloilo State University.
- Balon, C. G. (2023). *Teachers' training framework in enhancing Communicative Language Teaching utilization among secondary teachers in Batangas and Cavite* [Published doctoral dissertation]. Philippine Normal University.
- Berezenko, V., Cherkhava, O., & Musiienko, Y. (2022). Communicative language teaching approach in promoting the linguistic competence of EFL learners. *Advanced Education*, 9(20), 88–96. <https://doi.org/10.20535/2410-8286.224016>
- Bernardo, A. M. (2022). *Communicative competence in the K to 12 curriculum: Implications for classroom instruction* [Unpublished master's thesis]. De La Salle University.
- Brown, H. D., & Lee, H. (2021). *Teaching by principles: An interactive approach to language pedagogy* (5th ed.). Pearson Education.
- Commission on Higher Education. (2020). *CHED Memorandum Order No. 75, s. 2020: Policies, standards, and guidelines for graduate programs in education*. <https://ched.gov.ph>
- Cruz, J. P. (2023). Scaffolding oral proficiency through communicative activities: Insights from Filipino ESL classrooms. *Philippine Journal of Language Studies*, 19(2), 45–59.
- De Castro, R. L. (2024). *Linking sociocultural perspective to CLT in developing oral language proficiency of Filipino students* [Unpublished master's thesis]. University of the Philippines Diliman.
- Department of Education. (2016). *K to 12 English Curriculum Guide*. Department of Education, Philippines.
- Department of Education. (2023). *National adoption of the MATATAG Curriculum*. <https://deped.gov.ph/matatag-curriculum>
- Ellis, R., & Shintani, N. (2022). *Exploring language pedagogy through second language acquisition research*. Routledge.

- Fernandez, M. L., Santos, D. R., & Pineda, E. M. (2022). Trends in oral language proficiency among Filipino students: Challenges and implications. *Asia-Pacific Education Review*, 23(1), 87–101.
- Lantolf, J. P., & Thorne, S. L. (2021). *Sociocultural theory and the genesis of second language development*. Oxford University Press.
- Larsen-Freeman, D., & Anderson, M. (2021). *Techniques and principles in language teaching* (4th ed.). Oxford University Press.
- Lightbown, P. M., & Spada, N. (2021). *How languages are learned* (5th ed.). Oxford University Press.
- Marcum, J., & Kim, Y. (2020). Oral language proficiency in distance English-language learning. *CALICO Journal*, 37(2), 148–168. <https://doi.org/10.1558/cj.37788>
- Masrizal, A. (2023). *Interaction hypothesis and communicative tasks in ESL classrooms: Effects on students' oral fluency* [Unpublished master's thesis]. Universitas Negeri Jakarta.
- Nation, I. S. P., & Macalister, J. (2021). *Teaching ESL/EFL reading and writing* (2nd ed.). Routledge.
- Obenza, R. A. (2021). *Effectiveness of communicative activities in enhancing students' speaking skills* [Unpublished master's thesis]. Bicol University.
- O'Donovan, M. M. (2021). *An overview of Bruner and Piaget—Cognitive constructivists*. Danish School of Education, Aarhus University.
- Olabiya, W., Jonathan, G., & Olamid, B. (2025). *Investigating the relationship between oral language proficiency and literacy skills among Filipino students*.
- Ong, C. G., & Villegas, E. (2021). Oral fluency: Basis for designing a communicative competence structured module. In *International Conferences Mobile Learning 2021 (ML 2021) and Educational Technologies 2021 (ICEduTech 2021)* (pp. 143–144). <https://files.eric.ed.gov/fulltext/ED622408.pdf>
- Oxford University Press. (2024). *Communicative Language Teaching (CLT): An overview*. <https://www.oup.com/elt/teaching-resources/clt>
- Republic Act No. 10533. (2013). *Enhanced Basic Education Act of 2013*. Official Gazette of the Republic of the Philippines.
- Reyes, J. C., & Magno, E. F. (2024). *Negotiation of meaning in group communication tasks and students' oral development* [Unpublished thesis]. University of Santo Tomas.

- Richards, J. C., & Renandya, W. A. (2021). *Methodology in language teaching: An anthology of current practice* (2nd ed.). Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2022). *Approaches and methods in language teaching* (4th ed.). Cambridge University Press.
- Salazar, K. D. (2023). Constructivist learning and oral fluency development among Filipino learners. *Journal of Educational Innovations*, 12(3), 112–128.
- Saville-Troike, M., & Barto, K. (2021). *Introducing second language acquisition* (3rd ed.). Cambridge University Press.
- Sitoy, A. P., & Sonsona, J. M. (2024). *Utilization of Communicative Language Teaching in promoting innovative English learning* [Unpublished thesis]. Cebu Technological University.
- TESOL International Association. (2023). *Principles of Communicative Language Teaching*. <https://www.tesol.org>
- Tolentino, M. C. (2024). *Experiential communicative learning and oral proficiency among junior high school students* [Unpublished master's thesis]. Batangas State University.
- Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2020). The use of the communicative language teaching approach to improve students' oral skills. *English Language Teaching*, 12(1), 110. <https://doi.org/10.5539/elt.v12n1p110>
- Torrevillas, J. (2022). Oral language proficiency: Basis for material design and development. *International Journal of Language and Literary Studies*, 4(1), 122–135. <https://doi.org/10.36892/ijlls.v4i1.749>
- United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. United Nations General Assembly.
- Yañez, K. L. (2022). *Students' perceived challenges in developing communicative competence in Junior High School English classes* [Unpublished master's thesis]. Polytechnic University of the Philippines.