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THE COMMUNICATIVE LANGUAGE TEACHING (CLT) STRATEGIES IN IMPROVING THE ORAL COMMUNICATION SKILLS IN ENGLISH OF THE PUBLIC SENIOR HIGH SCHOOL LEARNERS IN THE DIVISION OF ALBAY

Marri Lanie Salando
School of Graduate Studies
University of Northeastern Philippines
Iriga City, Philippines
Email: lanie_salando@ymail.com

ABSTRACT

Oral communication in English is a central outcome of the K to 12 and MATATAG curricula, yet many Filipino senior high school learners continue to show limited confidence, fluency, and accuracy in spoken English. This study examined the Communicative Language Teaching (CLT) strategies for improving the oral communication skills in English of public senior high school learners in the Division of Albay, Philippines, for School Year 2025–2026. A descriptive-evaluative-correlational design was used. Through total enumeration, 475 public senior high school English teachers from the three districts of the Division responded to a 198-item researcher-made questionnaire covering the extent of CLT strategies employed, the extent of improvement in learners' oral communication skills, the constraints encountered, and the solutions offered. Data were analyzed using frequency counts, percentages, weighted means, ranks, and Kendall's coefficient of concordance (W), with the chi-square test at the 0.05 level. CLT strategies were Much Employed overall (Wx = 4.01), led by learner-centered activities (4.31) and fluency-oriented practice (4.24), while meaning-focused interaction ranked lowest (3.79). Learners' oral communication skills were rated Much Improved (Wx = 4.34), highest in grammatical accuracy, vocabulary usage, and coherence and organization of ideas (4.41 each) and lowest in fluency (4.20). Constraints were rated Much Serious (Wx = 3.70), with learners' motivation and confidence (4.18) and classroom management (3.99) as the most pressing, and instructional time (3.06) the least. All proposed solutions were rated Much Necessary (Wx = 4.11), particularly the use of technology and online resources (4.60) and continuous CLT-focused professional development (4.58). Rank orders showed significant agreement across districts for all CLT dimensions, constraints, and solutions, and for four of six oral communication skills; agreement was not significant for vocabulary usage and coherence and organization of ideas. Based on the findings, a division-level action plan was crafted that targets the lowest-rated indicators in each area. The study concludes that CLT is widely practiced and perceived as beneficial, but its full potential depends on addressing affective barriers, large classes, and limited authentic and technological resources.

Keywords: *communicative language teaching; oral communication skills; senior high school; English language teaching; constraints; action plan; Division of Albay*

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INTRODUCTION

Background of the Study

Language stands at the heart of human interaction, social participation, and national development. In an increasingly globalized world, the ability to communicate effectively in English has become a vital skill that enables learners to access knowledge, engage in meaningful discourse, and participate competitively in local and international arenas. Across nations, educational systems continuously reform their language programs to ensure that learners are not only knowledgeable about grammar and vocabulary but are also capable of expressing ideas clearly, confidently, and appropriately in real-life situations. Oral communication, therefore, is no longer viewed as a peripheral skill but as a central outcome of quality education.

Globally, education reforms are anchored on the commitment to inclusive and quality learning emphasized in the Sustainable Development Goals (SDGs), particularly SDG 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Complementing this vision is the global thrust of Education for All (EFA), which underscores the right of every learner to acquire essential learning skills, including functional literacy and communication competence. International assessments such as the Programme for International Student Assessment (PISA) have further highlighted the pressing need for learners to develop higher-order language skills, including speaking and listening, as many countries—including the Philippines—continue to face challenges in communicative proficiency among students.

In the Philippine context, the importance of education and language development is rooted in the 1987 Philippine Constitution, particularly Article XIV, Section 2, which provides that the State shall "(1) establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society; (2) establish and maintain a system of free public education in the elementary and high school levels…; (3) establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives…; (4) encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs; and (5) provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills." This provision affirms that education is a shared responsibility of the State and its institutions, with language serving as a key medium for learning, civic participation, and national identity. English, as one of the official languages of the country, plays a crucial role in preparing Filipino learners for global communication and employment.

To strengthen the basic education system, the government enacted Republic Act (RA) No. 10533, the Enhanced Basic Education Act of 2013, which institutionalized the K to 12 Program and emphasized learner-centered, contextualized, and communicative teaching approaches aimed at developing 21st-century skills, including effective oral communication. Executive Order No. 210 (s. 2003), which established the policy to strengthen the use of English as a medium of instruction in the educational system, reaffirmed the use of English as a medium of instruction in selected learning areas to improve learners' English proficiency. The governance of these reforms is guided by RA No. 9155, the Governance of Basic Education Act of 2001, which introduced School-Based Management (SBM) and empowers schools and teachers to innovate and contextualize teaching strategies based on learners' needs. Within this decentralized framework, teachers play a critical role in selecting and implementing effective pedagogical approaches, such as CLT, to address persistent challenges in learners' oral communication skills.

Teacher competence remains a cornerstone of effective instruction. The National Competency-Based Teacher Standards (NCBTS) and its successor, the Philippine Professional Standards for Teachers (PPST), emphasize teachers' mastery of content knowledge, pedagogical skills, and learner-centered strategies, and both advocate interactive, communicative, and inclusive approaches that foster active learner participation—principles closely aligned with CLT. In response to systemic learning gaps, the Department of Education (DepEd) has also implemented the Basic Education Sector Reform Agenda (BESRA), the School First Initiative, and the Continuous Improvement Program, which aim to improve school performance through evidence-based practice,

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instructional leadership, and continuous assessment of teaching strategies. Likewise, the 10-Point Basic Education Agenda and the national government's Eight-Point Socioeconomic Agenda underscore education as a driver of human capital development, employability, and social mobility—outcomes closely linked to learners' communicative competence.

More recently, DepEd Order (DO) No. 013, s. 2023, provided for the adoption of the National Learning Recovery Program (NLRP) in the Department of Education to address learning losses caused by disruptions in education. Complementing this initiative are assessment and intervention programs such as the Comprehensive Rapid Literacy Assessment (CRLA) and the Every Child A Reader Program (ECARP), which emphasize foundational literacy and language skills. The Academic Recovery and Accessible Learning (ARAL) Program, established under RA No. 12028, approved on October 16, 2024, further reinforces the need for responsive and inclusive instructional strategies that cater to diverse learner needs, including oral language development. Aligned with these recovery efforts is the enhanced K to 12 curriculum: designed to decongest learning competencies and sharpen instructional focus, the MATATAG Curriculum, implemented through DO No. 010, s. 2024, prioritizes foundational literacy, numeracy, and 21st-century skills, including the communication and collaboration competencies central to CLT. Related 2025 issuances—DO No. 008, s. 2025 on the selection of textbooks and teacher's manuals and DO No. 010, s. 2025 on the 2025 DepEd summer programs—further shape the instructional materials and learning-recovery opportunities available to learners.

Despite these policies and programs, challenges persist in the oral communication skills of Filipino learners, particularly at the senior high school (SHS) level. Classroom observations and assessment results often reveal learners' limited confidence, fluency, and accuracy in spoken English. These concerns suggest a gap between policy intentions and classroom practice, and highlight the need to examine how communicative strategies are actually employed in English classrooms and how these strategies influence learners' oral communication outcomes.

The Division of Albay offers a meaningful setting for such an inquiry. The Division has recently earned recognition in both sports and educational outcomes. In the regional Palarong Bicol, its public school athletes reclaimed the overall championship with 239 medals and won awards such as 1st Place for Most Clean and Green Delegation, Best Learners' Rights Protection Desk, and 2nd Place for Most Organized Delegation—the Division's strongest performance in over a decade—and the provincial government provided cash incentives to 555 learner-athletes and coaches for their regional and national achievements. Beyond athletics, the Division implemented the Academic Remediation, Acceleration, and Livelihood (ARAL) Project, in which 161 learners completed intensive remedial sessions in reading, mathematics, and science, and, in support of DepEd's MATATAG agenda, developed digital game-based learning packages used as teaching aids across disciplines to promote engagement and strengthen foundational competencies. With its diverse public secondary schools and linguistic backgrounds, the Division provides a rich context for understanding how CLT strategies are implemented and how they contribute to SHS learners' oral communication, with implications for instructional enhancement, policy refinement, and professional development.

Local studies in and around Albay reinforce this need. Bercasio and Dugan (2025) found that 365 college students in Albay held generally favorable attitudes toward the teacher, learning resources, teaching methods and learning tasks, and technology tools in flexible learning during the COVID-19 pandemic, but neutral attitudes toward assessment and support services—gaps in school readiness and learner support that may influence how students engage with language and communication tasks. Caratao (2025) examined the reading comprehension of Grade 11 learners across secondary schools in Libon, Albay, as a basis for a strategic intervention material; because comprehension and expression are interrelated, the findings are pertinent to oral communication in SHS English, where both receptive and productive competencies are essential. Armario and Bausa (2025) explored the technical support strategies of public elementary school heads for teachers in the Schools Division of Legazpi City, shedding light on administrative and instructional support mechanisms that shape teaching quality and, by extension, learner outcomes in language subjects. Gornez and Figuracion (2025) related communicative behavior to the academic performance of 57 Bachelor of Secondary Education students majoring in Filipino, a relationship transferable to

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English oral communication, while Perez and Perez (2025), working with AB English students in Pangasinan, showed the value of identifying specific oral communication strategies—such as negotiation of meaning and fluency-oriented strategies—and their connection to communicative competence. This study therefore seeks to bridge the gap between national education policies and classroom realities by contributing local empirical evidence on CLT, so that learners become not only academically prepared but also confident, competent, and communicatively empowered.

Review of Related Literature

Communicative Language Teaching strategies

Recent Philippine and international studies consistently associate CLT with gains in learners' communicative ability. In a qualitative descriptive study using focus group discussions, Sitoy and Sonsona (2024) found that SHS teachers employed CLT by encouraging practical language use and engaging students in communicative activities such as role-playing and opinion sharing, which improved students' communication skills, critical thinking, and vocabulary acquisition; they also noted variations in implementation among teachers, signaling a need for professional development to ensure consistent application of CLT principles. Gonzales (2019) similarly reported that English teachers at Sulop National High School used group discussions, role-playing, pair work, and interactive speaking tasks to promote meaningful language use, and that CLT encouraged participation, developed communicative competence, created a learner-centered classroom, and enhanced learners' confidence in using English.

Experimental and intervention evidence points in the same direction. De Leon and Castro (2025), using a quasi-experimental pretest–posttest design with 50 Grade IV pupils in Eastern Samar, found that while both the lecture method and an integrated approach improved scores, the integrated approach yielded significantly higher gains (posttest means of 32.36 versus 26.48; $t = 5.345$, $p = .000$). Lindo (2025) examined the SPEAK (Speech Performance, Engagement, Articulation, and Knowledge) intervention through a qualitative phenomenological study of ten Grade 11 learners and found improvements in confidence, fluency, pronunciation, and overall oral communication competence through structured speaking activities and guided practice. In Timor-Leste, da Costa and Magno Ximenes (2025) used a qualitative case study to show that adapting communicative activities to students' needs and contexts promoted active participation, increased confidence, and improved university students' ability to express ideas in English.

Studies have also cataloged the specific techniques through which CLT operates. Gallo and Raymundo (2024), addressing the dearth of research on teaching and assessment strategies in online English as a Foreign Language (EFL) tutoring, used interviews validated through class observations and analyzed through qualitative, warm, and thematic analyses anchored on Richards and Schmidt's conceptualization of CLT. Tutors used authentic materials, opinion sharing, role-playing, information-gap and information-transfer activities, mechanical practice for language familiarization, and meaningful practice through prompt feedback, language tasks, and project work; constraints included language and technological barriers, short attention spans, and questions on the validity of assessments. Jiang and Paulino (2024) identified group-oriented CLT strategies (role-play, pair and group work, interviews, information-gap activities) and individual-oriented tactics (storytelling, picture description, opinion sharing) that can improve the oral proficiency of Chinese vocational college students, and designed communicative activities as an instructors' guide, stressing that teachers are the primary change agents in educational practice.

Other studies link oral communication and communication strategies to broader learning outcomes. Using a correlational design, Lara and Rodriguez (2025) found a significant positive relationship between the oral communication ability in English and the learning engagement of Grade 12 Humanities and Social Sciences learners, indicating that learners with stronger communication skills participate more actively in classroom discussions. Adarlo (2026) found that effective instructional communication strategies in District 2, Batangas Province, enhanced students' understanding of lessons, encouraged active participation, and contributed

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positively to their English performance. Taken together, these studies examined CLT through qualitative designs, experimental comparisons, specific interventions, online or tertiary contexts, or broader English performance; the present study differs in that it quantitatively examines the extent of CLT strategies and their perceived contribution to the oral communication skills of SHS learners across all public secondary schools of the Division of Albay, with oral communication as the primary outcome variable.

Oral communication skills

Research on SHS learners' oral communication highlights both affective and linguistic factors. Pike and Raymundo (2024), using a descriptive-correlational design, found that students experienced a moderate level of public speaking classroom anxiety, manifested in physiological symptoms such as pounding hearts and trembling attributed to lack of preparation, low self-confidence, and the pressure of being on the spot; their oral language performance was rated "satisfactory," with strong attention-grabbers and introductions but limited clarity in main points due to minimal supporting evidence. In a descriptive-correlational study of 124 SHS learners in Nueva Vizcaya selected through total sampling, Coidno and Magday (2026) examined communicative competence across grammatical, sociolinguistic, discourse, and strategic domains in relation to performance in Oral Communication in Context. Sociolinguistic competence was highest, followed by strategic, discourse, and grammatical competence; learners viewed themselves as effective communicators in adapting language to social situations and handling communication failures but were less assured of grammatical correctness and control of discourse structure. Overall competence was not significantly related to academic performance, and sociolinguistic competence was negatively correlated with it.

Leuterio and Paglinawan (2024) studied 150 SHS students at Dangcagan National High School and found high interlanguage competency, particularly in pragmatic awareness (mean = 3.81) and communicative practices (mean = 3.84), a significant positive correlation between interlanguage competency and oral communication skills, and a moderate correlation between social media engagement and oral communication, underscoring the need for interventions that integrate these elements. Among Filipino language teachers in Panabo City National High School, Orboc (2024) identified three themes in teachers' practice—structured performance and assessment, interactive and collaborative oral communication, and the use of digital communication and modern platforms—alongside challenges such as students' non-preference for Filipino and limited instructional variability, and recommended teacher training on updated pedagogies and further research on professional development, motivation, and learners' lived experiences. Whereas these studies focused on anxiety, competence, interlanguage, or single-school contexts, the present study examines the impact of CLT strategies across multiple schools in Albay.

Constraints in communicative instruction

Several constraints to oral communication development have been documented. Astrero et al. (2024) found that although some pre-service teachers were confident about communicating in English, many experienced public speaking anxiety in specific situations, particularly when called to speak without preparation, with physiological symptoms such as increased heart rate and sweaty palms, and difficulty retaining information and remaining calm despite long academic exposure. Through in-depth interviews with eight Grade 11 and 12 learners at UM Peñaplata College, Island Garden City of Samal, Tabog et al. (2024) identified six themes of negative speaking experiences (inferiority complex, apprehension, voluntary and involuntary movements, classroom distractions, difficulty expressing thoughts, and teacher reproaches), seven coping mechanisms (diverting attention, breathing techniques, composing oneself, crying behind closed doors, eating, cursing, and talking to trusted friends), and four insights (lowered confidence, motivation to strive more, avenues for learning, and disappointment), concluding that teachers must create a student-friendly environment for speaking.

Constraints may also originate outside the classroom. Among 100 teachers of Cornelia M. de Jesus Memorial Central School, Division of Bulacan, Alzaga and Ching (2024) found a significant indirect effect of coping mechanisms on the quality of teaching and learning through the mediation of communication challenges with

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parents, underscoring the role of adaptive coping strategies in navigating educational obstacles. Cubillas (2026), through key informant interviews with 52 Indigenous Grade 11 and 12 students (Manobo, Higaonon, and Banwaon) in Mindanao during the pandemic, documented difficulty understanding lessons, lack of family support, and financial problems leading to demotivation, alongside students' recognition of education as a way to break the cycle of poverty and aspirations to preserve their cultural heritage, pursue higher education, and contribute to their communities. Unlike these studies of pre-service teachers, single schools, parent communication, or Indigenous learners, the present study assesses constraints specific to the utilization of CLT strategies among SHS English teachers in the Division of Albay.

Solutions and interventions

Interventions that address these constraints have shown promise. Ahmed et al. (2025) implemented the SpeakUp Scaffold, a four-week guided speaking intervention with progressively challenging exercises, among 32 Grade 11 students who had limited vocabulary, stage fright, fear of negative judgment, unfamiliarity with English, and low self-esteem; students' speaking abilities improved significantly, with better thought organization, increased use of scholarly language, and greater talkativeness. Kafabih et al. (2025), combining questionnaire data from 91 participants with semi-structured teacher interviews, found affective barriers (low self-confidence, fear of mistakes, nervousness), linguistic limitations (restricted vocabulary and pronunciation difficulties that disrupt fluency and promote reliance on first-language translation), and insufficient speaking opportunities; drawing on Foreign Language Classroom Anxiety and sociocultural theory, they recommended learner-centered instruction that fosters emotional security, digital tools to reduce anxiety, peer interaction, pronunciation-focused tasks, more speaking time, and structured teacher feedback.

Galang (2025) found that Grade 11 learners frequently used audiovisual resources—short films, television and movie clips, music videos, and vlogs or TikTok—and rated them effective for learning English in Oral Communication in Context; teachers reported extensive and beneficial use, with significant differences between students' and teachers' responses on short films and television clips but not on music videos and vlogs, and no relationship between respondents' profiles and media use. Ubando Jr. (2025), through semi-structured interviews and thematic analysis, found that hybrid learning fostered collaborative and interactive speaking activities, technology-enhanced learning, creative and contextual tasks, real-world communication practice, and enhanced engagement, while success depended on strategic implementation and continuous adaptation. The present study complements these intervention-specific studies by examining which solutions teachers consider necessary for CLT in face-to-face public SHS classrooms.

Action planning for communicative competence

Studies have also translated findings into instructional plans. Using phenomenology with seven participants, three key informants, and three encoders, Fortuno (2025) found that SHS teachers of Oral Communication in the Division of Makati who used blended learning taught discourse competence through discourse markers, facilitated speaking activities, feedback elicitation, and online platforms, and taught strategic competence through communication strategies, authentic activities, and multimedia platforms. Among 226 SHS students in Opol, Misamis Oriental, Soreño and Valle (2024) found a strong association between students' attitudes and oral communication performance, with cognitive attitudes having a substantial impact, and recommended a variety of activities to help learners develop positive behavioral and affective attitudes. De Asis et al. (2024) found that Bachelor of Public Administration students faced moderately serious communication difficulties—particularly in written tasks—while faculty perceived oral communication problems such as reluctance to speak clearly in English as serious, and proposed an intervention plan of content-area writing workshops, collaborative writing, and public speaking exercises. Tuboc et al. (2026) found that 105 SHS English teachers in Guimaras mostly practiced student-centered strategies such as contextual grammar instruction, role-play, and promoting English use beyond the classroom; learners' performance was "Very Satisfactory," but no significant relationship was found between teaching strategies and learner performance, suggesting that outcomes are also shaped by motivation, environment, and readiness.

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Research Gap

Previous studies have explored audiovisual media, hybrid or blended learning strategies, students' attitudes, communicative competence, speaking anxiety, specific speaking interventions, and general teaching methods. However, none has directly investigated, across an entire schools division, the extent to which CLT strategies are employed by public SHS English teachers, the extent to which these strategies are perceived to improve specific components of learners' oral communication, the constraints that hinder their use, and the solutions that teachers consider necessary—culminating in an evidence-based action plan. By identifying both the strategies employed and their perceived effectiveness in the Division of Albay, the present study addresses this gap.

Theoretical Framework

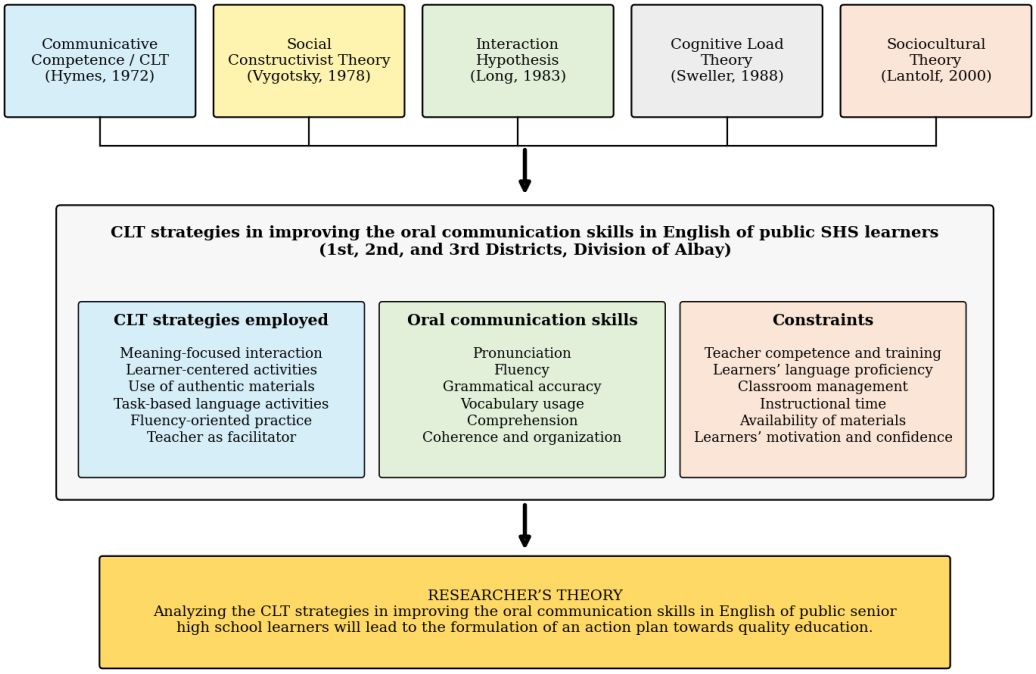
The study was anchored on five theories, shown in Figure 1. The theory of communicative competence (Hymes, 1972), from which Communicative Language Teaching developed, emphasizes that language learning is most effective when learners actively use language in meaningful communication; in the school setting, learners develop oral communication skills through real-life interactions and purposeful speaking activities. It provides the foundation for employing CLT strategies to improve learners' ability to express themselves effectively in English. Social Constructivist Theory (Vygotsky, 1978) asserts that learning occurs through social interaction and collaboration in which knowledge is co-constructed with more knowledgeable peers or teachers; group discussions, role-plays, and peer feedback help learners internalize language structures, supporting strategies that encourage learner interaction and engagement.

The Interaction Hypothesis (Long, 1983) proposes that language acquisition is enhanced when learners engage in meaningful interaction, negotiation of meaning, and corrective feedback; oral communication improves when learners actively participate in dialogue and are guided to refine their language use, which informs the design of activities that maximize communicative opportunities. Cognitive Load Theory (Sweller, 1988) holds that learners' capacity to process new information depends on managing cognitive load and balancing challenge with comprehension; in oral communication, activities should be challenging yet achievable, supporting scaffolded speaking tasks that gradually build confidence and competence. Sociocultural Theory (Lantolf, 2000) emphasizes the role of cultural context and social interaction in language development, with learning mediated by tools such as language and technology; culturally relevant materials and socially meaningful tasks guide the integration of contextualized communicative activities. Building on these, the researcher posited that analyzing CLT strategies for improving the oral communication skills in English of public SHS learners will lead to the formulation of an action plan toward quality education.

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Figure 1. **Theoretical Framework of the Study**



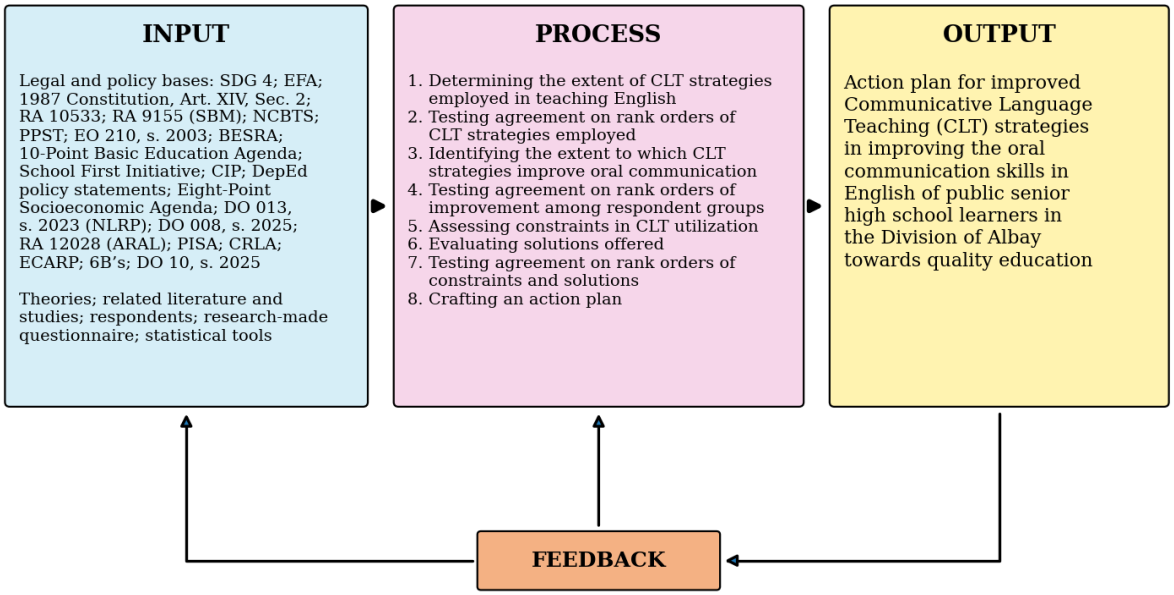
Conceptual Framework

The conceptual framework adopted the input–process–output (IPO) system approach (Figure 2). The inputs consisted of the legal and policy bases—the SDGs, EFA, the 1987 Constitution (Article XIV, Section 2), RA No. 10533, RA No. 9155, the PPST, the NCBTS, Executive Order No. 210 (s. 2003), BESRA, the 10-Point Basic Education Agenda, the School First Initiative, the Continuous Improvement Program, SBM, DepEd policy statements, the Eight-Point Socioeconomic Agenda, DO No. 013, s. 2023, DO No. 008, s. 2025 (selection of textbooks and teacher's manuals), RA No. 12028, PISA, CRLA, ECARP, the "6B's: Bawat Batang Bicolano Bihasang Bumasa at Bumilang" program, and DO No. 010, s. 2025 (2025 DepEd summer programs)—together with the theories, related literature and studies, the research-made questionnaire, and the statistical tools. The process comprised the eight analytical tasks corresponding to the research objectives (Section 1.6). The output was an action plan for improved CLT strategies to improve the oral communication skills in English of public SHS learners in the Division of Albay towards quality education. Feedback was used to identify the strengths and weaknesses of the study in order to refine the CLT strategies in the Division.

Figure 2. **Conceptual Framework of the Study (Input–Process–Output Model)**

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Research Objectives and Hypotheses

This study determined the CLT strategies in improving the oral communication skills in English of public SHS learners in the Division of Albay for School Year 2025–2026. Specifically, it sought to:

1. determine the extent to which CLT strategies were employed in teaching English along meaning-focused interaction, learner-centered activities, use of authentic materials, task-based language activities, fluency-oriented practice, and teacher as facilitator;

2. test the significance of the agreement on the rank orders of the extent of the CLT strategies employed in teaching English;

3. determine the extent to which CLT strategies improve the oral communication skills in English of SHS learners in terms of pronunciation, fluency, grammatical accuracy, vocabulary usage, comprehension, and coherence and organization of ideas;

4. test the significance of the agreement on the rank orders of the extent of improvement among the different groups of respondents;

5. identify the constraints encountered in the utilization of CLT strategies along teacher competence and training, learners' language proficiency, classroom management, instructional time constraints, availability of instructional materials, and learners' motivation and confidence;

6. identify the solutions offered to address these constraints;

7. test the significance of the agreement on the rank orders of the constraints encountered and the solutions offered among the different groups of respondents; and

8. craft an action plan based on the findings of the study.

The following alternative hypotheses were tested at the 0.05 level of significance: (H_1) there is a significant agreement on the rank orders of the extent of the CLT strategies employed in teaching English; (H_2) there is a significant agreement on the rank orders of the extent of the CLT strategies employed in improving the oral communication skills in English of SHS learners among the different groups of respondents; and (H_3) there is a

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significant agreement on the rank orders of the constraints encountered and the solutions offered in the utilization of CLT strategies in teaching English. The study assumed that each of these variables could be determined, identified, assessed, and evaluated through the instrument, and that an action plan could be crafted from the findings.

Significance of the Study

The findings are expected to benefit several stakeholders. **Learners** stand to gain from the identification of CLT strategies that enhance their oral communication, enabling them to express ideas confidently, participate actively in discussions, engage in real-life communication, and prepare for higher education, employment, and global interaction. **Teachers** may use the results to refine instructional practice, design interactive activities, and adopt learner-centered approaches aligned with the MATATAG Curriculum and the PPST, encouraging reflective teaching and continuous professional growth. **School heads** may use the findings to strengthen instructional supervision, mentoring, and school-based professional development consistent with SBM. **English coordinators** may draw on the empirical data to monitor, evaluate, and improve English programs and design targeted interventions and capacity-building activities, while **reading coordinators** may integrate oral language activities into programs such as ECARP and CRLA in view of the interrelationship between reading and speaking. **Senior high school coordinators** may use the results to assess English instruction across strands and plan interventions and teacher training that respond to learners' communicative needs.

At the system level, the **Department of Education** gains field-based evidence on CLT in public secondary schools that may support the NLRP, the MATATAG Curriculum, and the ARAL Program; **DepEd key officials** may use the findings in evaluating language policies and programs and in decisions on teacher training, resource allocation, and English instruction at the regional and division levels; **policy makers** may use them to formulate or refine policies on language teaching, curriculum implementation, and learning recovery; and **curriculum writers** may gain insight into classroom realities to inform curriculum guides, learning competencies, and materials that emphasize authentic communication. The **Civil Service Commission** may find the results relevant to the inclusion of communication competencies in public-sector training and performance standards. **Parents, the community, and other stakeholders** benefit as improved oral communication strengthens school–community partnerships and learners' confidence in social interaction. Finally, the **researcher** deepens her understanding of CLT and oral communication development and enhances her skills in educational inquiry, data analysis, and reflective practice.

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METHODS

Research Design

The study employed a descriptive-evaluative-correlational design. The descriptive-evaluative component was used to determine the extent of the CLT strategies employed in teaching English along the six dimensions; the extent to which CLT strategies improve the oral communication skills of public SHS learners along the six skill areas; the constraints encountered in utilizing CLT strategies along the six constraint areas; and the solutions offered to address these constraints. The correlational component was used to test the significance of the agreement on the rank orders of (a) the extent of CLT strategies employed, (b) the extent of improvement in oral communication skills, and (c) the constraints encountered and solutions offered among the different groups of respondents, which in this study were the three districts of the Division.

Study Site

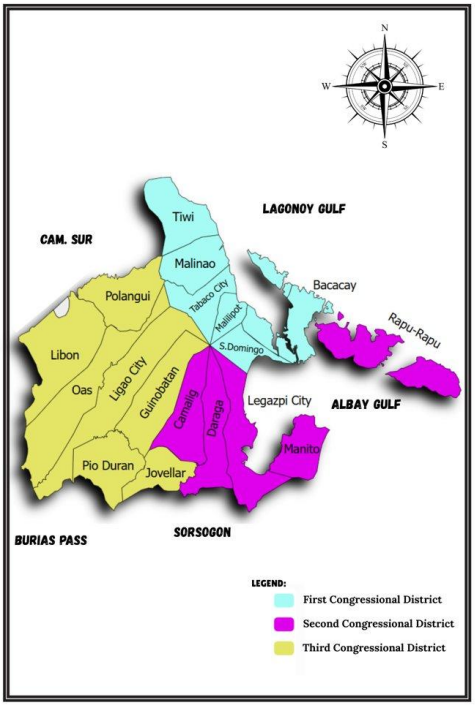
The study was conducted in the public secondary schools of the three congressional districts of the Province of Albay under the Schools Division of Albay (Figure 3). The Division is headed by a Schools Division Superintendent, assisted by three Assistant Schools Division Superintendents, two Chief Education Supervisors of the Curriculum Implementation Division and the School Governance and Operations Division, ten Education Program Supervisors, 38 Public Schools District Supervisors, 234 school heads, and 7,981 teachers.

The **First District** comprises Tabaco City, Bacacay, Malilipot, Malinao, Tiwi, and Santo Domingo and is served by public secondary schools including Malinao National High School and Tiwi National High School; it has 35 public secondary schools, 1,000 teachers, and 15,000 learners. The **Second District** includes Camalig, Daraga, Manito, and Rapu-Rapu, with schools such as Anislag National High School and San Vicente Grande High School (Daraga South), Bariw National High School (Camalig North), Batan National High School (Rapu-Rapu East), Bonbon National High School, and Daraga National High School; it has 30 public secondary schools, 900 teachers, and 20,000 learners. The **Third District** comprises Ligao City, Guinobatan, Jovellar, Libon, Oas, Pio Duran, and Polangui; schools included in the study are Guinobatan National High School, Libon National High School, Oas Polytechnic School, Polangui General Comprehensive High School, Pio Duran National High School, Sabino Rebagay Memorial High School, Marcial O. Rañola Memorial School, Marigondon National High School, Maramba National High School, Lower Binogsacan National High School, Magpanambo National High School, Malabog National High School, Malipo National High School, Batbat High School, Mauraro High School, Cawayan High School, Nagotgot High School, and Naga National High School; it has 45 public secondary schools, 1,300 teachers, and 25,000 learners. Together, these schools represent urban, semi-urban, and rural areas of the province.

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Figure 3. **Location Map of the Public Secondary Schools in the Division of Albay**



Respondents and Sampling

No sampling technique was employed. Through total enumeration, all public SHS teachers teaching English in the Division of Albay served as respondents. As shown in Table 1, the First District accounted for 186 respondents (39.2%), the Second District for 78 (16.4%), and the Third District for 211 (44.4%), for a total of 475 respondents, ensuring that the data represent the perspectives of English teachers across all districts. The study was delimited to public senior high schools within the Division for School Year 2025–2026; private schools, elementary schools, junior high schools, and institutions outside the Division were excluded, and the study was confined to the teachers' assessment of the variables.

Table 1. **Distribution of Respondents by District and Municipality/City**

District / Municipality or City	**SHS English Teachers (f)**	**Percentage (%)**
1st District		
Tabaco City	47	9.9
Bacacay	35	7.4
Malilipot	28	5.9
Malinao	31	6.5

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District / Municipality or City	SHS English Teachers (f)	Percentage (%)
Santo Domingo	27	5.7
Tiwi	18	3.8
Subtotal	**186**	**39.2**
2nd District		
Camalig	26	5.5
Daraga	19	4.0
Manito	17	3.6
Rapu-Rapu	16	3.4
Subtotal	**78**	**16.4**
3rd District		
Ligao City	48	10.1
Guinobatan	33	6.9
Jovellar	28	5.9
Libon	27	5.7
Oas	24	5.1
Pio Duran	22	4.6
Polangui	29	6.1
Subtotal	**211**	**44.4**
Grand total	**475**	**100.0**

Research Instrument

A researcher-made questionnaire of 198 items in four parts was used (Table 2). Part I determined the extent of CLT strategies employed in teaching English along the six dimensions; Part II identified the extent to which CLT strategies improved learners' oral communication skills along the six skill areas; Part III assessed the constraints encountered in utilizing CLT strategies along the six constraint areas; and Part IV evaluated the solutions offered

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to address the constraints. Each subscale ended with an open-ended "Others (please specify)" item, which is included in the item counts in Table 2 but not in the rated indicators reported in the results. A five-point Likert-type scale was used for each part, with the intervals and verbal interpretations presented in Table 3.

Table 2. Table of Specifications of the Questionnaire

Parts and Subscales	No. of Items	Item Placement	Percentage (%)
Part I. Extent of CLT strategies employed in teaching English			
1. Meaning-focused interaction	10	1–10	
2. Learner-centered activities	9	11–19	
3. Use of authentic materials	10	20–29	
4. Task-based language activities	11	30–40	
5. Fluency-oriented practice	12	41–52	
6. Teacher as facilitator	10	53–62	
Subtotal	**62**		**31**
Part II. Extent of CLT strategies employed in improving the oral communication skills in English of SHS learners			
1. Pronunciation	11	63–73	
2. Fluency	11	74–84	
3. Grammatical accuracy	10	85–94	
4. Vocabulary usage	9	95–103	
5. Comprehension	9	104–112	
6. Coherence and organization of ideas	9	113–121	
Subtotal	**59**		**30**
Part III. Constraints encountered in the utilization of CLT strategies in teaching English			
1. Teacher competence and training	11	122–132	

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Parts and Subscales	No. of Items	Item Placement	Percentage (%)
2. Learners' language proficiency	12	133–144	
3. Classroom management	11	145–155	
4. Instructional time constraints	11	156–166	
5. Availability of instructional materials	10	167–176	
6. Learners' motivation and confidence	10	177–186	
Subtotal	**65**		**33**
Part IV. Solutions offered to address the constraints encountered in the utilization of CLT strategies in teaching English	12	187–198	6
Grand total	**198**		**100**

Table 3. Rating Scales and Verbal Interpretations Used in the Questionnaire

Scale	Interval	Part I: CLT Strategies Employed	Part II: Oral Communication Improvement	Part III: Constraints	Part IV: Solutions
5	4.50–5.00	Very Much Employed (VME)	Very Much Improved (VMI)	Very Much Serious (VMS)	Very Much Necessary (VMN)
4	3.50–4.49	Much Employed (ME)	Much Improved (MI)	Much Serious (MS)	Much Necessary (MN)
3	2.50–3.49	Employed (E)	Improved (I)	Serious (S)	Necessary (N)
2	1.50–2.49	Fairly Employed (FE)	Fairly Improved (FI)	Fairly Serious (FS)	Fairly Necessary (FN)
1	1.00–1.49	Not At All (NAA)	Not At All (NAA)	Not At All (NAA)	Not At All (NAA)

Validity and Reliability of the Instrument

The instrument underwent validation and a dry run before finalization. To test reliability, the Kuder–Richardson Formula 21 (Diederich, 1973) was used:

$$r = 1 - [M(N - M)] / (N S^2)$$

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where 1 is a constant, M is the mean, N is the number of items, and S^2 is the variance. The significance of the reliability coefficient was computed using the t-test for correlation (Siegel, 1988):

$$t = r \sqrt{[(N - 2) / (1 - r^2)]}$$

where r is the reliability coefficient, and N is the number of cases. The computed reliability coefficient was r = 0.24, with a corresponding t-value of 2.38, which exceeded the tabular value at the 0.05 level of significance. The obtained coefficient was therefore statistically significant, and the instrument was deemed acceptable for gathering the data. Because KR-21 was developed for dichotomously scored items and the obtained coefficient is modest, this evidence of reliability is limited, as acknowledged in Section 4.6.

Variables and Operational Definitions

Table 4 presents the conceptual and operational definitions of the variables as stated by the researcher.

Table 4. Conceptual and Operational Definitions of the Study Variables

Variable	Definition as used in the study
CLT strategies	Instructional approaches emphasizing meaningful communication and interaction to enhance learners' practical use of English; in this study, classroom activities and techniques used by teachers to develop oral communication through authentic and interactive tasks.
Meaning-focused interaction	Activities prioritizing understanding and conveying meaning over grammatical precision; dialogues, group discussions, and role-playing in which learners express ideas and interpret messages.
Learner-centered activities	Approaches that shift the focus from teacher to learner, promoting participation and autonomy; cooperative learning, peer teaching, and problem-solving tasks.
Use of authentic materials	Incorporation of real-world resources such as newspapers, videos, and advertisements to simulate realistic communication.
Task-based language activities	Tasks designed to achieve meaningful communicative outcomes rather than isolated grammar drills; projects, presentations, and collaborative assignments.
Fluency-oriented practice	Exercises fostering smooth, continuous, and natural production; storytelling, timed conversations, and oral presentations.
Teacher as facilitator	The teacher guides, supports, and motivates rather than merely delivering instruction; prompting, giving feedback, and encouraging autonomy.
Oral communication skills	Learners' ability to express ideas, convey meaning, and interact in spoken English, covering pronunciation, fluency, grammatical accuracy, vocabulary usage, comprehension, and coherence and organization of ideas.
Pronunciation	Clarity and correctness of sounds, stress, and intonation; evaluated through oral reading, dialogues, and speaking exercises using a scoring rubric.

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Variable	Definition as used in the study
Fluency	Smoothness, speed, and natural flow of speech; observed during timed oral activities, storytelling, and discussions using a fluency scoring guide.
Grammatical accuracy	Correct use of sentence structures, tenses, and syntax in spoken English; measured through spoken responses and oral presentations.
Vocabulary usage	Ability to select and apply words appropriately; determined from word choice in discussions, role-plays, and presentations.
Comprehension	Ability to understand spoken English and respond effectively; assessed through listening-response activities, oral questioning, and interactive tasks.
Coherence and organization of ideas	Ability to present thoughts logically and cohesively; evaluated during presentations, discussions, and storytelling.
Constraints	Factors hindering the implementation of communicative strategies: teacher competence and training, learners' language proficiency, classroom management, instructional time, availability of materials, and learners' motivation and confidence.
Teacher competence and training	Teachers' knowledge, skills, and preparedness to implement effective strategies; gauged through qualifications, professional development participation, and classroom observation.
Learners' language proficiency	Learners' existing English ability across reading, writing, listening, and speaking; determined through pre-tests, diagnostic assessments, and teacher evaluations.
Classroom management	The teacher's ability to organize and facilitate a productive environment; observed through learners' engagement, participation, and orderly conduct during oral activities.
Instructional time constraints	Limitations in the time available to deliver lessons effectively; recorded through lesson schedules, time logs, and teacher interviews.
Availability of instructional materials	Accessibility of teaching aids, textbooks, and audio-visual resources; examined through inventories and teacher reports.
Learners' motivation and confidence	Learners' willingness to participate and take risks in speaking English; assessed using questionnaires, self-rating scales, and classroom observations.
Solutions	Strategies, interventions, or measures to address challenges: action plans, instructional adjustments, teacher-guided interventions, and learner-centered activities such as CLT strategies, authentic materials, task-based activities, and motivation-enhancing techniques.

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Variable	Definition as used in the study
Action plan	Systematic strategies to address challenges and improve outcomes: teacher training workshops, lesson modifications, integration of authentic materials, and classroom activities to enhance oral communication.

Data Gathering Procedure

The study was carried out from August 2025 to July 2026. The researcher presented the research proposal and incorporated the panel's suggestions; sought permission from higher authorities through channels to conduct the study; constructed and validated the questionnaire; conducted a dry run; and finalized the instrument for reliability. The questionnaire was then administered to and retrieved from the respondents, and the data were tallied, tabulated, presented in tables and figures, and analyzed and interpreted. The manuscript was subsequently encoded, submitted for pre-oral defense, revised based on the panel's recommendations, submitted for final defense, and finalized, after which final copies were submitted to the Commission on Higher Education, a special order was secured, the results were submitted to the concerned authorities, and the output was disseminated through publication or reporting.

Statistical Treatment of Data

Frequency count, percentage, weighted mean, and rank were used to determine the extent of the CLT strategies employed, the extent of improvement in oral communication skills, the constraints encountered, and the solutions offered. To test the significance of the agreement on the rank orders across the groups of respondents, Kendall's coefficient of concordance (W) was used (Siegel, 1988):

$$W = S / [(1/12)\, k^2\, (N^3 - N)]$$

where S is the sum of squares of the deviations of the rank totals from their mean, k is the number of judges (here, the three district groups), and N is the number of attributes ranked. The significance of W was determined using the chi-square statistic (Siegel, 1988):

$$\chi^2 = k(N - 1)W, \text{ with } df = N - 1$$

The level of significance was set at 0.05.

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RESULTS

Extent of CLT Strategies Employed in Teaching English

Tables 5 to 10 present the extent to which CLT strategies were employed in teaching English along the six dimensions, and Table 11 and Figure 4 summarize the results.

Meaning-focused interaction

Of the nine indicators, eight were rated Much Employed and one was rated Employed, with weighted means ranging from 3.49 to 4.28 and an average of 3.79 (Table 5). The highest-rated indicator was that the teacher created a supportive environment where students felt comfortable communicating (4.28), followed by classroom tasks requiring learners to listen and respond naturally to others' messages (4.10) and activities that encouraged learners to express real ideas and opinions in English (3.90). The other Much Employed indicators were open-ended questions that promoted meaningful responses (3.74), encouraging learners to share personal experiences or viewpoints (3.72), pair or group conversations (3.65), discussions reflecting real-life situations (3.64), and lessons emphasizing meaning over memorization of grammar rules (3.63). The lowest-rated indicator, rated Employed, was activities that allowed learners to negotiate meaning when misunderstandings occurred (3.49). District averages were 3.83, 3.77, and 3.78.

Table 5. Extent of CLT Strategies Employed in Teaching English along Meaning-Focused Interaction

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Provided activities that encouraged learners to express real ideas and opinions in English.	4.04	ME	3	3.88	ME	3	3.79	ME	3	3.90	ME	3
2. Learners were given opportunities to interact with classmates through pair or group conversations.	3.77	ME	6	3.66	ME	5	3.53	ME	8	3.65	ME	6
3. Lessons emphasized understanding and conveying meaning rather than memorizing grammar rules	3.55	ME	8	3.56	ME	7	3.78	ME	4	3.63	ME	8
4. Activities allowed learners to negotiate meaning when misunderstandings occurred	3.45	E	9	3.50	ME	9	3.52	ME	9	3.49	E	9
5. The teacher asked open-ended questions that promoted meaningful responses.	4.02	ME	4	3.67	ME	4	3.54	ME	7	3.74	ME	4
6. Learners were encouraged to share personal experiences or viewpoints using English.	3.78	ME	5	3.65	ME	6	3.72	ME	5	3.72	ME	5

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Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
7. Classroom tasks required learners to listen and respond naturally to others' messages.	4.12	ME	1	4.05	ME	2	4.12	ME	2	4.10	ME	2
8. Learners participated in discussions that reflected real-life situations and authentic communication.	3.67	ME	7	3.55	ME	8	3.69	ME	6	3.64	ME	7
9. The teacher created a supportive environment where students felt comfortable communicating.	4.05	ME	2	4.45	ME	1	4.34	ME	1	4.28	ME	1
Average	**3.83**	**ME**		**3.77**	**ME**		**3.78**	**ME**		**3.79**	**ME**	

Learner-centered activities

All eight indicators were rated Much Employed, with weighted means from 4.09 to 4.43 and an identical average of 4.31 in all three districts (Table 6). Learners being given opportunities to take an active role in classroom activities and discussions ranked first (4.43), followed by learners working collaboratively in pairs or small groups on meaningful activities (4.42), tasks that allowed learners to explore ideas and express themselves freely (4.42), learners being encouraged to ask questions and contribute ideas (4.35), lessons considering learners' interests, needs, and preferences (4.34), opportunities for peer learning and shared responsibility (4.29), and learners reflecting on their learning and evaluating their own progress (4.12). Tasks that allowed learners to learn through discovery, problem-solving, or real-life situations ranked lowest (4.09).

Table 6. Extent of CLT Strategies Employed in Teaching English along Learner-Centered Activities

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Learners were given opportunities to take an active role in classroom activities and discussions.	4.25	ME	6	4.55	VME	1	4.49	ME	1	4.43	ME	1
2. Learners were encouraged to reflect on their learning and evaluate their own progress.	4.11	ME	8	4.04	ME	8	4.22	ME	7	4.12	ME	7
3. Learners worked collaboratively in pairs or small groups to complete meaningful activities.	4.45	ME	1	4.36	ME	4	4.44	ME	2	4.42	ME	3

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Indicators	1st District			2nd District			3rd District			Average		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
4. Lessons considered learners' interests, needs, and learning preferences.	4.44	ME	2	4.35	ME	5	4.23	ME	6	4.34	ME	5
5. Tasks allowed learners to learn through discovery, problem-solving, or real-life situations.	4.12	ME	7	4.05	ME	7	4.11	ME	8	4.09	ME	8
6. The teacher provided opportunities for peer learning and shared responsibility in tasks.	4.34	ME	5	4.22	ME	6	4.31	ME	4	4.29	ME	6
7. Learners were encouraged to ask questions and contribute their own ideas during the lesson.	4.35	ME	4	4.43	ME	3	4.28	ME	5	4.35	ME	4
8. The teacher designed tasks that allowed learners to explore ideas and express themselves freely.	4.43	ME	3	4.46	ME	2	4.38	ME	3	4.42	ME	2
Average	**4.31**	**ME**		**4.31**	**ME**		**4.31**	**ME**		**4.31**	**ME**	

Note. Wx = weighted mean; I = interpretation; R = rank; VME = Very Much Employed; ME = Much Employed; E = Employed; FE = Fairly Employed; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Use of authentic materials

Seven of the nine indicators were rated Much Employed, and two were rated Employed, with weighted means from 3.32 to 4.23 and an average of 3.86 (Table 7). The teacher's use of real-life materials such as newspapers, videos, songs, or online articles ranked highest (4.23), followed by exposure to natural language rather than simplified textbook-only content (4.19), learning resources reflecting everyday language (4.14), tasks requiring learners to interpret authentic instructions, announcements, or messages (4.06), and listening practice using real conversations, interviews, or multimedia clips (4.03). The integration of locally relevant materials (3.65) and tasks simulating real-world communication (3.64) were also Much Employed. The two Employed indicators were learners using authentic resources to complete real-life tasks such as writing emails or giving opinions (3.48) and, lowest, learners analyzing authentic texts to understand real messages and contexts (3.32).

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Table 7. Extent of CLT Strategies Employed in Teaching English and Use of Authentic Materials

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Learning resources reflected everyday language used in real-world communication.	4.21	ME	2	4.01	ME	5	4.20	ME	2	4.14	ME	3
2. The teacher used real-life materials such as newspapers, videos, songs, or online articles during lessons.	4.25	ME	1	4.20	ME	2	4.24	ME	1	4.23	ME	1
3. Learners analyzed authentic texts to understand real messages and contexts.	3.25	E	9	3.46	E	8	3.26	E	9	3.32	E	9
4. Learners practiced listening using real conversations, interviews, or multimedia clips.	4.00	ME	5	4.06	ME	3	4.02	ME	4	4.03	ME	5
5. Learners used authentic resources to complete real-life tasks such as writing emails or giving opinions.	3.51	ME	8	3.42	E	9	3.50	ME	8	3.48	E	8
6. Tasks required learners to interpret authentic instructions, announcements, or messages.	4.10	ME	4	4.03	ME	4	4.06	ME	3	4.06	ME	4
7. Learners were exposed to natural language rather than simplified textbook-only content.	4.11	ME	3	4.45	ME	1	4.01	ME	5	4.19	ME	2
8. The teacher integrated locally relevant materials.	3.59	ME	6	3.69	ME	6	3.67	ME	6	3.65	ME	6
9. Learners engaged in tasks that simulated real-world communication situations.	3.58	ME	7	3.68	ME	7	3.66	ME	7	3.64	ME	7
Average	**3.84**	**ME**		**3.89**	**ME**		**3.85**	**ME**		**3.86**	**ME**	

Note. Wx = weighted mean; I = interpretation; R = rank; VME = Very Much Employed; ME = Much Employed; E = Employed; FE = Fairly Employed; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Task-based language activities

Nine of the ten indicators were rated Much Employed, and one was rated Employed, with weighted means from 3.47 to 4.42 and an average of 4.00 (Table 8). The highest-rated indicator was the teacher designing tasks that

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required students to use English to complete meaningful goals (4.42), closely followed by learners using their own words to complete activities (4.41) and presenting task outputs such as reports or demonstrations to the class in English (4.33). Scaffolding through models, prompts, or language guides (4.17), tasks simulating authentic situations such as role-plays, interviews, or projects (4.11), pair or group work on shared tasks (3.92), problem-solving and decision-making activities (3.85), a focus on communication and outcomes rather than perfect grammar (3.71), and using English to gather information and report results (3.63) were likewise Much Employed. Allowing learners to reflect on task performance after completion was rated Employed and ranked lowest (3.47). The Third District reported the lowest average (3.88), compared with 4.03 and 4.10 in the First and Second Districts.

Table 8. Extent of CLT Strategies Employed in Teaching English along Task-Based Language Activities

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. The teacher allowed learners to reflect on task performance after completion.	3.57	ME	9	3.39	E	10	3.45	E	9	3.47	E	10
2. Tasks focused on communication and outcomes rather than perfect grammar.	3.56	ME	10	4.00	ME	8	3.57	ME	8	3.71	ME	8
3. Learners used English to gather information and report results to the class.	3.87	ME	7	3.89	ME	9	3.12	E	10	3.63	ME	9
4. Learners worked in pairs or groups to accomplish shared tasks using English.	4.05	ME	6	4.06	ME	6	3.65	ME	7	3.92	ME	6
5. Tasks simulated authentic situations such as role-plays, interviews, or projects.	4.23	ME	4	4.11	ME	5	3.98	ME	5	4.11	ME	5
6. Provided scaffolding such as models, prompts, or language guides.	4.12	ME	5	4.36	ME	3	4.02	ME	4	4.17	ME	4
7. Learners were encouraged to use their own words to complete assigned activities.	4.52	VME	1	4.22	ME	4	4.50	VME	1	4.41	ME	2
8. Activities involved solving problems, making decisions, or completing real-life scenarios.	3.59	ME	8	4.01	ME	7	3.96	ME	6	3.85	ME	7
9. The teacher designed tasks that required students to use English to complete meaningful goals.	4.32	ME	3	4.50	VME	1	4.44	ME	2	4.42	ME	1

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Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
10. Learners presented their task outputs (e.g., reports, outputs, or demonstrations) to the class using English for communication purposes.	4.44	ME	2	4.44	ME	2	4.12	ME	3	4.33	ME	3
Average	**4.03**	**ME**		**4.10**	**ME**		**3.88**	**ME**		**4.00**	**ME**	

Note. Wx = weighted mean; I = interpretation; R = rank; VME = Very Much Employed; ME = Much Employed; E = Employed; FE = Fairly Employed; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Fluency-oriented practice

Of the eleven indicators, three were rated Very Much Employed, seven were rated Much Employed, and one was rated Employed, with weighted means from 3.38 to 4.59 and an average of 4.24 (Table 9). The Very Much Employed indicators were practicing storytelling, discussions, or dialogues to improve speaking flow (4.59), encouraging learners to speak continuously without worrying too much about mistakes (4.56), and using time-limited speaking tasks to promote spontaneous language use (4.53). Rated Much Employed were lessons focused on conveying messages clearly rather than perfect grammar (4.37), games or activities requiring quick responses (4.36), minimizing immediate error correction during speaking tasks (4.24), teacher modeling of fluent speech (4.22), repeated chances to express ideas in different ways (4.21), uninterrupted speaking for a set period (4.12), and real-time conversations with peers (4.04). The lowest-rated indicator, rated Employed, was activities encouraging learners to use fillers, connectors, and natural expressions to sustain conversation (3.38). The First District recorded the highest district average (4.44).

Table 9. **Extent of CLT Strategies Employed in Teaching English along Fluency-Oriented Practice**

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Learners were encouraged to speak continuously without worrying too much about mistakes.	4.56	VME	2	4.50	VME	3	4.63	VME	1	4.56	VME	2
2. Learners participated in games or activities that required quick responses in English.	4.46	ME	9	4.11	ME	6	4.50	VME	4	4.36	ME	5
3. Time-limited speaking tasks were used to promote spontaneous language use.	4.51	VME	6	4.56	VME	2	4.51	VME	3	4.53	VME	3

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Indicators	1st District			2nd District			3rd District			Average		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
4. Learners practiced storytelling, discussions, or dialogues to improve speaking flow.	4.54	VME	4	4.69	VME	1	4.53	VME	2	4.59	VME	1
5. The teacher modeled fluent speech and encouraged learners to imitate natural patterns.	4.50	VME	7	4.12	ME	5	4.03	ME	8	4.22	ME	7
6. Lessons focused on conveying messages clearly rather than perfect grammar.	4.44	ME	10	4.23	ME	4	4.44	ME	5	4.37	ME	4
7. Learners were given repeated chances to express ideas in different ways.	4.53	VME	5	4.00	ME	8	4.11	ME	7	4.21	ME	8
8. Learners engaged in uninterrupted speaking activities where they could express ideas freely for a set period of time.	4.49	ME	8	3.86	ME	9	4.02	ME	9	4.12	ME	9
9. Learners practiced real-time conversations with peers to develop natural speaking pace and confidence.	4.55	VME	3	3.69	ME	10	3.89	ME	10	4.04	ME	10
10. Activities encouraged learners to use fillers, connectors, and natural expressions to sustain conversation.	3.69	ME	11	3.12	E	11	3.32	E	11	3.38	E	11
11. The teacher minimized immediate error correction during speaking tasks to maintain the flow of communication.	4.57	VME	1	4.03	ME	7	4.12	ME	6	4.24	ME	6
Average	**4.44**	**ME**		**4.08**	**ME**		**4.19**	**ME**		**4.24**	**ME**	

Note. Wx = weighted mean; I = interpretation; R = rank; VME = Very Much Employed; ME = Much Employed; E = Employed; FE = Fairly Employed; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Teacher as facilitator

Seven of the nine indicators were rated Much Employed and two Employed, with weighted means from 3.32 to 4.23 and an average of 3.86 (Table 10). Lessons that encouraged learners to participate actively while the teacher supported their learning ranked highest (4.23), followed by encouraging peer collaboration and cooperative learning (4.19), guiding learners to discover answers instead of giving them directly (4.14), asking open-ended questions to promote critical thinking (4.06), allowing learners to take initiative (4.03), feedback focused on

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improving communication rather than merely correcting errors (3.65), and requiring learners to plan, organize, and present outputs (3.64). Rated Employed were providing resources and guidance without dominating the lesson (3.48) and, lowest, individualized support based on learners' needs (3.32).

Table 10. Extent of CLT Strategies Employed in Teaching English along Teacher as Facilitator

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. The teacher guided learners to discover answers instead of giving them directly.	4.21	ME	2	4.01	ME	5	4.20	ME	2	4.14	ME	3
2. Lessons encouraged learners to participate actively while the teacher supported their learning.	4.25	ME	1	4.20	ME	2	4.24	ME	1	4.23	ME	1
3. Learners received individualized support based on their learning needs.	3.25	E	9	3.46	E	8	3.26	E	9	3.32	E	9
4. Learners were allowed to take initiative in classroom activities and tasks.	4.00	ME	5	4.06	ME	3	4.02	ME	4	4.03	ME	5
5. The teacher provided resources and guidance without dominating the lesson.	3.51	ME	8	3.42	E	9	3.50	ME	8	3.48	E	8
6. The teacher asked open-ended questions to promote critical thinking and discussion.	4.10	ME	4	4.03	ME	4	4.06	ME	3	4.06	ME	4
7. The teacher encouraged peer collaboration and cooperative learning.	4.11	ME	3	4.45	ME	1	4.01	ME	5	4.19	ME	2
8. Feedback focused on improving students' communication skills rather than just correcting errors.	3.59	ME	6	3.69	ME	6	3.67	ME	6	3.65	ME	6
9. Required learners to plan, organize, and present outputs.	3.58	ME	7	3.68	ME	7	3.66	ME	7	3.64	ME	7
Average	**3.83**	**ME**		**3.90**	**ME**		**3.85**	**ME**		**3.86**	**ME**	

Note. Wx = weighted mean; I = interpretation; R = rank; VME = Very Much Employed; ME = Much Employed; E = Employed; FE = Fairly Employed; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

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Summary

As summarized in Table 11 and Figure 4, all six dimensions were rated Much Employed, with weighted means from 3.79 to 4.31 and an overall average of 4.01. Learner-centered activities ranked first (4.31), followed by fluency-oriented practice (4.24), task-based language activities (4.00), use of authentic materials (3.86), teacher as facilitator (3.86), and meaning-focused interaction (3.79). District averages were 4.05 (First), 4.01 (Second), and 3.98 (Third).

Table 11. **Summary of the Extent of CLT Strategies Employed in Teaching English**

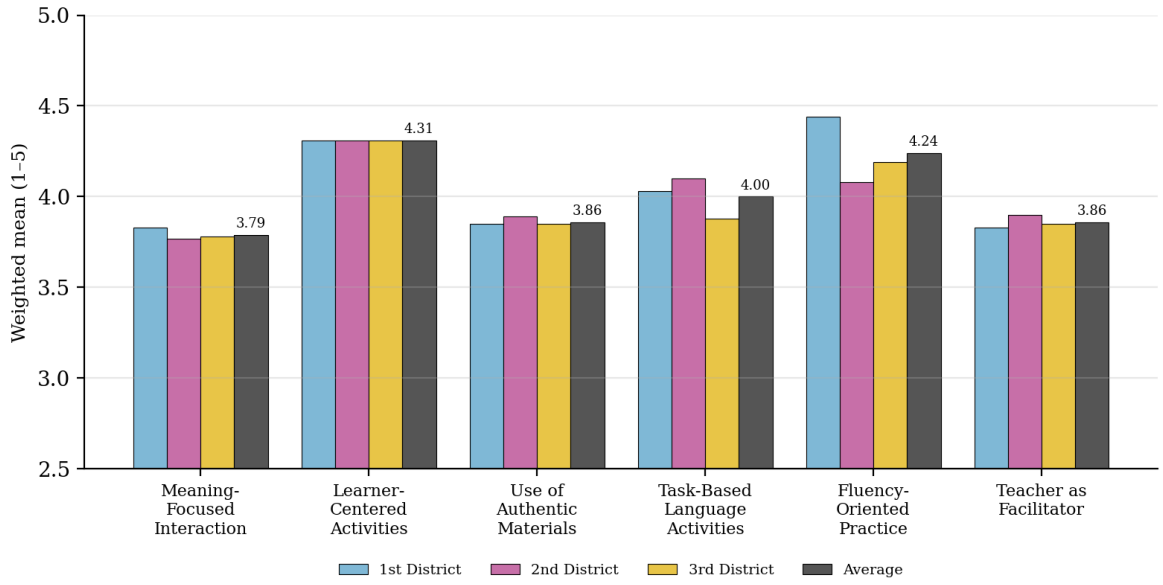
Dimensions	**1st District**			**2nd District**			**3rd District**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Meaning-Focused Interaction	3.83	ME	6	3.77	ME	6	3.78	ME	6	3.79	ME	6
2. Learner-Centered Activities	4.31	ME	2	4.31	ME	1	4.31	ME	1	4.31	ME	1
3. Use of Authentic Materials	3.85	ME	4	3.89	ME	4	3.85	ME	4.5	3.86	ME	4.5
4. Task-Based Language Activities	4.03	ME	3	4.10	ME	2	3.88	ME	3	4.00	ME	3
5. Fluency-Oriented Practice	4.44	ME	1	4.08	ME	3	4.19	ME	2	4.24	ME	2
6. Teacher as Facilitator	3.83	ME	5	3.90	ME	5	3.85	ME	4.5	3.86	ME	4.5
Average	**4.05**	**ME**		**4.01**	**ME**		**3.98**	**ME**		**4.01**	**ME**	

Note. Wx = weighted mean; I = interpretation; R = rank; VME = Very Much Employed; ME = Much Employed; E = Employed; FE = Fairly Employed; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Figure 4. **Extent of CLT Strategies Employed in Teaching English by Dimension and District**

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Agreement on the Rank Orders of the CLT Strategies Employed

Kendall's *W* and the chi-square test were used to test the agreement among the three districts on the rank orders of the indicators in each dimension (Table 12). The results were as follows: meaning-focused interaction, $W = 0.87$, $\chi^2 = 20.88$ ($p < 0.01$); learner-centered activities, $W = 0.71$, $\chi^2 = 14.91$ ($p < 0.05$); use of authentic materials, $W = 0.90$, $\chi^2 = 21.60$ ($p < 0.01$); task-based language activities, $W = 0.91$, $\chi^2 = 24.57$ ($p < 0.005$); fluency-oriented practice, $W = 0.66$, $\chi^2 = 19.80$ ($p < 0.05$); and teacher as facilitator, $W = 0.90$, $\chi^2 = 21.60$ ($p < 0.01$). All computed χ^2 values exceeded the critical values; thus, H_1 was accepted.

Table 12. Test of Significant Agreement on the Rank Orders of the Extent of CLT Strategies Employed in Teaching English

Statistic	Meaning-Focused Interaction	Learner-Centered Activities	Use of Authentic Materials	Task-Based Language Activities	Fluency-Oriented Practice	Teacher as Facilitator
Sum of squares (S)	470	270	484	676.5	654	484
No. of indicators (N)	9	8	9	10	11	9
No. of groups (k)	3	3	3	3	3	3
Kendall's W	0.87	0.71	0.90	0.91	0.66	0.90
Computed χ^2	20.88	14.91	21.60	24.57	19.80	21.60
df	8	7	8	9	10	8
Critical χ^2 (0.05)	15.51	14.07	15.51	16.92	18.31	15.51
Significance of agreement	0.01	0.05	0.01	0.005	0.05	0.01

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Statistic	Meaning-Focused Interaction	Learner-Centered Activities	Use of Authentic Materials	Task-Based Language Activities	Fluency-Oriented Practice	Teacher as Facilitator
Decision on H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted

Note. Groups correspond to the three districts of the Division.

Extent to Which CLT Strategies Improve Learners' Oral Communication Skills

Tables 13 to 18 present the extent to which CLT strategies improved learners' oral communication skills, as rated by the teachers, and Table 19 and Figure 5 summarize the results.

Pronunciation

All ten indicators were rated Much Improved, with weighted means from 4.01 to 4.45 and an average of 4.28 (Table 13). Learners correctly pronouncing words during class discussions and activities ranked highest (4.45), followed by demonstrating clearer and more accurate speech over time (4.42), pronouncing new vocabulary accurately in context (4.36), self-correcting and refining pronunciation (4.35), improved clarity of speech over time (4.33), improvement through regular practice (4.31), improved accuracy through listening and repetition (4.27), peer feedback to notice pronunciation errors (4.17), and practice of stress, intonation, and rhythm (4.16). The lowest-rated indicator was learners feeling confident communicating orally without fear of making pronunciation mistakes (4.01).

Table 13. Extent of CLT Strategies Employed in Improving the Oral Communication Skills in English of Public SHS Learners in terms of Pronunciation

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Improve pronunciation accuracy through listening and repetition.	4.32	MI	5	4.22	MI	6	4.27	MI	8	4.27	MI	7
2. Practice stress, intonation, and rhythm in spoken English.	4.11	MI	9	4.05	MI	9	4.33	MI	6	4.16	MI	9
3. Able to pronounce new vocabulary accurately in context.	4.31	MI	6	4.32	MI	3	4.44	MI	4	4.36	MI	3
4. Activities encourage students to self-correct and refine their pronunciation.	4.45	MI	2	4.31	MI	4	4.28	MI	7	4.35	MI	4
5. Demonstrate improved clarity in their speech over time.	4.22	MI	7	4.3	MI	5	4.46	MI	3	4.33	MI	5

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Indicators	1st District			2nd District			3rd District			Average		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
6. Show improvement in pronunciation through regular practice.	4.35	MI	3	4.21	MI	7	4.36	MI	5	4.31	MI	6
7. Peer feedback is used to help learners notice and improve pronunciation errors.	4.21	MI	8	4.12	MI	8	4.18	MI	9	4.17	MI	8
8. Feel confident communicating orally without fear of making pronunciation mistakes.	3.89	MI	10	4.02	MI	10	4.12	MI	10	4.01	MI	10
9. Learners correctly pronounce words during class discussions and activities.	4.52	VMI	1	4.34	MI	2	4.48	MI	2	4.45	MI	1
10. Demonstrate clearer and more accurate speech over time.	4.33	MI	4	4.45	MI	1	4.49	MI	1	4.42	MI	2
Average	**4.27**	**MI**		**4.23**	**MI**		**4.34**	**MI**		**4.28**	**MI**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMI = Very Much Improved; MI = Much Improved; I = Improved; FI = Fairly Improved; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Fluency

One of the ten indicators was rated Very Much Improved and nine Much Improved, with weighted means from 3.60 to 4.53 and an average of 4.20 (Table 14). Role-plays, storytelling, and discussions helping learners practice continuous speech ranked highest (4.53), followed by active participation in discussions, debates, or presentations with minimal hesitation (4.46), extended speaking tasks to build fluency (4.34), a classroom environment allowing speaking practice without fear of judgment (4.33), maintaining conversations naturally (4.26), speaking smoothly without long pauses (4.22), expressing ideas quickly and confidently (4.19), increasing ease in speaking over time (4.13), and linking sentences and ideas logically (3.90). Showing improved speaking fluency through regular speaking practice ranked lowest (3.60).

Table 14. Extent of CLT Strategies Employed in Improving the Oral Communication Skills in English of Public SHS Learners in terms of Fluency

Indicators	1st District			2nd District			3rd District			Average		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Activities such as role-plays, storytelling, and discussions help learners practice continuous speech.	4.52	VMI	2	4.55	VMI	1	4.53	VMI	1	4.53	VMI	1

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Indicators	1st District			2nd District			3rd District			Average		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
2. Maintain a conversation naturally with peers or the teacher.	4.23	MI	5	4.32	MI	5	4.22	MI	6	4.26	MI	5
3. The teacher provides opportunities for extended speaking tasks to build fluency.	4.45	MI	3	4.33	MI	4	4.23	MI	5	4.34	MI	3
4. Link sentences and ideas logically when speaking.	4.05	MI	8	3.78	MI	9	3.88	MI	9	3.90	MI	9
5. Demonstrate increasing ease in speaking English over time.	4.12	MI	7	4.22	MI	7	4.04	MI	8	4.13	MI	8
6. The classroom environment allows learners to practice speaking without fear of judgment.	4.22	MI	6	4.34	MI	3	4.44	MI	3	4.33	MI	4
7. Participate actively in group discussions, debates, or presentations with minimal hesitation.	4.55	VMI	1	4.35	MI	2	4.48	MI	2	4.46	MI	2
8. Learners speak English smoothly without long pauses during activities.	4.34	MI	4	4.12	MI	8	4.21	MI	7	4.22	MI	6
9. Show improved speaking fluency through regular speaking practice.	3.67	MI	10	3.54	MI	10	3.58	MI	10	3.60	MI	10
10. Learners are encouraged to express ideas quickly and confidently.	4.02	MI	9	4.31	MI	6	4.25	MI	4	4.19	MI	7
Average	**4.22**	**MI**		**4.19**	**MI**		**4.19**	**MI**		**4.20**	**MI**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMI = Very Much Improved; MI = Much Improved; I = Improved; FI = Fairly Improved; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Grammatical accuracy

Three of the nine indicators were rated Very Much Improved and six Much Improved, with weighted means from 4.29 to 4.52 and an average of 4.41 (Table 15). The Very Much Improved indicators were using correct verb tenses in various contexts (4.52), peer and teacher feedback helping learners notice and improve grammatical errors (4.51), and constructing sentences with proper subject–verb agreement (4.51). Improved grammatical accuracy over time without loss of fluency (4.43), consistent use of articles, prepositions, and pronouns (4.41), forming questions and negative sentences accurately (4.36), applying correct grammar consistently across situations (4.36), and applying word order and sentence structure rules (4.33) were Much Improved. Learners self-correcting grammatical mistakes during activities ranked lowest (4.29).

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Table 15. Extent of CLT Strategies Employed in Improving the Oral Communication Skills in English of Public SHS Learners in terms of Grammatical Accuracy

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Learners' spoken English reflects improved grammatical accuracy over time without losing fluency.	4.35	MI	4	4.44	MI	5	4.50	VMI	4	4.43	MI	4
2. Use correct verb tenses when speaking in various contexts.	4.44	MI	3	4.56	VMI	1	4.55	VMI	1	4.52	VMI	1
3. Form questions and negative sentences accurately in conversation.	4.33	MI	6	4.34	MI	7	4.42	MI	7	4.36	MI	6
4. Apply rules of word order and sentence structure while speaking.	4.23	MI	8	4.33	MI	8	4.44	MI	6	4.33	MI	8
5. Demonstrate consistent use of articles, prepositions, and pronouns in speech.	4.34	MI	5	4.43	MI	6	4.45	MI	5	4.41	MI	5
6. Peer and teacher feedback help students notice and improve grammatical errors.	4.45	MI	2	4.55	VMI	2	4.52	VMI	3	4.51	VMI	3
7. Learners self-correct grammatical mistakes during activities.	4.22	MI	9	4.32	MI	9	4.34	MI	8	4.29	MI	9
8. Construct sentences with proper subject-verb agreement.	4.48	MI	1	4.53	VMI	3	4.53	VMI	2	4.51	VMI	2
9. Apply correct grammar more consistently when speaking in different situations.	4.32	MI	7	4.45	MI	4	4.32	MI	9	4.36	MI	6
Average	**4.35**	**MI**		**4.44**	**MI**		**4.45**	**MI**		**4.41**	**MI**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMI = Very Much Improved; MI = Much Improved; I = Improved; FI = Fairly Improved; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Vocabulary usage

One of the eight indicators was rated Very Much Improved and seven Much Improved, with weighted means from 4.24 to 4.50 and an average of 4.41 (Table 16). Using a variety of words appropriately in different speaking activities ranked highest (4.50), followed by avoiding repetitive words through synonyms and related terms (4.46), asking about and learning new words (4.46), gradual enrichment and precision in vocabulary (4.44), recalling and

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applying new vocabulary in conversation (4.42), choosing words that accurately convey intended meaning (4.42), and improving vocabulary through regular practice and exposure (4.33). Understanding idiomatic expressions and common phrases in context ranked lowest (4.24).

Table 16. Extent of CLT Strategies Employed in Improving the Oral Communication Skills in English of Public SHS Learners in terms of Vocabulary Usage

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Learners use a variety of words appropriately in different speaking activities.	4.52	VMI	1	4.50	VMI	2	4.49	MI	1	4.50	VMI	1
2. Recall and apply new vocabulary learned in class during conversations.	4.43	MI	3	4.36	MI	6	4.47	MI	3	4.42	MI	5
3. Able to choose words that accurately convey their intended meaning.	4.40	MI	5	4.52	VMI	1	4.33	MI	8	4.42	MI	6
4. Avoid repetitive words by using synonyms and related terms.	4.45	MI	2	4.49	MI	3	4.44	MI	5	4.46	MI	2.5
5. Improve vocabulary use in speaking through regular practice and exposure.	4.33	MI	7	4.32	MI	8	4.34	MI	7	4.33	MI	7
6. Ask about and learn new words encountered during activities.	4.42	MI	4	4.47	MI	5	4.48	MI	2	4.46	MI	2.5
7. Learners' spoken English shows gradual enrichment and precision in vocabulary usage.	4.38	MI	6	4.48	MI	4	4.46	MI	4	4.44	MI	4
8. Demonstrate understanding of idiomatic expressions and common phrases in context.	4.01	MI	8	4.33	MI	7	4.38	MI	6	4.24	MI	8
Average	**4.37**	**MI**		**4.43**	**MI**		**4.42**	**MI**		**4.41**	**MI**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMI = Very Much Improved; MI = Much Improved; I = Improved; FI = Fairly Improved; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Comprehension

All eight indicators were rated Much Improved, with weighted means from 4.17 to 4.47 and an average of 4.35 (Table 17). Following and responding appropriately during class discussions ranked highest (4.47), followed by answering questions accurately (4.46), clarifying doubts (4.38), summarizing or paraphrasing what is heard (4.37), listening actively and responding relevantly in pair or group activities (4.37), interpreting spoken English in real-

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life situations (4.33), and understanding questions and instructions without repeated explanations (4.29). Inferring meaning from context when encountering unfamiliar words or phrases ranked lowest (4.17).

Table 17. Extent of CLT Strategies Employed in Improving the Oral Communication Skills in English of Public SHS Learners in terms of Comprehension

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Clarify doubts to ensure correct understanding.	4.44	MI	3	4.32	MI	5	4.39	MI	4	4.38	MI	3
2. Follow and respond appropriately during class discussions.	4.50	VMI	1	4.45	MI	2	4.45	MI	1	4.47	MI	1
3. Able to summarize or paraphrase information they hear in English.	4.33	MI	6	4.34	MI	4	4.43	MI	3	4.37	MI	5
4. Demonstrate comprehension by answering questions accurately.	4.45	MI	2	4.49	MI	1	4.44	MI	2	4.46	MI	2
5. Learners' responses show they can interpret and process spoken English in real-life situations.	4.43	MI	4	4.23	MI	7	4.33	MI	6	4.33	MI	6
6. Actively listen and respond relevantly in pair or group activities.	4.35	MI	5	4.42	MI	3	4.35	MI	5	4.37	MI	4
7. Infer meaning from context when encountering unfamiliar words or phrases.	4.22	MI	8	4.15	MI	8	4.13	MI	8	4.17	MI	8
8. Understand questions and instructions given in English without repeated explanations.	4.24	MI	7	4.31	MI	6	4.32	MI	7	4.29	MI	7
Average	**4.37**	**MI**		**4.34**	**MI**		**4.36**	**MI**		**4.35**	**MI**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMI = Very Much Improved; MI = Much Improved; I = Improved; FI = Fairly Improved; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Coherence and organization of ideas

One of the eight indicators was rated Very Much Improved and seven Much Improved, with weighted means from 4.24 to 4.50 and an average of 4.41 (Table 18). Planning responses before speaking ranked highest (4.50), followed by organizing arguments or opinions in an easy-to-follow way (4.46), sequencing events or steps clearly (4.46), peer and teacher feedback improving the logical flow of ideas (4.44), using transition words and phrases (4.43),

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presenting ideas logically and orderly (4.42), and maintaining focus on the topic (4.33). Summarizing points at the end of discussions to reinforce clarity ranked lowest (4.24).

Table 18. Extent of CLT Strategies Employed in Improving the Oral Communication Skills in English of Public SHS Learners in terms of Coherence and Organization of Ideas

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Plan their responses before speaking.	4.52	VMI	1	4.50	VMI	2	4.49	MI	1	4.50	VMI	1
2. Use transition words and phrases to connect sentences and thoughts.	4.43	MI	3	4.36	MI	6	4.47	MI	3	4.43	MI	5
3. Present their ideas in a logical and orderly manner during speaking activities.	4.40	MI	5	4.52	VMI	1	4.33	MI	8	4.42	MI	6
4. Organize their arguments or opinions in a way that is easy to follow.	4.45	MI	2	4.49	MI	3	4.44	MI	5	4.46	MI	2.5
5. Maintain a clear focus on the topic throughout discussions or presentations.	4.33	MI	7	4.32	MI	8	4.34	MI	7	4.33	MI	7
6. Able to sequence events or steps clearly when narrating or explaining.	4.42	MI	4	4.47	MI	5	4.48	MI	2	4.46	MI	2.5
7. Peer and teacher feedback help learners improve the logical flow of their ideas.	4.38	MI	6	4.48	MI	4	4.46	MI	4	4.44	MI	4
8. Summarize their points at the end of discussions to reinforce clarity.	4.01	MI	8	4.33	MI	7	4.38	MI	6	4.24	MI	8
Average	**4.37**	**MI**		**4.43**	**MI**		**4.42**	**MI**		**4.41**	**MI**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMI = Very Much Improved; MI = Much Improved; I = Improved; FI = Fairly Improved; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Summary

All six skill areas were rated Much Improved, with weighted means from 4.20 to 4.41 and an overall average of 4.34 (Table 19 and Figure 5). Grammatical accuracy, vocabulary usage, and coherence and organization of ideas tied for the highest rating (4.41 each), followed by comprehension (4.35) and pronunciation (4.28); fluency ranked lowest (4.20). District averages were 4.33, 4.34, and 4.36.

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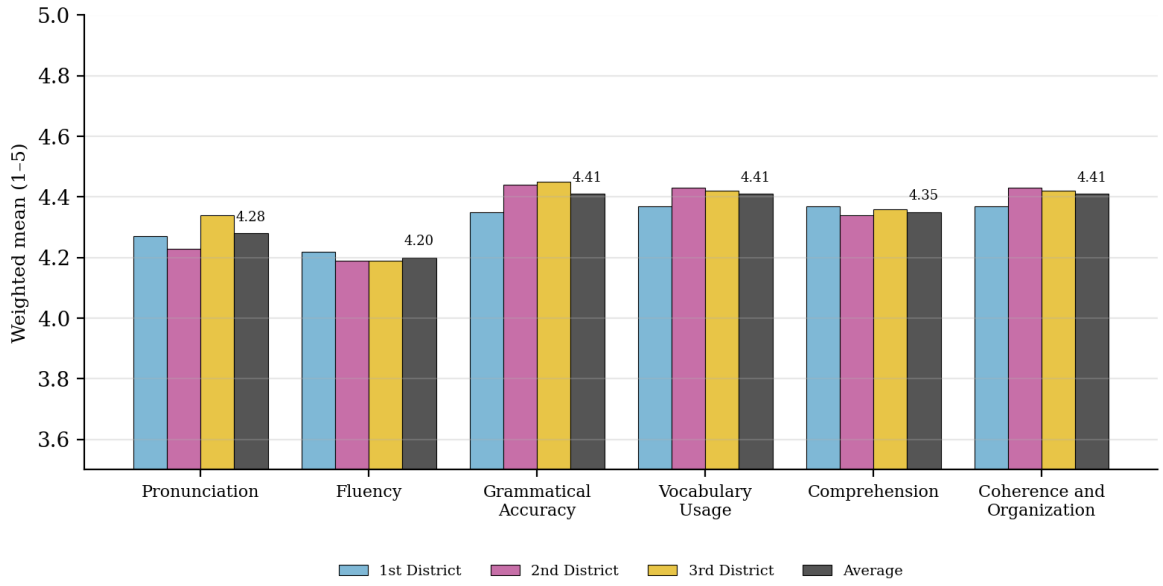
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Table 19. Summary of the Extent of CLT Strategies Employed in Improving the Oral Communication Skills in English of Public SHS Learners

Skill Areas	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Pronunciation	4.27	MI	5	4.23	MI	5	4.34	MI	5	4.28	MI	5
2. Fluency	4.22	MI	6	4.19	MI	6	4.19	MI	6	4.20	MI	6
3. Grammatical Accuracy	4.35	MI	4	4.44	MI	1	4.45	MI	1	4.41	MI	1.5
4. Vocabulary Usage	4.37	MI	1.5	4.43	MI	2.5	4.42	MI	2.5	4.41	MI	1.5
5. Comprehension	4.37	MI	1.5	4.34	MI	4	4.36	MI	4	4.35	MI	4
6. Coherence and Organization of Ideas	4.37	MI	1.5	4.43	MI	2.5	4.42	MI	2.5	4.41	MI	1.5
Average	**4.33**	**MI**		**4.34**	**MI**		**4.36**	**MI**		**4.34**	**MI**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMI = Very Much Improved; MI = Much Improved; I = Improved; FI = Fairly Improved; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Figure 5. Extent of Improvement in Learners' Oral Communication Skills by Skill Area and District



Agreement on the Rank Orders of Improvement in Oral Communication Skills

As shown in Table 20, agreement among the three districts was significant for pronunciation ($W = 0.79$, $\chi^2 = 21.33$, $p < 0.025$), fluency ($W = 0.87$, $\chi^2 = 23.49$, $p < 0.01$), grammatical accuracy ($W = 0.87$, $\chi^2 = 20.88$, $p < 0.01$), and comprehension ($W = 0.87$, $\chi^2 = 18.27$, $p < 0.025$), but not for vocabulary usage ($W = 0.63$, $\chi^2 = 13.23$, $p >$

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0.05) or coherence and organization of ideas ($W = 0.63$, $\chi^2 = 13.23$, $p > 0.05$). Thus, H_2 was accepted except for vocabulary usage and coherence and organization of ideas.

Table 20. Test of Significant Agreement on the Rank Orders of the Extent of CLT Strategies Employed in Improving the Oral Communication Skills in English of Public SHS Learners

Statistic	Pronunciation	Fluency	Grammatical Accuracy	Vocabulary Usage	Comprehension	Coherence and Organization
Sum of squares (S)	588.5	644.5	470	240	330	240
No. of indicators (N)	10	10	9	8	8	8
No. of groups (k)	3	3	3	3	3	3
Kendall's W	0.79	0.87	0.87	0.63	0.87	0.63
Computed χ^2	21.33	23.49	20.88	13.23	18.27	13.23
df	9	9	8	7	7	7
Critical χ^2 (0.05)	16.92	16.92	15.51	14.07	14.07	14.07
Significance of agreement	0.025	0.01	0.01	NS	0.025	NS
Decision on H_1	Accepted	Accepted	Accepted	Rejected	Accepted	Rejected

Note. NS = not significant.

Constraints Encountered in the Utilization of CLT Strategies

Tables 21 to 26 present the constraints encountered in utilizing CLT strategies, and Table 27 and Figure 6 summarize them.

Teacher competence and training

Of the ten indicators, six were rated Much Serious and four Serious, with weighted means from 2.74 to 4.13 and an average of 3.50 (Table 21). The most serious constraint was limited knowledge of monitoring and assessing communicative skills (4.13), followed by teachers' struggle to balance fluency and accuracy in student responses (4.11), difficulty providing timely and constructive feedback (3.95), unfamiliarity with integrating authentic materials effectively (3.87), feeling unprepared to handle diverse learner needs in CLT lessons (3.63), and inexperience in designing task-based and learner-centered activities (3.57). Rated Serious were limited participation in CLT-related professional development (3.15), limited understanding of communicative activities affecting lesson delivery (3.14), and, lowest, lack of adequate training in CLT methods and techniques (2.74) and lack of confidence in facilitating pair and group activities (2.74). The First District reported the highest district average (3.70).

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Table 21. Constraints Encountered in the Utilization of CLT Strategies in Teaching English along Teacher Competence and Training

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Teachers lack adequate training in CLT methods and techniques.	3.20	S	8	2.53	S	10	2.48	FS	9	2.74	S	9.5
2. Limited understanding of communicative activities affects lesson delivery.	3.60	MS	7	2.58	S	9	3.23	S	8	3.14	S	8
3. Teachers feel unprepared to handle diverse learner needs in CLT lessons.	3.98	MS	4	3.18	S	6	3.72	MS	5	3.63	MS	5
4. Inexperience in designing task-based and learner-centered activities is employed.	3.74	MS	6	3.42	S	5	3.54	MS	6	3.57	MS	6
5. Teachers are unfamiliar with integrating authentic materials effectively.	4.02	MS	3	3.74	MS	4	3.84	MS	4	3.87	MS	4
6. Difficulty in providing timely and constructive feedback to learners.	3.86	MS	5	3.95	MS	1	4.05	MS	2	3.95	MS	3
7. Teachers struggle with balancing fluency and accuracy in student responses.	4.23	MS	2	3.85	MS	3	4.25	MS	1	4.11	MS	2
8. Lack of confidence in facilitating pair and group activities.	3.02	S	9	2.84	S	8	2.36	FS	10	2.74	S	9.5
9. Limited knowledge of monitoring and assessing communicative skills.	4.50	VMS	1	3.90	MS	2	3.99	MS	3	4.13	MS	1
10. Limited participation in professional development or training related to CLT.	2.89	S	10	3.09	S	7	3.47	S	7	3.15	S	7
Average	**3.70**	**MS**		**3.31**	**S**		**3.49**	**S**		**3.50**	**MS**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMS = Very Much Serious; MS = Much Serious; S = Serious; FS = Fairly Serious; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Learners' language proficiency

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Of the eleven indicators, nine were rated Much Serious and two Serious, with weighted means from 3.37 to 4.46 and an average of 3.89; district averages were 4.19, 3.83, and 3.67 (Table 22). Low comprehension skills making task completion challenging ranked highest (4.46), followed by limited vocabulary affecting participation (4.38), difficulty understanding instructions or discussion prompts (4.22), poor grammar and pronunciation hindering oral communication (4.18), difficulty responding spontaneously in English (3.92), difficulty expressing ideas clearly in group interactions (3.86), low confidence in reading, speaking, or listening tasks (3.73), some learners requiring additional support to follow lesson objectives (3.67), and limited prior exposure to English (3.60). Rated Serious were hesitation or fear of making mistakes reducing participation (3.45) and, lowest, difficulty sustaining conversations in English (3.37).

Table 22. Constraints Encountered in the Utilization of CLT Strategies in Teaching English along Learners' Language Proficiency

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Learners have limited vocabulary affecting participation in CLT activities.	4.49	MS	3	4.15	MS	4	4.49	MS	2	4.38	MS	2
2. Low comprehension skills make task completion challenging.	4.61	VMS	1	4.26	MS	2	4.51	VMS	1	4.46	MS	1
3. Learners struggle to understand instructions or discussion prompts.	4.53	VMS	2	4.50	VMS	1	3.64	MS	4	4.22	MS	3
4. Poor grammar and pronunciation hinder oral communication.	4.48	MS	4	4.20	MS	3	3.85	MS	3	4.18	MS	4
5. Difficulty in expressing ideas clearly during group interactions.	4.41	MS	5	3.64	MS	7	3.53	MS	5	3.86	MS	6
6. Hesitation or fear of making mistakes reduces active participation.	3.52	MS	10	3.41	S	9	3.42	S	8	3.45	S	10
7. Learners are less confident in reading, speaking, or listening tasks.	4.20	MS	7	3.52	MS	8	3.47	S	7	3.73	MS	7
8. Limited prior exposure to English affects engagement in authentic communication.	4.03	MS	8	3.38	S	10	3.39	S	9	3.60	MS	9
9. Some learners require additional support to follow lesson objectives.	3.95	MS	9	3.74	MS	6	3.31	S	10	3.67	MS	8
10. Learners struggle to respond spontaneously in English during activities.	4.39	MS	6	3.89	MS	5	3.48	S	6	3.92	MS	5

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Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
11. Learners have difficulty sustaining conversations using English.	3.46	S	11	3.38	S	11	3.28	S	11	3.37	S	11
Average	**4.19**	**MS**		**3.83**	**MS**		**3.67**	**MS**		**3.89**	**MS**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMS = Very Much Serious; MS = Much Serious; S = Serious; FS = Fairly Serious; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Classroom management

One of the ten indicators was rated Very Much Serious and nine Much Serious, with weighted means from 3.58 to 4.51 and an average of 3.99 (Table 23). Large class sizes, making it difficult to monitor individual participation, were rated Very Much Serious (4.51). The Much Serious constraints were managing active learners during interactive tasks (4.33), noise and distractions during pair or group work (4.26), limited seating arrangements restricting collaboration (4.24), time spent on discipline (4.01), limited time to manage and complete interactive activities (3.99), balancing different learner abilities in group activities (3.81), ensuring equal participation (3.61), maintaining order while encouraging learner-centered learning (3.60), and, lowest, some learners dominating discussions while others remain passive (3.58). The Third District reported a notably higher average (4.35) than the First (3.85) and Second (3.79) Districts.

Table 23. Constraints Encountered in the Utilization of CLT Strategies in Teaching English and Classroom Management

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Noise and distractions interfere with pair or group work.	4.10	MS	3	3.93	MS	4	4.75	VMS	2	4.26	MS	3
2. Large class sizes make it difficult to monitor individual learner participation.	4.56	VMS	1	4.12	MS	2	4.86	VMS	1	4.51	VMS	1
3. Managing active learners during interactive tasks is challenging.	4.22	MS	2	4.23	MS	1	4.53	VMS	4	4.33	MS	2
4. Limited seating arrangements restrict collaborative activities.	4.03	MS	4	4.08	MS	3	4.62	VMS	3	4.24	MS	4
5. Time spent on discipline reduces focus on communication tasks.	3.96	MS	5	3.62	MS	7	4.44	MS	5	4.01	MS	5
6. Maintaining order while encouraging learner-centered learning is difficult.	3.23	S	10	3.47	S	9	4.10	MS	8	3.60	MS	9

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Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
7. Balancing different learner abilities during group activities is challenging.	3.65	MS	7	3.58	MS	8	4.21	MS	7	3.81	MS	7
8. Some learners dominate discussions while others remain passive.	3.52	MS	8	3.31	S	10	3.90	MS	9	3.58	MS	10
9. Ensuring all learners participate equally is problematic.	3.47	S	9	3.71	MS	6	3.65	MS	10	3.61	MS	8
10. Limited time makes it difficult to manage and complete interactive activities effectively.	3.74	MS	6	3.84	MS	5	4.39	MS	6	3.99	MS	6
Average	**3.85**	**MS**		**3.79**	**MS**		**4.35**	**MS**		**3.99**	**MS**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMS = Very Much Serious; MS = Much Serious; S = Serious; FS = Fairly Serious; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Instructional time constraints

Two of the ten indicators were rated Much Serious, seven Serious, and one Fairly Serious, with weighted means from 2.48 to 3.86 and an average of 3.06 (Table 24). Time constraints hindering the completion of group or pair activities (3.86) and large amounts of content limiting communicative practice (3.58) were Much Serious. Rated Serious were time pressures affecting the quality of feedback (3.32), transitions between activities consuming instructional time (3.16), teachers being unable to cover all planned tasks in one session (3.08), insufficient repetition and practice for fluency (3.07), reduced opportunities for individual speaking practice (2.79), short lessons restricting meaningful interaction (2.64), and task-based learning requiring more time than traditional methods (2.58). Limited time preventing thorough implementation of communicative activities was rated Fairly Serious (2.48). The Third District again reported the highest average (3.40).

Table 24. Constraints Encountered in the Utilization of CLT Strategies in Teaching English along Instructional Time Constraints

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Limited time prevents thorough implementation of communicative activities.	2.31	FS	10	2.30	FS	9	2.84	S	9	2.48	FS	10
2. Short lessons restrict opportunities for meaningful interaction.	2.50	S	8	2.46	FS	8	2.95	S	8	2.64	S	8

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Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
3. Teachers cannot cover all planned tasks in one session.	2.58	S	7	2.96	S	6	3.71	MS	4	3.08	S	5
4. Repetition and practice for fluency development are often insufficient.	2.61	S	6	3.01	S	5	3.58	MS	5	3.07	S	6
5. Time pressures affect the quality of feedback given to students.	2.64	S	5	3.47	S	3	3.84	MS	3	3.32	S	3
6. Transition between activities consumes valuable instructional time.	2.98	S	4	3.25	S	4	3.26	S	6	3.16	S	4
7. Task-based learning requires more time than traditional methods.	2.42	FS	9	2.19	FS	10	3.14	S	7	2.58	S	9
8. Large amounts of content to cover limit communicative practice.	3.15	S	3	3.52	MS	2	4.08	MS	2	3.58	MS	2
9. Limited time reduces opportunities for individual speaking practice.	3.43	S	2	2.53	S	7	2.42	FS	10	2.79	S	7
10. Time constraints hinder the completion of group or pair activities.	3.58	MS	1	3.79	MS	1	4.22	MS	1	3.86	MS	1
Average	**2.82**	**S**		**2.95**	**S**		**3.40**	**S**		**3.06**	**S**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMS = Very Much Serious; MS = Much Serious; S = Serious; FS = Fairly Serious; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Availability of instructional materials

Six of the nine indicators were rated Much Serious, two Serious, and one Fairly Serious, with weighted means from 2.24 to 4.30 and an average of 3.60 (Table 25). The lack of authentic materials such as videos, articles, or realia ranked highest (4.30), followed by a shortage of visual aids or manipulatives for task-based activities (4.23), limited access to technological tools such as projectors and audio devices (4.12), lack of updated and relevant materials (3.86), limited access to online or multimedia resources (3.82), and insufficient printed or digital resources for all learners (3.60). Inadequate resources to support learner-centered strategies (3.37) and activities that cannot be implemented due to unavailable materials (2.84) were rated Serious, while heavy reliance on textbooks limiting communicative exposure was rated Fairly Serious and ranked lowest (2.24).

Table 25. Constraints Encountered in the Utilization of CLT Strategies in Teaching English along with Availability of Instructional Materials

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Indicators	1st District			2nd District			3rd District			Average		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Lack of authentic materials such as videos, articles, or realia.	4.23	MS	2	4.40	MS	1	4.27	MS	2	4.30	MS	1
2. Limited access to modern technological tools (projectors, audio devices).	4.56	VMS	1	3.70	MS	4	4.10	MS	3	4.12	MS	3
3. Teachers rely heavily on textbooks, limiting communicative exposure.	2.20	FS	8	2.43	FS	9	2.08	FS	9	2.24	FS	9
4. Inadequate teaching resources to support learner-centered strategies.	3.58	MS	7	3.50	MS	6	3.04	S	8	3.37	S	7
5. Some activities cannot be implemented due to unavailable materials.	2.10	FS	9	3.13	S	8	3.28	S	7	2.84	S	8
6. Shortage of visual aids or manipulatives for task-based activities.	4.20	MS	3	4.15	MS	2	4.34	MS	1	4.23	MS	2
7. Limited access to online or multimedia resources affects engagement.	4.00	MS	4	3.75	MS	4	3.70	MS	5	3.82	MS	5
8. Lack of updated and relevant materials to support communicative activities.	3.82	MS	5	3.89	MS	3	3.88	MS	4	3.86	MS	4
9. Insufficient printed or digital resources for all learners during tasks.	3.67	MS	6	3.60	MS	5	3.54	MS	6	3.60	MS	6
Average	**3.60**	**MS**		**3.62**	**MS**		**3.58**	**MS**		**3.60**	**MS**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMS = Very Much Serious; MS = Much Serious; S = Serious; FS = Fairly Serious; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Learners' motivation and confidence

Two of the nine indicators were rated Very Much Serious and seven Much Serious, with weighted means from 3.72 to 4.63 and an average of 4.18 (Table 26). Some learners being shy or afraid to speak in English (4.63) and learners' fear of making mistakes (4.58) were rated Very Much Serious. Rated Much Serious were peer pressure inhibiting spontaneous language use (4.37), lack of encouragement reducing enthusiasm (4.30), low willingness to participate in English speaking activities (4.13), lack of interest in learning English (4.12), low confidence preventing engagement in pair or group tasks (3.94), reduced motivation when tasks seem irrelevant to learners' lives (3.87), and, lowest, some learners preferring rote memorization over interactive learning (3.72).

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Table 26. Constraints Encountered in the Utilization of CLT Strategies in Teaching English along Learners' Motivation and Confidence

Indicators	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Learner's fear of making mistakes, affecting active communication	4.36	MS	2	4.68	VMS	1	4.71	VMS	2	4.58	VMS	2
2. Some learners are shy or afraid to speak in English.	4.52	VMS	1	4.54	VMS	2	4.84	VMS	1	4.63	VMS	1
3. Some learners prefer rote memorization over interactive learning.	3.65	MS	8	3.74	MS	9	3.76	MS	9	3.72	MS	9
4. Low confidence prevents learners from engaging in pair or group tasks.	3.77	MS	7	4.19	MS	6	3.86	MS	8	3.94	MS	7
5. Learners are less motivated when tasks seem irrelevant to their lives.	3.54	MS	9	3.88	MS	8	4.19	MS	7	3.87	MS	8
6. Peer pressure inhibits spontaneous language use.	4.21	MS	3	4.41	MS	3	4.48	MS	5	4.37	MS	3
7. Lack of encouragement reduces enthusiasm for communicative activities.	3.96	MS	5	4.38	MS	4	4.56	VMS	3	4.30	MS	4
8. Lack of interest in learning English reduces participation.	4.13	MS	4	3.92	MS	7	4.32	MS	4	4.12	MS	6
9. Learners show low willingness to participate in English speaking activities.	3.85	MS	6	4.26	MS	5	4.29	MS	6	4.13	MS	5
Average	**4.00**	**MS**		**4.22**	**MS**		**4.33**	**MS**		**4.18**	**MS**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMS = Very Much Serious; MS = Much Serious; S = Serious; FS = Fairly Serious; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Summary

Five of the six constraint areas were rated Much Serious and one Serious, with an overall average of 3.70 (Table 27 and Figure 6). Learners' motivation and confidence ranked as the most serious constraint (4.18), followed by classroom management (3.99), learners' language proficiency (3.89), availability of instructional materials (3.60), and teacher competence and training (3.50). Instructional time constraints (3.06), rated Serious, ranked lowest.

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Table 27. Summary of the Constraints Encountered in the Utilization of CLT Strategies in Teaching English

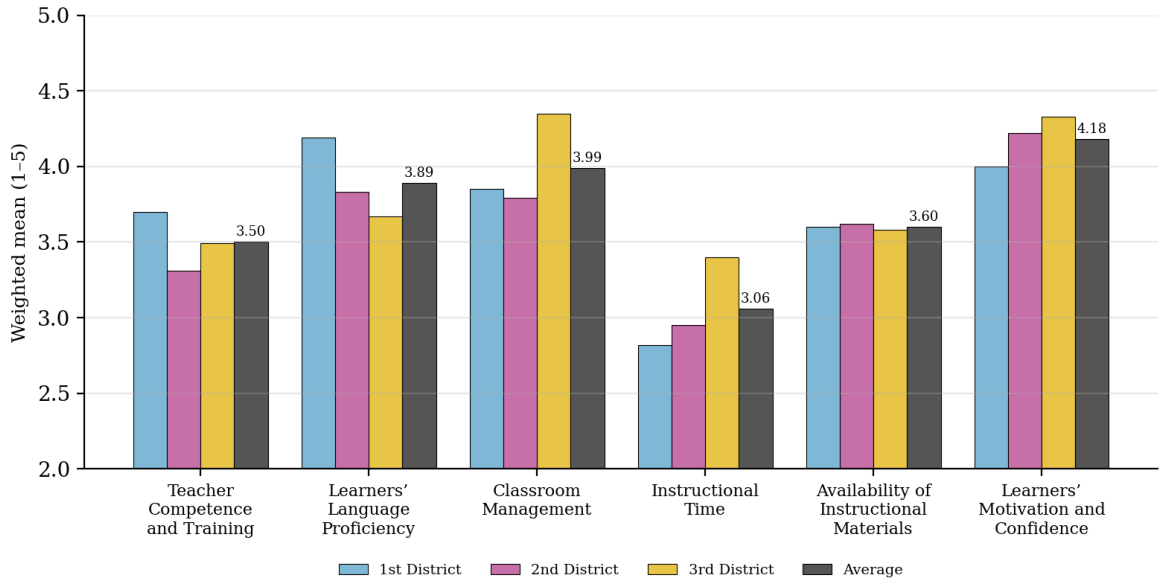
Constraint Areas	1st District			2nd District			3rd District			Average		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Teacher Competence and Training	3.70	MS	4	3.31	S	5	3.49	S	5	3.50	MS	5
2. Learners' Language Proficiency	4.19	MS	1	3.83	MS	2	3.67	MS	3	3.89	MS	3
3. Classroom Management	3.85	MS	3	3.79	MS	3	4.35	MS	1	3.99	MS	2
4. Instructional Time Constraints	2.82	S	6	2.95	S	6	3.40	S	6	3.06	S	6
5. Availability of Instructional Materials	3.60	MS	5	3.62	MS	4	3.58	MS	4	3.60	MS	4
6. Learners' Motivation and Confidence	4.00	MS	2	4.22	MS	1	4.33	MS	2	4.18	MS	1
Average	**3.69**	**MS**		**3.62**	**MS**		**3.80**	**MS**		**3.70**	**MS**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMS = Very Much Serious; MS = Much Serious; S = Serious; FS = Fairly Serious; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Figure 6. Constraints Encountered in the Utilization of CLT Strategies by Area and District

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Solutions Offered to Address the Constraints

Of the eleven proposed solutions, two were rated Very Much Necessary and nine Much Necessary, with weighted means from 3.50 to 4.60 and an average of 4.11 (Table 28). Utilizing technology and online resources to supplement limited instructional materials (4.60) and providing teachers with continuous professional development and CLT-focused training (4.58) were rated Very Much Necessary. Rated Much Necessary were enhancing learners' proficiency through remedial or enrichment programs (4.49), integrating vocabulary-building and pronunciation exercises into daily lessons (4.38), incorporating authentic materials such as videos, articles, and real-life resources (4.32), workshops on designing learner-centered and task-based activities (4.19), peer mentoring among teachers (4.17), using groupings and pair work to manage large classes (3.73), fostering a supportive environment that encourages risk-taking in using English (3.71), adjusting lesson plans to maximize time for communicative tasks (3.53), and, lowest, implementing classroom management strategies that support interactive learning (3.50).

Table 28. Solutions Offered to Address the Constraints Encountered in the Utilization of CLT Strategies in Teaching English

Solutions	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Provide teachers with continuous professional development and CLT-focused training programs.	4.58	VMN	1	4.57	VMN	2	4.58	VMN	2	4.58	VMN	2
2. Conduct workshops on designing learner-centered and task-based activities.	4.20	MN	6	4.18	MN	7	4.19	MN	6	4.19	MN	6

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Solutions	1st District			2nd District			3rd District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
3. Encourage peer mentoring among teachers to share best practices in CLT implementation.	4.05	MN	7	4.35	MN	5	4.10	MN	7	4.17	MN	7
4. Enhance learners' language proficiency through remedial or enrichment programs.	4.51	VMN	3	4.53	VMN	3	4.44	MN	3	4.49	MN	3
5. Integrate vocabulary-building and pronunciation exercises into daily lessons.	4.30	MN	5	4.47	MN	4	4.38	MN	4	4.38	MN	4
6. Incorporate authentic materials such as videos, articles, and real-life resources in teaching.	4.43	MN	4	4.28	MN	6	4.25	MN	5	4.32	MN	5
7. Implement classroom management strategies that support interactive learning.	3.48	N	10	3.45	N	11	3.58	MN	9	3.50	MN	11
8. Adjust lesson plans to maximize available instructional time for communicative tasks.	3.35	N	11	3.53	MN	10	3.70	MN	8	3.53	MN	10
9. Use groupings and pair work to manage large classes effectively.	3.62	MN	9	4.11	MN	8	3.46	N	10	3.73	MN	8
10. Foster a supportive environment that encourages risk-taking in using English.	3.97	MN	8	3.80	MN	9	3.35	N	11	3.71	MN	9
11. Utilize technology and online resources to supplement limited instructional materials	4.55	VMN	2	4.61	VMN	1	4.64	VMN	1	4.60	VMN	1
Average	**4.09**	**MN**		**4.17**	**MN**		**4.06**	**MN**		**4.11**	**MN**	

Note. Wx = weighted mean; I = interpretation; R = rank; VMN = Very Much Necessary; MN = Much Necessary; N = Necessary; FN = Fairly Necessary; NAA = Not At All. Verbal interpretations follow the scale intervals in Table 3.

Agreement on the Rank Orders of the Constraints and Solutions

As presented in Table 29, the agreement among the three districts on the rank orders of the constraints was significant for teacher competence and training ($W = 0.90$, $\chi^2 = 24.30$, $p < 0.005$), learners' language proficiency ($W = 0.92$, $\chi^2 = 27.60$, $p < 0.005$), classroom management ($W = 0.80$, $\chi^2 = 21.60$, $p < 0.025$), instructional time

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constraints ($W = 0.90$, $\chi^2 = 24.30$, $p < 0.005$), availability of instructional materials ($W = 0.98$, $\chi^2 = 23.52$, $p < 0.005$), and learners' motivation and confidence ($W = 0.90$, $\chi^2 = 21.60$, $p < 0.01$). Agreement on the solutions offered was likewise significant ($W = 0.80$, $\chi^2 = 24.00$, $p < 0.01$). Thus, H_3 was accepted.

Table 29. Test of Significant Agreement on the Rank Orders of the Constraints Encountered and the Solutions Offered in the Utilization of CLT Strategies in Teaching English

Statistic	Teacher Competence and Training	Learners' Language Proficiency	Classroom Management	Instructional Time	Instructional Materials	Motivation and Confidence	Solutions Offered
Sum of squares (S)	666.25	916	594.5	668.50	530.50	488	795
No. of indicators (N)	10	11	10	10	9	9	11
No. of groups (k)	3	3	3	3	3	3	3
Kendall's W	0.90	0.92	0.80	0.90	0.98	0.90	0.80
Computed χ^2	24.30	27.60	21.60	24.30	23.52	21.60	24.00
df	9	10	9	9	8	8	10
Critical χ^2 (0.05)	16.92	18.31	16.92	16.92	15.51	15.51	18.31
Significance of agreement	0.005	0.005	0.025	0.005	0.005	0.01	0.01
Decision on H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted

Note. $\chi^2 = k(N - 1)W$; groups correspond to the three districts.

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3.8 Proposed Action Plan

Based on the findings, an action plan entitled **Improving the Oral Communication Skills in English of the Senior High School Learners through Communicative Language Teaching (CLT)** was crafted, with Marri Lanie Salando as proponent under the Schools Division of Albay, DepEd Region V, for implementation from August 2026 to March 2027. The project is designed to enhance learners' ability to communicate effectively in English through interactive and meaningful classroom practices, responding to the identified needs of learners and teachers in strengthening communicative competence, particularly in speaking, listening, and real-life language use, through learner-centered strategies, task-based activities, and authentic materials. It is anchored on the persistent challenges in CLT implementation—particularly learners' motivation and confidence, language proficiency, classroom management, and the availability of instructional resources. Although learners show improvement in oral communication, fear of speaking, limited vocabulary, and insufficient exposure to authentic language still hinder their full development, while teachers require continuous support and training to facilitate communicative, learner-centered instruction. The plan therefore provides targeted interventions—professional development for teachers, enriched classroom activities, and improved instructional support—so that learners have ample opportunities to practice and develop their oral communication in English.

The plan has three objectives: (a) to improve the CLT strategies employed by SHS teachers in teaching English; (b) to enhance the oral communication skills of SHS learners through CLT strategies; and (c) to take action on and develop solutions to the constraints encountered in utilizing CLT strategies. The key result areas in Tables 30 to 32 target the lowest-rated indicator in each CLT dimension, oral communication skill, and constraint area, while Table 33 operationalizes the three highest-rated solutions.

Table 30. **Action Plan to Improve the CLT Strategies Employed in Teaching English**

Key Result Area	Objectives	Strategies / Activities	Time Frame	Human Resources	Material Resources	Financial Resources	Means of Verification	Expected Outcome	Success Indicators
Meaning-Focused Interaction	To enable learners to negotiate meaning effectively when misunderstandings occur during communication activities.	Learners engage in communicative tasks that allow them to negotiate meaning during misunderstandings	August – October 2026	English teachers, learners	Worksheets, activity sheets, printed task guides	MOOE – ₱8,000.00	Observation checklist, performance tasks, oral participation records	Learners effectively clarify meaning and improve communication skills during interactions	85% of learners effectively clarify meaning during communication tasks.

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Key Result Area	Objectives	Strategies / Activities	Time Frame	Human Resources	Material Resources	Financial Resources	Means of Verification	Expected Outcome	Success Indicators
Learner-Centered Activities	To develop learners' ability to learn through discovery, problem-solving, and real-life situations in English language tasks.	Learners participate in discovery-based, problem-solving, and real-life communicative tasks	November 2026–January 2027	English teachers, learners	Task cards, real-life scenario materials, visual aids	English Program Fund/MOOE – ₱10,000.00	Activity outputs, performance rubrics, teacher observation notes	Learners demonstrate critical thinking and improved ability to use English in real-life situations	85% of learners achieve proficient performance in language tasks.
Use of Authentic Materials	To enhance learners' skills in analyzing authentic texts to understand real messages and contextual meanings.	Learners analyze authentic texts to interpret real messages and contextual meanings	February–March 2027	English teachers, learners	Newspapers, online articles, printed authentic texts	School Learning Resources Fund – ₱7,000.00	Text analysis worksheets, comprehension outputs, oral/written responses	Learners show improved comprehension and deeper understanding of authentic English texts	85% of learners score at least 80% in text analysis activities.
Task-Based Language Activities	To encourage learners to reflect on their task performance after completion.	Conduct reflective activities after task completion such as journals, peer feedback, and self-evaluation	August – October 2026	English teachers, learners	Reflection sheets, activity guides, notebooks	MOOE – ₱6,000.00	Reflection outputs, observation notes, evaluation forms	Learners develop self-awareness and improve task performance through reflection	90% of learners complete reflections and improve performance.
Fluency-Oriented Practice	To develop learners' ability to use fillers, connectors, and natural expressions.	Integrate speaking activities	November 2026–January 2027	English teachers, learners	Dialogue scripts, conversation prompts, multimedia resources	English Program Fund – ₱9,000.00	Oral presentations, speaking rubrics, participation records	Learners improve conversational fluency	85% of learners attain proficient ratings in speaking tasks.

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Key Result Area	Objectives	Strategies / Activities	Time Frame	Human Resources	Material Resources	Financial Resources	Means of Verification	Expected Outcome	Success Indicators
Teacher as Facilitator	To provide individualized support to learners based on their specific learning needs.	Provide individualized support through coaching and remediation	February–March 2027	English teachers, learners, school heads	Learning modules, intervention materials, assessment tools	MOOE/School Intervention Fund – ₱10,000.00	Progress reports, intervention records, learner outputs	Learners receive appropriate support and demonstrate improved participation	85% of learners demonstrate improved learning performance.

Note. MOOE = Maintenance and Other Operating Expenses.

Table 31. Action Plan to Improve the Oral Communication Skills in English of SHS Learners through CLT Strategies

Key Result Area	Objectives	Strategies / Activities	Time Frame	Human Resources	Material Resources	Financial Resources	Means of Verification	Expected Outcome	Success Indicators
Pronunciation	To build learners' confidence in communicating orally without fear of making pronunciation mistakes.	Conduct pronunciation drills, oral reading, and confidence-building speaking activities	August – September 2026	English teachers, learners	Audio recordings, pronunciation guides, speech materials	MOOE – ₱8,000.00	Oral performance records, observation checklist, speaking rubrics	Learners communicate orally with greater confidence and improved pronunciation	85% of learners improve pronunciation skills.
Fluency	To improve learners' speaking fluency through regular speaking practice and communicative activities.	Implement regular speaking activities such as role-plays, storytelling, and group discussions	October – November 2026	English teachers, learners	Dialogue scripts, task cards, multimedia materials	English Program Fund – ₱9,000.00	Participation records, oral presentations, fluency rubrics	Learners demonstrate improved speaking fluency and active participation	85% of learners demonstrate improved speaking fluency.

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Key Result Area	Objectives	Strategies / Activities	Time Frame	Human Resources	Material Resources	Financial Resources	Means of Verification	Expected Outcome	Success Indicators
Grammatical Accuracy	To encourage learners to self-correct grammatical mistakes during classroom activities.	Provide grammar-focused communicative exercises with self-correction activities	December 2026	English teachers, learners	Grammar worksheets, editing exercises, activity sheets	MOOE – ₱7,000.00	Learner outputs, quizzes, teacher observations	Learners show improved grammatical accuracy and ability to self-correct mistakes	85% of learners demonstrate improved grammatical accuracy.
Vocabulary Usage	To enhance learners' understanding of idiomatic expressions and common phrases in context.	Integrate lessons using idiomatic expressions, common phrases, and contextual vocabulary exercises	January 2027	English teachers, learners	Vocabulary lists, authentic texts, visual aids	School Learning Resources Fund – ₱8,000.00	Vocabulary activities, oral responses, performance tasks	Learners effectively use idiomatic expressions and varied vocabulary in communication	85% of learners appropriately use new vocabulary.
Comprehension	To develop learners' ability to infer meaning from context when encountering unfamiliar words or phrases.	Conduct listening and comprehension activities that require learners to infer meaning from context	February 2027	English teachers, learners	Audio clips, videos, authentic listening materials	MOOE – ₱9,000.00	Comprehension tests, worksheets, participation records	Learners develop better comprehension and contextual understanding skills	85% of learners improve comprehension skills.
Coherence and Organization of Ideas	To strengthen learners' ability to summarize key points.	Facilitate discussion, summarization, and presentation activities	March 2027	English teachers, learners	Graphic organizers, discussion guides, presentation materials	English Program Fund – ₱9,000.00	Presentation rubrics, summaries, observation notes	Learners organize and summarize ideas clearly and coherently	85% of learners organize ideas coherently.

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Table 32. Action Plan to Address the Constraints Encountered in the Utilization of CLT Strategies

Key Result Area	Objectives	Strategies / Activities	Time Frame	Human Resources	Material Resources	Financial Resources	Means of Verification	Expected Outcome	Success Indicators
Teacher Competence and Training	To enhance teachers' knowledge and skills in monitoring and assessing communicative skills effectively.	Conduct training and workshops on monitoring and assessing communicative skills	August–September 2026	English teachers, school trainers, administrators	Training modules, assessment tools, rubrics	INSET Fund/MOOE – ₱15,000.00	Training attendance, evaluation forms, output reports	Teachers demonstrate improved competence in assessing communicative skills	90% of teachers complete the training successfully.
Learners' Language Proficiency	To improve learners' comprehension skills.	Implement remedial and enrichment reading and speaking activities to improve comprehension	October – November 2026	English teachers, learners	Reading materials, worksheets, comprehension activities	English Program Fund – ₱10,000.00	Pre-test/post-test results, learner outputs	Learners show improved comprehension skills in English tasks	85% of learners improve comprehension skills.
Classroom Management	To strengthen classroom management strategies in handling large classes.	Apply effective classroom management strategies for large class instruction	November–December 2026	English teachers, learners	Classroom management plans, seating arrangements	MOOE – ₱8,000.00	Observation checklist, class records	Improved participation and better-managed large classes	85% of classes demonstrate improved classroom management.
Instructional Time Constraints	To maximize the effective use of instructional time in completing group and pair activities.	Optimize lesson planning to maximize time for pair and group activities	January 2027	English teachers	Lesson plans, activity guides, task sheets	MOOE – ₱7,000.00	Lesson plan review, classroom observation	Efficient use of instructional time in communicative activities	90% of lessons maximize instructional time effectively.

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Key Result Area	Objectives	Strategies / Activities	Time Frame	Human Resources	Material Resources	Financial Resources	Means of Verification	Expected Outcome	Success Indicators
Availability of Instructional Materials	To increase the availability and use of authentic learning materials.	Integrate authentic materials such as videos, articles, and realia in lessons	February 2027	English teachers, learners	Multimedia tools, printed authentic materials	School Learning Resources Fund – ₱10,000.00	Lesson outputs, activity records	Increased learner engagement through real-world language exposure	85% of lessons utilize authentic learning materials.
Learners' Motivation and Confidence	To build learners' confidence and willingness to speak English.	Conduct confidence-building speaking activities and supportive classroom interactions	March 2027	English teachers, learners	Speaking prompts, role-play materials, feedback sheets	English Program Fund – ₱10,000.00	Oral performance records, observation notes	Learners show increased confidence and willingness to speak English	85% of learners actively participate in speaking activities.

Table 33. Action Plan to Implement the Priority Solutions Offered

Key Result Area	Objectives	Strategies / Activities	Time Frame	Human Resources	Material Resources	Financial Resources	Means of Verification	Expected Outcome	Success Indicators
Utilize technology and online resources to supplement limited instructional materials	To utilize technology and online resources to supplement limited instructional materials in English teaching.	Integrate technology and online resources such as videos, online articles, and multimedia presentations in English lessons	August–October 2026	Laptop, projector, internet connection, online resources	Training modules, assessment tools, rubrics	MOOE – ₱10,000.00	Lesson plans, activity outputs, observation reports	Improved access to authentic and engaging instructional materials	85% of lessons integrate technology effectively.

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Key Result Area	Objectives	Strategies / Activities	Time Frame	Human Resources	Material Resources	Financial Resources	Means of Verification	Expected Outcome	Success Indicators
Provide teachers with continuous professional development and CLT-focused training programs.	To strengthen teachers' competence through continuous professional development and CLT-focused training programs.	Conduct continuous professional development seminars and CLT-focused training programs for teachers	November 2026–January 2027	Training modules, handouts, presentation materials	Reading materials, worksheets, comprehension activities	INSET Fund–₱15,000.00	Training attendance sheets, certificates, evaluation forms	Teachers demonstrate improved competence in implementing CLT strategies	90% of teachers complete CLT training.
Enhance learners' language proficiency through remedial or enrichment programs.	To improve learners' language proficiency through remedial and enrichment programs.	Implement remedial and enrichment programs to strengthen learners' language proficiency	February–March 2027	Reading materials, activity sheets, intervention modules	Speaking prompts, role-play materials, feedback sheets	English Program Fund – ₱12,000.00	Pre-test and post-test results, learner outputs, progress reports	Learners show improved language proficiency and communication skills	85% of learners improve language proficiency.

Note. MOOE = Maintenance and Other Operating Expenses; INSET = In-Service Training.

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DISCUSSION

Strengths and Gaps in the Implementation of CLT

The overall rating of Much Employed indicates that CLT has moved from policy intention to routine classroom practice in the public senior high schools of Albay. This is pedagogically sound and consistent with policy: RA No. 10533 emphasizes communicative competence as part of producing globally competitive learners; DO No. 42, s. 2017 (PPST) highlights learner-centered and interactive teaching that promotes meaningful engagement, and DO No. 21, s. 2019 reinforces 21st-century skills such as communication and collaboration. CLT addresses a common gap in which learners know grammar but struggle to speak by encouraging interaction, collaboration, and meaningful communication that help learners become confident, expressive, and functional users of English.

The strongest practices were relational and participatory. The high rating for creating a supportive environment shows that teachers prioritize a positive and encouraging classroom atmosphere, which is essential because many learners experience anxiety and hesitation when speaking; as Sitoy and Sonsona (2024) observed, a safe space for communication reduces fear of mistakes and encourages participation, providing a foundation for other CLT strategies. Learner-centered activities ranked first among the dimensions, likely because active engagement—recitations, group work, and reporting—is easy to integrate into daily lessons and is strongly encouraged in the K to 12 curriculum, positioning learners as active contributors rather than passive recipients. Fluency-oriented practice ranked second: storytelling, dialogues, and discussion-based tasks are practical, engaging, and aligned with CLT, and the high ratings for continuous and time-limited speaking indicate that learners are frequently given opportunities to speak without overemphasis on grammatical accuracy. Task-based instruction was anchored on purposeful, goal-oriented performance tasks that require learners to produce outputs in English, consistent with the group- and individual-oriented strategies described by Jiang and Paulino (2024). The ready availability of digital resources likewise explains the frequent use of real-life materials such as videos, songs, and online articles, and the facilitator role was enacted through active participation supported by guided instruction, collaboration, and guided discovery—a balanced, learner-centered yet teacher-supported approach.

The lowest-rated indicators, however, reveal a consistent pattern: the more cognitively and interactionally demanding processes of CLT are practiced less often than its participatory surface features. Negotiation of meaning, which requires learners to clarify, rephrase, and resolve communication breakdowns, was the least employed interactional practice, and meaning-focused interaction was the lowest-ranked dimension overall. Discovery and problem-solving tasks, analysis of authentic texts, use of authentic resources in productive tasks, post-task reflection, explicit attention to fillers, connectors, and conversational expressions, and individualized support were likewise the weakest indicators in their respective dimensions. Teachers attributed these gaps to limited instructional time, large class sizes, the need to complete required competencies within tight schedules, learners' varying proficiency levels, and a tendency to prioritize task completion and output submission, to manage discussions directly rather than allow extended learner-driven interaction, and to favor exposure to authentic materials over extended analysis or production. Learners therefore encounter authentic language and speak more, but may lack opportunities to process it deeply and the discourse tools needed for natural, sustained conversation.

These findings imply a need to move beyond participation toward deeper communicative engagement. Teachers may provide structured opportunities for clarification, negotiation, and extended dialogue; gradually incorporate discovery and problem-solving tasks, which De Leon and Castro (2025) associate with higher-order thinking, independence, and practical application; design activities that require learners to analyze authentic texts critically and use authentic language productively, so that learners move from exposure to meaningful engagement with real-world language, as Gallo and Raymundo (2024) suggest; integrate structured reflection to promote self-assessment and awareness of strengths and weaknesses; explicitly teach fillers, connectors, and conversational expressions to support extended, authentic conversation (Pike & Raymundo, 2024); and strengthen differentiated

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instruction and targeted support so that no learner is left behind (Leuterio & Paglinawan, 2024). Balancing meaning-focused interaction with the already strong learner-centered and fluency-oriented practices would yield a more balanced CLT implementation (Orboc, 2024) and develop learners who are not only active participants but competent communicators.

Consistency of Practice Across Districts

The significant concordance in all six CLT dimensions indicates strong and consistent agreement among the districts on the relative extent to which the strategies are employed. The relatively high *W* values for task-based activities, authentic materials, and teacher as facilitator reflect a high level of consensus, and even the lowest value (fluency-oriented practice) reflects substantial agreement. The observed practices are therefore not isolated cases but are commonly experienced across schools, reinforcing the validity of the findings and providing a solid basis for division-wide recommendations. High agreement, however, reflects shared perceptions of current practice rather than maximized practice; school leaders and educators may use these results to strengthen the moderately implemented areas, particularly those requiring deeper interaction and higher-order communication.

Perceived Improvement in Learners' Oral Communication Skills

Identifying the extent of improvement allows teachers and school leaders to determine which strategies are working, which need improvement, and how instruction can be adjusted; DO No. 31, s. 2012 likewise emphasized developing learners' oral language skills through interactive and communicative activities. Teachers perceived balanced improvement across all six skills, most strongly in grammatical accuracy, vocabulary usage, and coherence and organization of ideas. This may be attributed to consistent exposure to communicative tasks, teacher and peer feedback, and structured speaking activities that reinforce both language form and message clarity. Strong ratings for correct pronunciation in class reflect regular speaking opportunities, teacher modeling, and practice through recitation, dialogue, and oral tasks; for verb tenses and subject–verb agreement, consistent practice and corrective feedback; for varied vocabulary use, discussions, role-plays, and group work that expand learners' lexical range; for following and responding in discussions, regular teacher-led, pair, and group interaction; and for planning responses before speaking, preparation time provided through think-pair-share, reporting tasks, and structured discussions.

The lowest-rated indicator in each skill area again points to the more autonomous, affective, or advanced aspects of oral communication. Confidence to speak without fear of pronunciation mistakes lagged behind pronunciation accuracy, as learners may still hesitate because of fear of errors or peer judgment; supportive, low-pressure speaking activities, collaborative tasks, peer interaction, and positive reinforcement can address both the technical and emotional dimensions of speaking (Pike & Raymundo, 2024). Learners performed well in structured fluency activities, but sustained fluency developed through regular practice lagged, likely because of limited spontaneous speaking outside structured tasks and varying proficiency; meaningful activities such as role-plays and storytelling provide opportunities for continuous speech (Astrero et al., 2024), but more spontaneous and extended speaking across lessons is needed. Self-correction of grammatical errors was weaker than teacher- or peer-supported correction, reflecting learners' limited metalinguistic awareness and reliance on teacher feedback; reflective speaking activities, peer assessment, and guided self-correction can build learner independence (Tabog et al., 2024). Idiomatic and figurative expressions were less developed than functional vocabulary because of limited authentic input and a classroom focus on functional vocabulary (Alzaga & Ching, 2024). Inferring meaning from context was weaker than basic comprehension, owing to limited exposure to complex authentic listening materials and reliance on teachers' explanations, calling for activities that encourage critical listening and independent meaning-making (Cubillas, 2026). Finally, summarizing points at the end of discussions was less practiced than other organizational skills because limited time leads teachers to prioritize idea generation over structured closure; closing activities that require learners to restate key points can make communication more complete and coherent (Ahmed et al., 2025).

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Fluency, the lowest-rated skill overall, appears to be influenced by limited opportunities for extended spontaneous speaking, language anxiety, and varying proficiency. While learners show competence in accuracy and organization, maintaining natural flow in real-time communication remains a developing skill. More extended speaking opportunities, spontaneous discussion, and low-pressure communicative tasks can strengthen fluency alongside accuracy and organization (Galang, 2025). When learners have consistent opportunities for meaningful, interactive communication, they are more likely to develop confidence, spontaneity, and adaptability in using English across contexts.

The lack of significant agreement for vocabulary usage and coherence and organization of ideas indicates that the perceived effect of CLT on these two skills is less uniformly observed across districts, whereas its effects on fluency, grammar, pronunciation, and comprehension are perceived consistently. These areas may require more focused instructional support, including structured vocabulary enrichment and explicit instruction on organizing ideas logically during speaking tasks, to ensure balanced development of oral communication.

Constraints and Priority Solutions

The success of CLT depends on how well it is implemented under real teaching conditions. Affective factors emerged as the most critical barrier: shyness, speaking anxiety, and fear of mistakes prevent learners from participating even when opportunities for interaction are provided, which indicates that emotional readiness strongly determines engagement. Rote memorization, though still a serious constraint, was less dominant than anxiety-related factors, suggesting a gradual shift toward communicative learning. A supportive, low-anxiety classroom, positive reinforcement, gradual exposure to speaking activities, and confidence-building tasks are therefore needed (Kafabih et al., 2025; Alzaga & Ching, 2024).

Classroom management, particularly large class sizes, was the second most serious constraint. With many learners, teachers find it difficult to observe, guide, and assess each learner's participation during interactive tasks, which limits individualized feedback; unequal participation, influenced by differences in confidence, proficiency, and personality, was common but less critical than structural constraints such as class size and classroom layout. Reducing class size where possible, improving classroom layout, using structured groupings, and varied management techniques that balance control and interaction may help (Soreño & Valle, 2024). Learners' language proficiency—especially comprehension—was also a foundational challenge, since CLT relies on understanding instructions, prompts, and peer responses; learners may manage short or guided exchanges but struggle to sustain spontaneous interaction because of limited vocabulary, grammar, and confidence, calling for scaffolded activities, differentiated instruction, and increased exposure to meaningful language use (Fortuno, 2025).

Among material constraints, the lack of authentic materials limited learners' exposure to natural language use and the quality of speaking, listening, and interactive activities, while textbook reliance was a lesser concern, suggesting that teachers already draw on other resources but face limited access to authentic and multimedia materials. Improving access to multimedia tools, developing local materials, strengthening digital resource support, and maximizing low-cost resources are warranted (Tuboc et al., 2026). Among teacher-related constraints, the most serious was limited knowledge of monitoring and assessing communicative skills, which require specialized strategies and tools because CLT emphasizes real-life communication rather than written outputs; the comparatively lower ratings for lack of CLT training and confidence in facilitating group work suggest that teachers have developed some familiarity with basic CLT strategies through prior training, experience, or collaboration. Targeted training on communicative assessment, mentoring, and collaboration may address these needs (Ubando Jr., 2025). Instructional time was the least serious constraint, perhaps because teachers have developed ways to manage time through structured planning, task prioritization, and shorter communicative segments; nonetheless, time limitations still affect the completion of group and pair activities and the depth of communicative practice (De Asis et al., 2024).

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The solutions most strongly endorsed—technology and online resources and continuous CLT-focused professional development—mirror the most pressing material and competence-related constraints, reflecting the growing importance of digital resources and digital literacy in exposing learners to authentic language and sustaining engagement (Ubando Jr., 2025). Classroom management strategies, though still Much Necessary, were the lowest-priority solution, suggesting that teachers may already have some strategies for handling interactive activities, although continuous improvement remains necessary and collaborative teaching strategies can ensure that communicative activities are effectively facilitated (Galang, 2025). The significant agreement on the rank orders of both constraints and solutions indicates a shared understanding among stakeholders of the need for coordinated interventions—teacher training, learner support programs, improved classroom management, and enhanced instructional resources—involving teachers, school leaders, and policymakers.

Theoretical Implications

The pattern of findings is consistent with the study's theoretical anchors. The strong uptake of learner-centered and collaborative activities reflects the social constructivist and sociocultural premise that language develops through mediated social interaction (Lantolf, 2000; Vygotsky, 1978), while the relatively weak practice of negotiation of meaning and post-task reflection identifies precisely the interactional mechanisms that the Interaction Hypothesis (Long, 1983) regards as central to acquisition. The prominence of affective constraints and the lower ratings for spontaneous, sustained performance suggest that tasks may impose high demands on less proficient learners, consistent with Cognitive Load Theory's emphasis on scaffolding challenge to learners' capacity (Sweller, 1988). Together, these perspectives support the researcher's proposition that systematically analyzing CLT practice leads to targeted action toward communicative competence (Hymes, 1972) and quality education.

Limitations

Several limitations should be considered. First, both the use of CLT strategies and the improvement in learners' oral communication were measured through teachers' ratings; no direct measures of learner performance (e.g., rubric-scored speaking tasks) were analyzed, so the findings represent perceived rather than demonstrated improvement, and teachers rated practices in which they themselves are involved. Second, the cross-sectional, non-experimental design does not permit causal claims about the effect of CLT on oral communication. Third, Kendall's *W* was computed with the three districts as judges, so the agreement statistics describe concordance among district-level rankings rather than among individual teachers. Fourth, reliability evidence was limited to a single KR-21 coefficient (r = 0.24); because KR-21 was designed for dichotomously scored items, future use of the instrument should report Cronbach's alpha for each subscale and describe content validation. Finally, the study was delimited to public SHS English teachers in one schools division, which limits generalization to other divisions, private schools, or learner-reported outcomes.

Conclusions and Recommendations

Based on the findings, the following conclusions were drawn. (1) The CLT strategies are Much Employed in teaching English in the public senior high schools of the Division of Albay, with learner-centered activities and fluency-oriented practice as the strongest dimensions and meaning-focused interaction as the weakest. (2) There is significant agreement on the rank orders of the extent of CLT strategies employed. (3) The CLT strategies are perceived to have Much Improved learners' oral communication skills, most strongly in grammatical accuracy, vocabulary usage, and coherence and organization of ideas, and least in fluency. (4) There is significant agreement on the rank orders of improvement among the groups of respondents, except in vocabulary usage and coherence and organization of ideas. (5) The constraints in utilizing CLT strategies are Much Serious, led by learners' motivation and confidence and classroom management. (6) The solutions offered are Much Necessary, led by the use of technology and online resources and continuous CLT-focused professional development. (7) There is

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significant agreement on the rank orders of the constraints encountered and the solutions offered. (8) An action plan was crafted based on the findings.

In light of these conclusions, the following are recommended. English teachers may further strengthen CLT by incorporating more learner-centered, task-based, and authentic communication activities, and may provide more oral communication opportunities such as role-plays, discussions, debates, storytelling, and presentations to continuously improve learners' speaking skills. School heads may sustain collaborative monitoring and evaluation to maintain consistency in CLT implementation across senior high schools. Master teachers may design interventions to improve vocabulary usage and coherence and organization of ideas through contextual vocabulary activities, guided speaking tasks, and structured communication exercises. DepEd key officials may address the identified constraints by providing adequate instructional materials, technological resources, and supportive learning environments for communicative learning. Public Schools District Supervisors may provide continuous professional development programs, seminars, and workshops on CLT to strengthen teachers' competence and confidence. Teachers should implement motivational and confidence-building activities that encourage learners to participate in English communication tasks without fear of making mistakes. Finally, the proposed action plan should be implemented, monitored, and evaluated regularly to ensure the effective improvement of SHS learners' oral communication skills through CLT.

Future research may (1) examine the use of CLT strategies for other language skills such as reading comprehension, writing proficiency, and listening; (2) explore the effectiveness of specific CLT techniques and activities in improving oral communication at different educational levels; (3) investigate the relationship among learners' motivation, confidence, and academic performance in English within communicative learning environments; (4) replicate the study in other schools, districts, or regions to validate and compare the findings; and (5) develop and evaluate intervention programs or instructional materials that strengthen CLT implementation in English classes. Studies that incorporate direct assessments of learners' speaking performance and learner-reported data would further strengthen the evidence base.

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