



Technical Barriers in Oral Communication in the English Language of the Junior High School Students in Agoo West District, Division of La Union

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Abstract

This study assessed the oral communication skills in the English Language of the Junior High School students in the public and private secondary schools in Agoo West District, Division of La Union during the school year 2024-2025 as a basis for proposed intervention strategies. The descriptive research method was used. The study involved fifty (50) Grade 10 students and twenty-five (25) English teachers as respondents. The researcher made use of a questionnaire-checklist as the main data gathering tool for this study. Frequency counts, percentages, ranking, and average weighted means were used to quantify the data gathered.

The level of oral communication in English was recognized to have critical importance. The level of oral communication skills was perceived to possess high-level oral communication skills, especially in pronunciation, confident expression, and attentive listening. Moderate seriousness is attributed to oral communication challenges, primarily involving attentiveness and accurate articulation. Group discussions and online pronunciation tools are seen as highly applicable measures to address oral communication problems. The two groups of respondents generally share similar perceptions regarding the importance, skills, problems, and solutions related to oral communication in English.

Keywords

Technical Barrier; Oral Communication; English Language

1. Introduction

The ability to communicate effectively in English, both orally and in writing, is a cornerstone of academic success and professional competence. In an increasingly globalized world, English proficiency serves as a bridge to accessing diverse opportunities, including higher education, competitive careers, and meaningful cultural exchange. According to Bautista (2001), the multilingual nature of the Philippines significantly influences the acquisition and use of English, with regional languages such as Ilocano and Filipino dominating everyday communication. This linguistic environment limits students' exposure to English and their opportunities to practice the language outside the classroom. Junior high school students in the Agoo West District, Division of La Union, face significant challenges in oral communication in English. These barriers, rooted in linguistic, pedagogical, socio-cultural, psychological, and economic factors, hinder their ability to thrive in an education system where English serves as a medium of instruction.

Linguistic factors form the most immediate layer of these barriers. Nation (2001) emphasizes that vocabulary knowledge is crucial for effective communication, and its absence can severely restrict oral expression, while Ellis (1997) highlights the importance of grammar in ensuring clarity in communication. Pronunciation issues, influenced by native language phonetics, further impede oral communication, as pointed out by Ladefoged (2006), who notes that phonetic interference is a common challenge for second language learners. In the Agoos West District, where English is often a second or third language, many students possess limited vocabularies, commit widespread grammatical errors, and struggle with articulation shaped by first language phonetics.

Pedagogical, technological, socio-cultural, and economic factors compound these difficulties. Shulman (1987) maintains that effective teaching requires a deep understanding of both subject matter and pedagogical strategies tailored to student needs, yet many schools in the district continue to rely on outdated materials and traditional lecture-based methods. Warschauer (2000) underscores the transformative potential of technology in language learning, enabling students to engage with authentic linguistic contexts, but the technological divide in the district limits such opportunities. Norton (2013) emphasizes that the value placed on a language within a community influences learners' motivation and opportunities for practice; in the locale, English is rarely spoken outside the classroom, and fear of judgment discourages participation. Economic limitations affect both schools and families, as UNESCO (2019) reports that underfunded schools struggle to provide modern learning resources while financially constrained families cannot afford supplemental education.

Related studies affirm the reality of these barriers and point to workable responses. Chentez, Torres, and Mykytiuk (2019) identified communication apprehension as a major barrier among high school learners, exacerbated by the minimal use of English in everyday interactions, and recommended role-play and other interactive methods that provide practical language use in a non-threatening environment. Adas and Bakir (2013) linked language difficulties to limited grammar knowledge, insufficient vocabulary, and lack of feedback, while Amalia, Yamat, and Bushra (2021) demonstrated the value of blended learning in fostering collaborative and continuous practice. Almubark (2016) established that classroom activities conducted in a supportive environment develop EFL students' oral communication skills, and Francis Academic Press (2022) documented how disparities in access to resources between urban and rural schools widen gaps in oral English performance.

The study is anchored on theories that explain both the barriers and the interventions. Vygotsky (1978) positions learning as socially constructed, with the Zone of Proximal Development highlighting how teachers and peers can scaffold learners beyond their current ability. Krashen (1985) stresses that language is acquired through comprehensible input slightly above the learner's present level, while Corder (1967) and Selinker (1972) frame learners' errors and interlanguage as developmental milestones that reveal where instruction should be targeted. Communicative competence theory extends proficiency beyond grammatical accuracy to the appropriate use of language in context, self-efficacy theory explains how learners' confidence shapes their willingness to speak, and the Technological Pedagogical Content Knowledge framework guides the purposeful integration of technology into language instruction.

The policy environment likewise supports the systematic development of English proficiency. The Department of Education (2015), through DepEd Order No. 13, s. 2015, institutionalized formative and summative classroom assessment under the K to 12 Basic Education Program, enabling teachers to identify specific gaps in learners' communication skills. The National English Proficiency Program of the Department of Education (2016) directs sustained capability building in English, and the Department of Education (2020), through DepEd Order No. 31, s. 2020, demonstrated the need for flexible and innovative approaches to assessing communication skills.

In this light, this study assessed the technical barriers in oral communication in the English Language of the Junior High School students in the public and private secondary schools in Agoos West District,



Division of La Union during the school year 2024-2025 as a basis for proposed intervention strategies. Specifically, it determined the level of importance of oral communication in the English Language as perceived by the JHS students themselves and their English subject teachers; the level of oral communication skills of the junior high school students; the degree of seriousness of the problems encountered in oral communication in the English Language; the level of applicability of the suggested measures to address the problems encountered; the significant differences between the perceptions of the JHS students and their English subject teachers on the different variables under study; and the strategies that can be recommended to enhance the oral communication skills of the students. The study was guided by the null hypothesis that there are no significant differences between the perceptions of the JHS students themselves and their English subject teachers on the different variables under study.

2. Methodology

This study was made by means of the quantitative method of research, specifically the descriptive design. Quantitative research is a structured way of collecting and analyzing data obtained from different sources using computational, statistical, and mathematical tools to derive results, and it is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results for a larger population. The design was adopted because the study described the prevailing perceptions of the respondents on the importance of oral communication, the oral communication skills of the students, the seriousness of the problems encountered, and the applicability of the suggested measures.

The study was conducted in the public and private secondary schools of Agoo West District, Division of La Union during the school year 2024-2025. The respondents were fifty (50) Junior High School learners and fifteen (15) English teachers coming from the different public and private secondary schools of the district. Table 1 presents the distribution of respondents by school.

Table 1. Distribution of Respondents by School

Name of School	Number of JHS Learners	Number of English Teachers
Cubal Integrated School	10	3
Don Eufemio F. Eriguel Memorial National High School	10	3
Dr. Manuel T. Cases Sr. National High School	10	3
Polytechnic College of La Union	10	3
San Julian Integrated School	10	3
Grand Total	50	15

The researcher made use of a constructed survey-questionnaire as the main data-gathering instrument. The instrument is composed of four parts: Part I focused on the level of importance of oral communication in the English Language; Part II gathered data on the level of oral communication skills of the junior high school students; Part III extracted the degree of seriousness of the problems encountered in oral communication in the English Language; and Part IV dealt with the level of applicability of the suggested measures to address the problems encountered.

To ensure the validity of the instrument in terms of content, format, and language, the initial copy was presented to an English critic and the thesis adviser for comments and suggestions. To establish

reliability, the checked survey-questionnaire was pilot tested with ten (10) Grade 10 learners and three (3) English teachers of Agoo National Vocational High School, Agoo East District. The Spearman rank correlation was used to determine the reliability of the instrument, and the computed Spearman rho of 0.90 denoted that the research instrument is highly reliable.

Before the administration of the survey-questionnaire, the researcher sought permission from the Schools Division Superintendent and the principals or school heads of the five secondary schools of Agoo West District. Sixty-five (65) copies of the survey-questionnaire were personally administered by the researcher with the help of the principals or school heads, and retrieval was personally done on the same day of administration. The answers of the respondents were kept confidential in accordance with the informed consent agreed upon by the respondents and the researcher.

The data gathered were organized, tallied, tabulated, and presented in tables. Frequency counts, percentages, weighted mean, and ranking were used to present the descriptive statistics of the study, while the t-test was used to determine the significant differences between the responses of the two groups of respondents set at the 0.05 level of probability. All computations were done using Microsoft Excel 2013.

The perceptions of the respondents were interpreted using a five-point scale with the following statistical limits: 4.21-5.00, very highly important, skilled, serious, or applicable; 3.41-4.20, highly important, skilled, serious, or applicable; 2.61-3.40, moderately important, skilled, serious, or applicable; 1.81-2.60, slightly important, skilled, serious, or applicable; and 1.00-1.80, not important, skilled, serious, or applicable.

3. Results and Discussion

Level of Importance of Oral Communication in the English Language

Table 2 displays the level of importance of oral communication in the English Language as perceived by the English teachers. The results reveal that the English teachers perceived oral communication as highly important, as indicated by the obtained average weighted mean of 4.14, corresponding to a Highly Important (HI) descriptive rating, with four indicators rated very highly important and six rated highly important.

Table 2. Level of Importance of Oral Communication in the English Language as Perceived by the English Teachers (N=25)

Importance of Oral Communication	WM	DR	Rank
Communicate effectively in English to excel in job interviews, presentations, and workplace interactions	4.68	VHI	1
Express ideas clearly to contribute to class discussions, oral reports, and academic presentations	4.52	VHI	2
Convey messages precisely to build and maintain personal and professional relationships	4.44	VHI	3
Exchange information quickly and accurately through oral communication	4.28	VHI	4
Persuade others, express opinions, and lead initiatives using strong communication skills	4.08	HI	5
Discuss issues in English to foster collaboration and develop effective solutions	4.00	HI	6

Importance of Oral Communication	WM	DR	Rank
Master English to boost self-assurance in diverse speaking settings	3.92	HI	7
Enhance your professional and personal image through English proficiency, increasing marketability and approachability	3.88	HI	8
Speak English to facilitate interaction across cultures	3.84	HI	9
Engage in English conversations to appreciate global cultures and perspectives	3.80	HI	10
Average Weighted Mean	4.14	HI	

The teachers rated communicating effectively in English to excel in job interviews, presentations, and workplace interactions (4.68) as the foremost aspect, followed by expressing ideas clearly to contribute to class discussions, oral reports, and academic presentations (4.52) and conveying messages precisely to build and maintain personal and professional relationships (4.44). In a globalized economy where English serves as a lingua franca, the teachers recognize that the ability to articulate ideas clearly in interviews, presentations, and workplace discussions directly influences career progression, that academic success is intrinsically linked to effective participation in discussions and oral reports, and that clear and precise communication is the foundation of healthy personal and professional relationships.

At the lower end of the ranking, the teachers placed speaking English to facilitate interaction across cultures (3.84), enhancing professional and personal image through English proficiency (3.88), and engaging in English conversations to appreciate global cultures and perspectives (3.80). While acknowledging the value of intercultural communication and a positive image, the teachers appear to treat these as secondary to the immediate demands of academic and professional success, and as outcomes that follow naturally once substantive communication skills are developed.

Table 3 presents the perceptions of the Grade 10 students on the same variable. The table reveals an average weighted mean of 4.17, likewise corresponding to a Highly Important (HI) descriptive rating, indicating that the students place a high value on oral communication in English, aligning with the perceptions of their teachers.

Table 3. Level of Importance of Oral Communication in the English Language as Perceived by the Grade 10 Students (N=50)

Importance of Oral Communication	WM	DR	Rank
Master English to boost self-assurance in diverse speaking settings	4.44	VHI	1
Express ideas clearly to contribute to class discussions, oral reports, and academic presentations	4.36	VHI	2
Communicate effectively in English to excel in job interviews, presentations, and workplace interactions	4.32	VHI	3
Convey messages precisely to build and maintain personal and professional relationships	4.24	VHI	4
Exchange information quickly and accurately through oral	4.14	HI	5

Importance of Oral Communication	WM	DR	Rank
communication			
Discuss issues in English to foster collaboration and develop effective solutions	4.10	HI	6
Persuade others, express opinions, and lead initiatives using strong communication skills	4.06	HI	7
Enhance your professional and personal image through English proficiency, increasing marketability and approachability	4.04	HI	8
Speak English to facilitate interaction across cultures	4.02	HI	9
Engage in English conversations to appreciate global cultures and perspectives	4.00	HI	10
Average Weighted Mean	4.17	HI	

The students ranked mastering English to boost self-assurance in diverse speaking settings (4.44) first, followed by expressing ideas clearly in class discussions, oral reports, and academic presentations (4.36) and communicating effectively in English for job interviews, presentations, and workplace interactions (4.32). At this age, social acceptance is deeply intertwined with self-confidence, and the fear of miscommunication in English can trigger significant anxiety; the ability to articulate thoughts fluently therefore reduces social anxiety and bolsters self-esteem while directly supporting academic performance in presentations and group work.

Conversely, the students assigned the lowest ranks to speaking English to facilitate interaction across cultures (4.02), enhancing professional and personal image through English proficiency (4.04), and engaging in English conversations to appreciate global cultures and perspectives (4.00). Their daily interactions primarily revolve around school and the local community, so intercultural communication and long-term professional image feel abstract and distant compared to the immediate pressures of peer relationships and academic requirements.

Level of Oral Communication Skills of the Junior High School Students

Table 4 presents the assessment of the English teachers on the oral communication skills of the Junior High School students. The table shows an average weighted mean of 4.02, corresponding to a Highly Skilled (HS) descriptive rating, indicating that the teachers generally perceived the students to be at a high level of skill.

Table 4. Level of Oral Communication Skills of the Junior High School (JHS) Students as Perceived by the English Teachers (N=25)

Skills in Oral Communication	WM	DR	Rank
Pronounce words clearly to ensure proper communication	4.52	VHS	1
Listen attentively and respond appropriately to verbal and non-verbal cues	4.40	VHS	2
Show understanding, respect different perspectives, and maintain politeness in conversations	4.32	VHS	3
Organize thoughts concisely for clear communication	4.16	HS	4

Skills in Oral Communication	WM	DR	Rank
Ask relevant questions and seek clarification for better understanding	3.96	HS	5
Present ideas in a logical and structured manner to enhance comprehension	3.88	HS	6
Adapt language and style to suit different audiences and situations	3.80	HS	7
Utilize body language, facial expressions, and eye contact effectively	3.76	HS	8
Use tone, pitch, and gestures to capture the audience's attention	3.72	HS	9
Express ideas with confidence, regardless of the audience	3.68	HS	10
Average Weighted Mean	4.02	HS	

The teachers rated the students very highly skilled in pronouncing words clearly to ensure proper communication (4.52), listening attentively and responding appropriately to verbal and non-verbal cues (4.40), and showing understanding, respecting different perspectives, and maintaining politeness in conversations (4.32). Given the intricate linguistic landscape of the Philippines, clear pronunciation mitigates misunderstandings that can arise from diverse pronunciation patterns, while Filipino cultural values such as pakikisama and hiya reinforce attentive listening, empathy, and politeness as essential classroom behaviors.

On the other hand, the teachers gave comparatively lower ratings to expressing ideas with confidence regardless of the audience (3.68), using tone, pitch, and gestures to capture the audience's attention (3.72), and utilizing body language, facial expressions, and eye contact effectively (3.76). The cultural inclination toward modesty and subdued displays of emotion, together with the sense of social propriety, can inhibit students' willingness to employ expressive delivery techniques, and teachers prioritize building a solid foundation in clear articulation and active listening before more advanced presentation skills.

Table 5 reveals the perceptions of the Grade 10 students on the oral communication skills of their peers. The table shows an average weighted mean of 4.11, corresponding to a Highly Skilled (HS) descriptive rating.

Table 5. Level of Oral Communication Skills of the Junior High School (JHS) Students as Perceived by the Grade 10 Students (N=50)

Skills in Oral Communication	WM	DR	Rank
Express ideas with confidence, regardless of the audience	4.36	VHS	1
Listen attentively and respond appropriately to verbal and non-verbal cues	4.30	VHS	2
Pronounce words clearly to ensure proper communication	4.26	VHS	3
Organize thoughts concisely for clear communication	4.18	HS	4
Adapt language and style to suit different audiences and situations	4.08	HS	5

Skills in Oral Communication	WM	DR	Rank
Show understanding, respect different perspectives, and maintain politeness in conversations	4.04	HS	6
Present ideas in a logical and structured manner to enhance comprehension	4.00	HS	7
Ask relevant questions and seek clarification for better understanding	3.98	HS	8
Utilize body language, facial expressions, and eye contact effectively	3.96	HS	9
Use tone, pitch, and gestures to capture the audience's attention	3.94	HS	10
Average Weighted Mean	4.11	HS	

The students rated themselves very highly skilled in expressing ideas with confidence regardless of the audience (4.36), listening attentively and responding appropriately to verbal and non-verbal cues (4.30), and pronouncing words clearly to ensure proper communication (4.26). These skills are deemed crucial for navigating the social and academic landscapes of adolescent life, where confidence functions as social capital, attentive listening preserves harmonious relationships, and clear pronunciation protects the students from ridicule and social embarrassment in a multilingual environment.

Conversely, the students perceived the use of tone, pitch, and gestures to capture the audience's attention (3.94), the utilization of body language, facial expressions, and eye contact (3.96), and asking relevant questions and seeking clarification (3.98) as their less developed skills. The students focus primarily on conveying the content of the message rather than its expressive delivery, and dramatic vocal variations or exaggerated gestures can be perceived as boastful among peers. The lower regard for non-verbal communication also suggests that this dimension may not have been given sufficient emphasis in their speaking lessons.

Degree of Seriousness of the Problems Encountered in Oral Communication

Table 6 presents the degree of seriousness of the problems encountered in oral communication in the English Language as perceived by the English teachers. The table reveals an average weighted mean of 3.22, corresponding to a Moderately Serious (MS) descriptive rating, which suggests that while the teachers acknowledge the presence of problems, they perceive them as moderately serious and manageable through targeted interventions.

Table 6. Degree of Seriousness of the Problems Encountered in Oral Communication in the English Language as Perceived by the English Teachers (N=25)

Problems Encountered	WM	DR	Rank
Fail to listen attentively, leading to irrelevant or inappropriate responses	3.72	HS	1
Struggle to articulate words correctly, causing miscommunication	3.60	HS	2
Fear making mistakes or being judged, resulting in reluctance to speak	3.52	HS	3

Problems Encountered	WM	DR	Rank
Make frequent grammatical errors that reduce clarity and fluency	3.36	MS	4
Have difficulty understanding native or varied English accents, affecting interaction	3.16	MS	5
Feel anxious in public speaking or conversations, leading to stuttering or rushed speech	3.08	MS	6
Fail to find the right words, leading to hesitation or incomplete statements	3.00	MS	7
Speak without clear structure, making it difficult for listeners to follow	2.96	MS	8
Misinterpret idiomatic expressions, humor, or cultural references	2.92	MS	9
Overuse filler words like "um," "like," or "you know," disrupting communication flow	2.88	MS	10
Average Weighted Mean	3.22	MS	

The teachers identified failing to listen attentively, leading to irrelevant or inappropriate responses (3.72), struggling to articulate words correctly, causing miscommunication (3.60), and fearing mistakes or judgment, resulting in reluctance to speak (3.52) as the most serious problems. Inattentive listening is a foundational impediment to learning in a classroom where verbal instruction is paramount, mispronunciation leads to substantial misunderstandings in both academic and social contexts, and the cultural sensitivity associated with *hiya* creates a significant barrier to language practice.

In contrast, the teachers rated overusing filler words (2.88), misinterpreting idiomatic expressions, humor, or cultural references (2.92), and speaking without clear structure (2.96) as the least serious problems. These difficulties, while real, do not typically impede basic understanding, are less visible in everyday exchanges, and are expected to diminish with maturity, practice, and continued instruction.

Table 7 details the perceptions of the Grade 10 students on the same problems. The table reveals an average weighted mean of 3.39, corresponding to a Moderately Serious (MS) descriptive rating.

Table 7. Degree of Seriousness of the Problems Encountered in Oral Communication in the English Language as Perceived by the Grade 10 Students (N=50)

Problems Encountered	WM	DR	Rank
Fail to listen attentively, leading to irrelevant or inappropriate responses	3.64	HS	1
Struggle to articulate words correctly, causing miscommunication	3.58	HS	2
Fear making mistakes or being judged, resulting in reluctance to speak	3.54	HS	3
Make frequent grammatical errors that reduce clarity and	3.46	HS	4

Problems Encountered	WM	DR	Rank
fluency			
Have difficulty understanding native or varied English accents, affecting interaction	3.36	MS	5
Feel anxious in public speaking or conversations, leading to stuttering or rushed speech	3.32	MS	6
Fail to find the right words, leading to hesitation or incomplete statements	3.28	MS	7
Speak without clear structure, making it difficult for listeners to follow	3.26	MS	8
Misinterpret idiomatic expressions, humor, or cultural references	3.24	MS	9
Overuse filler words like "um," "like," or "you know," disrupting communication flow	3.22	MS	10
Average Weighted Mean	3.39	MS	

Mirroring the perceptions of their teachers, the students ranked failing to listen attentively (3.64), struggling to articulate words correctly (3.58), and fearing mistakes or judgment (3.54) as the most serious problems, with frequent grammatical errors (3.46) likewise rated highly serious. The fear of making mistakes is deeply ingrained in the concept of hiya, and the students are acutely aware of the potential for peer ridicule; hesitation, incomplete statements, and mispronunciation carry significant social stigma and directly affect their perceived competence and social standing.

The students also considered overusing filler words (3.22), misinterpreting idiomatic expressions, humor, or cultural references (3.24), and speaking without clear structure (3.26) as the least serious problems, viewing them as common habits with minimal immediate impact on social standing that can be corrected over time through classroom activities and feedback.

Level of Applicability of the Suggested Measures

Table 8 presents the level of applicability of the suggested measures to address the problems encountered in oral communication as perceived by the English teachers. The table shows an average weighted mean of 4.02, corresponding to a Highly Applicable (HA) descriptive rating, indicating a strong belief in the potential of the measures to mitigate the identified challenges.

Table 8. Level of Applicability of the Suggested Measures to Address the Problems Encountered in Oral Communication in the English Language as Perceived by the English Teachers (N=25)

Suggested Measures	WM	DR	Rank
Participating in group discussions or debates to practice speaking in a supportive environment	4.52	VHA	1
Practicing active listening by summarizing what you hear during conversations	4.40	VHA	2
Attending a language class focused on spoken English and grammar basics	4.32	VHA	3

Suggested Measures	WM	DR	Rank
Practicing pronunciation using online resources like language apps with audio features	4.16	HA	4
Watching videos or listening to podcasts in different English accents with subtitles	3.96	HA	5
Learning five new English words daily and using them in sentences	3.88	HA	6
Practicing speaking in front of a mirror to become comfortable with self-expression	3.80	HA	7
Using mind maps to outline key points before speaking	3.76	HA	8
Pausing consciously when unsure instead of filling gaps with unnecessary words	3.72	HA	9
Researching common cultural expressions or idioms and their meanings	3.68	HA	10
Average Weighted Mean	4.02	HA	

The teachers rated participating in group discussions or debates in a supportive environment (4.52), practicing active listening by summarizing what is heard (4.40), and attending a language class focused on spoken English and grammar basics (4.32) as the most applicable measures. The cultural fabric of pakikisama fosters a sense of security within group settings, aligning with the collaborative pedagogy promoted under the National English Proficiency Program of the Department of Education (2016); active listening practice directly addresses the most serious problem identified, and structured language classes provide targeted instruction on articulation and grammar.

The teachers rated researching common cultural expressions or idioms (3.68), pausing consciously when unsure (3.72), and using mind maps to outline key points before speaking (3.76) as the least applicable measures, recognizing that students may perceive idiom study as tangential to immediate communication needs, undervalue pausing as a passive skill, and associate mind mapping with formal academic tasks rather than everyday conversation.

Table 9 presents the perceptions of the Grade 10 students on the applicability of the same measures. The table shows an average weighted mean of 4.13, corresponding to a Highly Applicable (HA) descriptive rating.

Table 9. Level of Applicability of the Suggested Measures to Address the Problems Encountered in Oral Communication in the English Language as Perceived by the Grade 10 Students (N=50)

Suggested Measures	WM	DR	Rank
Participating in group discussions or debates to practice speaking in a supportive environment	4.38	VHA	1
Practicing pronunciation using online resources like language apps with audio features	4.32	VHA	2
Watching videos or listening to podcasts in different English accents with subtitles	4.28	VHA	3

Suggested Measures	WM	DR	Rank
Learning five new English words daily and using them in sentences	4.20	HA	4
Practicing speaking in front of a mirror to become comfortable with self-expression	4.10	HA	5
Attending a language class focused on spoken English and grammar basics	4.06	HA	6
Practicing active listening by summarizing what you hear during conversations	4.02	HA	7
Using mind maps to outline key points before speaking	4.00	HA	8
Pausing consciously when unsure instead of filling gaps with unnecessary words	3.98	HA	9
Researching common cultural expressions or idioms and their meanings	3.96	HA	10
Average Weighted Mean	4.13	HA	

The students found participating in group discussions or debates (4.38), practicing pronunciation using online resources such as language apps with audio features (4.32), and watching videos or listening to podcasts in different English accents with subtitles (4.28) to be the most applicable measures. Peer interaction provides a supportive environment where mistakes are treated as learning tools rather than sources of shame, while the privacy, self-paced nature, and accessibility of language apps and multimedia resources allow practice without fear of public scrutiny, consistent with the potential of technology-mediated language learning highlighted by Warschauer (2000).

The students rated researching common cultural expressions or idioms (3.96), conscious pausing (3.98), and using mind maps before speaking (4.00) as the least applicable measures. They perceived idioms as detached from immediate practical needs and cognitively burdensome, associated pausing with hesitation or lack of confidence, and viewed mind mapping as a formal, time-consuming approach better suited to academic presentations than to casual conversation. Their English teachers may accordingly demonstrate how strategic pauses enhance clarity and how planning tools can improve confidence in speaking.

Summary of the Perceptions of the Two Groups of Respondents

Table 10 discloses the summary of the perceptions of the English teachers and Grade 10 students on the different variables of the study. Both groups perceived the level of importance of oral communication in the English Language to be highly important, the level of oral communication skills of the JHS students to be highly skilled, the degree of seriousness of the problems encountered to be moderately serious, and the level of applicability of the suggested measures to be highly applicable. The two groups of respondents therefore registered the same descriptive rating in all the variables studied.

Table 10. Summary of the Perceptions of the English Teachers and Grade 10 Students on the Different Variables of the Study

Variables	Teachers AWM	DR	Students AWM	DR
Level of Importance of Oral Communication in the English Language	4.14	HI	4.17	HI
Level of Oral Communication Skills of the Junior High School (JHS) Students	4.02	HS	4.11	HS
Degree of Seriousness of the Problems Encountered in Oral Communication in the English Language	3.22	MS	3.39	MS
Level of Applicability of the Suggested Measures to Address the Problems Encountered in Oral Communication in the English Language	4.02	HA	4.13	HA

Comparison of the Perceptions of the Two Groups of Respondents

Table 11 reveals the comparison of the perceptions of the English teachers and Grade 10 students on the different variables of the study. The table shows that there exist no significant differences in the perceptions of the two groups in all the variables studied, as signified by the computed p-values, which are all greater than the set value of 0.05. The null hypothesis, which states that there are no significant differences between the perceptions of the JHS students themselves and their English subject teachers on the different variables under study, is therefore accepted. This convergence of perceptions strengthens the validity of the findings and indicates that intervention strategies can be designed on a common understanding shared by teachers and students.

Table 11. Comparison of the Perceptions of the English Teachers and Grade 10 Students on the Different Variables of the Study

Variable	Mean Difference	t value	p-value	Decision	Remarks
Level of Importance of Oral Communication in the English Language	0.03	-0.25	0.40	Accept Ho	Not significant
Level of Oral Communication Skills of the Junior High School (JHS) Students	0.09	-0.83	0.21	Accept Ho	Not significant
Degree of Seriousness of the Problems Encountered in Oral Communication in the English Language	0.17	-1.57	0.07	Accept Ho	Not significant
Level of Applicability of the Suggested Measures to Address the Problems Encountered in Oral Communication in the English Language	0.11	-1.01	0.16	Accept Ho	Not significant

p-value greater than 0.05 = accept Ho; p-value less than 0.05 = reject Ho



4. Conclusion

Based on the salient findings of the study, the following conclusions were derived. Both English teachers and Grade 10 students strongly recognize the critical importance of oral communication in English, particularly for professional and academic success. The Junior High School students are perceived to possess high-level oral communication skills, especially in pronunciation, confident expression, and attentive listening. Moderate seriousness is attributed to oral communication challenges, primarily involving attentiveness and accurate articulation. Group discussions and online pronunciation tools are seen as highly applicable measures to address oral communication problems. Finally, English teachers and Grade 10 students generally share similar perceptions regarding the importance, skills, problems, and solutions related to oral communication in English.

In view of these conclusions, the following recommendations were advanced. Effective implementation of the recommended oral communication strategies should be prioritized by English teachers to enhance student proficiency in the public and private junior high schools of Agoo East and West Districts, Division of La Union. English teachers should spearhead the creation of oral communication practice groups, utilizing online resources and collaborative activities, to address the identified articulation and listening challenges of the students. Teachers should address the moderately serious listening and articulation problems by implementing targeted exercises and providing constructive feedback to improve student performance. The very highly applicable measures, such as group discussions and the utilization of online resources, should be consistently employed to optimize the development of the students' oral communication skills. Lastly, a similar study should be conducted in a different educational context or region to explore the generalizability and potential variations of these findings.

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