

Pedagogical Practices in Teaching Communicative Styles and The Academic Performance of Junior High School Students

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ABSTRACT : This study, employing a quantitative descriptive–correlational and comparative design, examined the communicative styles in teaching among junior high school students in the District of Villareal I, Schools Division of Samar, during the School Year 2023–2024, with the ultimate goal of developing an intervention program to enhance communicative teaching practices. Specifically, it sought to determine the respondents’ demographic profile, their perceptions of communicative styles in teaching across twelve dimensions, the significant differences between student and teacher perceptions, and the relationships among students’ profiles, perceptions, and academic performance. The study also aimed to identify the challenges encountered by students in adapting to communicative styles in teaching. The respondents consisted of 311 junior high school students and a group of teacher-respondents. Data were gathered through a validated survey questionnaire and analyzed using descriptive statistics, t-tests, and correlation analyses. Results revealed that students held a highly favorable attitude toward the communicative style in teaching, indicating strong appreciation for interactive and learner-centered methods. However, a significant perceptual gap emerged between teachers and students: while teachers rated the implementation of communicative strategies as highly observed, students consistently rated them as only moderately observed. Statistical analysis confirmed that these perceptual differences across all twelve variables were significant. Further analysis showed that age and parents’ highest educational attainment had weak negative associations with students’ perception, while attitude toward communicative style displayed a moderate positive relationship, suggesting that students’ outlook strongly influences their perception of communicative practices. Additionally, interactive and relational elements—such as feedback, classroom environment, and teacher–student interaction—were found to have weak but significant correlations with academic performance. Meanwhile, structural elements like curriculum design and general teaching strategies showed no measurable effect on achievement. Students also identified moderate challenges in expressing ideas, managing discussion anxiety, and adapting to fast-paced communicative activities. These findings led to the development of Project CONNECT (Communicative-Oriented Network for Nurturing Effective Classroom Teaching), an intervention program designed to strengthen teacher competency, promote student confidence, enhance classroom communication, and foster greater alignment between teaching practices and student experiences.

KEYWORDS : *Communicative Teaching Style, Teacher–Student Interaction, Student Perception, Descriptive–Correlational Study, Intervention Program*

I. INTRODUCTION

Effective communication skills are essential not only for academic success but also for the holistic development of learners. The ability to communicate clearly and appropriately in various contexts enables students to express ideas, participate in meaningful interactions, and collaborate effectively. As communication plays a central role in both academic and social development, it is important to examine how communicative competence is developed through classroom instruction, particularly among junior high school students [7][6][8].

In English language education, various teaching methods are employed; however, not all are effective in achieving communicative competence. While communicative language teaching (CLT) has been widely promoted as a learner-centered approach, its implementation in many contexts remains inconsistent. Research shows that English instruction often continues to rely on traditional, teacher-centered approaches rather than interactive communicative practices, limiting meaningful language use in authentic contexts [16][17][13]. As a result, learners frequently demonstrate limited oral fluency despite long years of instruction.

The effectiveness of CLT has been widely explored in classroom-based studies. Findings indicate that communicative approaches such as task-based learning and interactive classroom activities can enhance learners' oral communication skills when properly implemented [19][4]. However, studies also reveal that actual classroom implementation often differs from CLT principles due to instructional constraints and teacher readiness [1][3].

In many educational contexts, learners continue to experience difficulty in developing oral communication skills. This is partly attributed to limited exposure to English outside the classroom and insufficient opportunities for meaningful interaction during lessons [15][10]. It has also been emphasized that language proficiency alone does not guarantee communicative fluency, as learners must be able to use language appropriately in real-life situations [16].

Communicative Language Teaching is grounded on the principle that language is best learned through interaction and meaningful communication [13][17]. CLT emphasizes learner-centered instruction, task-based activities, and authentic communication, allowing students to actively construct meaning through language use. When effectively applied, CLT enhances fluency, confidence, and communicative competence [19][4].

However, despite its benefits, the implementation of CLT remains challenging in actual classroom settings. Studies show that teachers often struggle to apply communicative strategies due to limited training, insufficient resources, and large class sizes [1][5]. Moreover, teachers' communicative style significantly influences learner engagement and motivation. Supportive, interactive, and learner-centered communication styles have been found to enhance student participation and intrinsic motivation, while controlling or teacher-dominated approaches may reduce willingness to communicate [12][14][8].

Instructional materials and strategies also play a crucial role in supporting communicative competence. Teacher-designed and authentic materials are essential in facilitating meaningful language use [9]. In addition, interactive strategies such as group work, hands-on learning, and task-based activities have been shown to improve learners' speaking performance and engagement [5][10]. The use of multimedia tools, such as video clips, further enhances learners' exposure to authentic language and improves oral communication skills through contextualized learning experiences [10][18].

Assessment is also a key component of communicative language teaching. Effective assessment practices should go beyond grammatical accuracy and focus on fluency, interaction, and meaningful communication [2]. Continuous assessment and feedback are essential in helping learners improve their communicative performance and develop confidence in speaking [2].

In the local context, recent educational reports indicate a fluctuating but generally declining performance in English among junior high school learners, with Mean Percentage Scores falling below national standards [8]. One contributing factor is the limited professional development opportunities for English teachers, which affects their ability to effectively implement communicative approaches in the classroom [9][8]. This highlights the importance of continuous training and instructional support for teachers.

Given these challenges, there is a pressing need to examine how communicative styles and CLT are implemented in English classrooms and how these practices influence students' oral communication skills. Understanding teachers' communicative styles, instructional strategies, and classroom practices is essential in identifying gaps between theory and practice.

This study, therefore, evaluated the implementation of Communicative Language Teaching in junior high school English classrooms, focusing on teachers' communicative styles, instructional strategies, and learning resources used to develop students' oral proficiency. The findings are expected to provide valuable insights for teachers, school administrators, and curriculum planners in improving English instruction and enhancing students' communicative competence.

II. RESEARCH QUESTIONS

This study determined the communicative styles among junior high school students in the District of Villareal I, Schools Division of Samar during the School Year 2023-2024, with the end view of crafting an intervention program. Specifically, the study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following:
 - 1.1 age and sex;
 - 1.2 parent's highest educational attainment;
 - 1.3 gross monthly family income;
 - 1.4 parents' occupation;
 - 1.5 reading materials utilized at home; and
 - 1.6 attitude toward communicative style in teaching?
2. What is the student- and teacher-respondents' level of perception toward communicative style in teaching along the following:
 - 2.1 curriculum design;
 - 2.2 teaching strategies;
 - 2.3 student engagement;
 - 2.4 use of technology;
 - 2.5 feedback and assessment;
 - 2.6 classroom environment;
 - 2.7 teacher-student interaction;
 - 2.8 peer interaction;

- 2.9 integration of real-life scenarios;
- 2.10 cultural sensitivity;
- 2.11 self-assessment and reflection; and
- 2.12 learning outcomes?
3. Is there a significant difference between the level of perception toward pedagogical practices in teaching communicative styles as assessed by student- and teacher respondents?
4. Is there a significant relationship between the students' profile variates and their level of perception toward pedagogical practices in teaching communicative style in the District of Villareal I?
5. What is the academic performance of the student-respondents based on their First Quarter grade in English?
6. Is there a significant relationship between the student respondents' level of perception and communicative style in teaching and their academic performance?
7. What are the problems encountered by student-respondents with regard to coping with communicative styles in teaching?
8. What intervention program may be derived based on the findings of the study?

III. CONCEPTUAL FRAMEWORK

Figure 1 illustrates the comprehensive conceptual framework of the present study, providing a visual depiction of its structure and components. At its core were the primary participants of the research – junior high school students and teachers from the District of Villareal I, Schools Division of Samar, during the School Year 2023-2024. The upward-pointing arrowhead symbolizes the progressive nature of the framework. The study employed a descriptive-correlational and comparative research design, concurrently gathering multifaceted information. The descriptive research design assessed personal variables of the student-respondents, including age, sex, parents' highest educational attainment, gross monthly family income, parents' occupation, reading materials utilized at home, and attitude toward communicative style in teaching, showed in the upper right corner of the diagram. It also evaluated the academic performance in English of the student-respondents, displayed in the lower right portion of the diagram. Moreover, it investigated the perceptions of both student and teacher respondents regarding communicative style in teaching, curriculum design, teaching strategies, student engagement, use of technology, feedback and assessment, classroom environment, teacher-student interaction, peer interaction, integration of real-life scenarios, cultural sensitivity, self-assessment and reflection, and learning outcomes, as depicted in the larger box situated at the left of the schema. Furthermore, the same research design examined the challenges that student-respondents faced while adapting to communicative teaching styles. This evaluation was encapsulated in the central component within the larger frame.

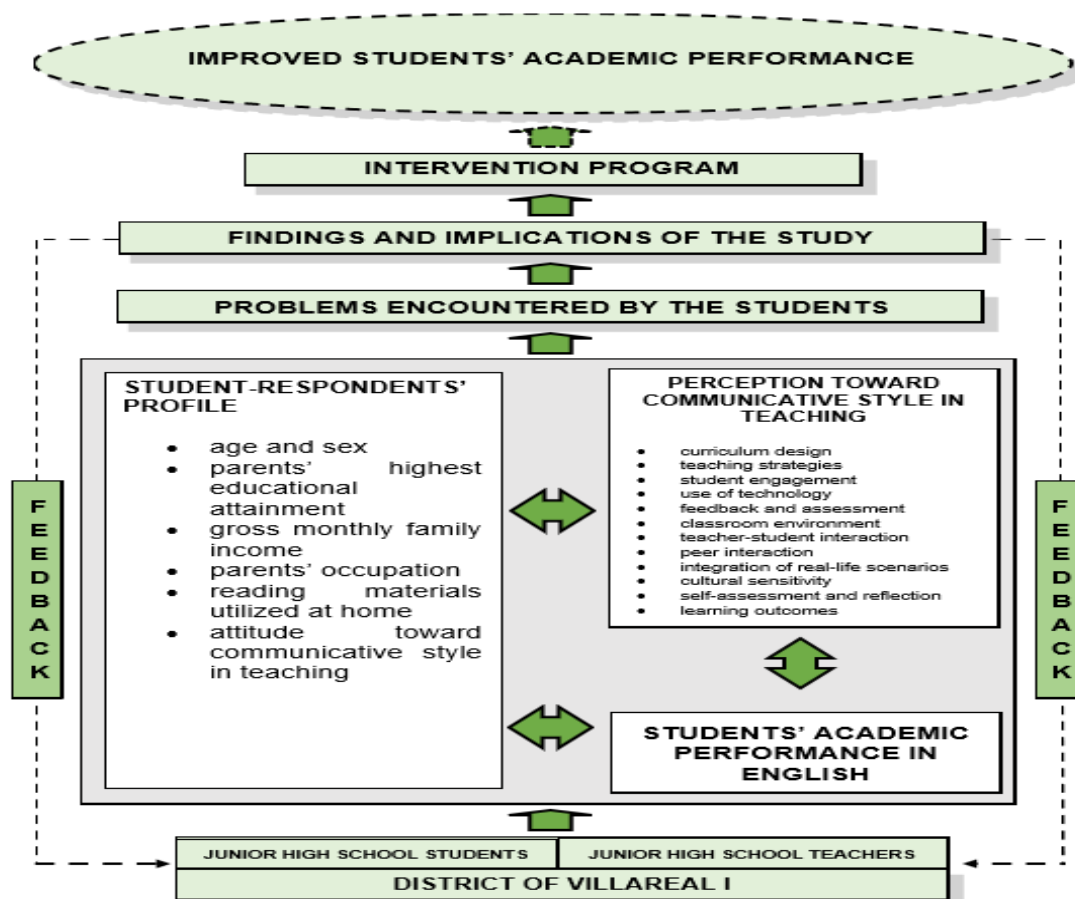


Figure 1. The paradigm of the study

IV. METHODOLOGY

Research Design

This study utilized a quantitative descriptive–correlational, and comparative research design. This design was appropriate as it allowed the researcher to describe existing conditions, analyze relationships among variables, and compare the perceptions of student- and teacher-respondents toward communicative styles in teaching.

The descriptive aspect focused on describing the profile of the student-respondents and their perceptions of the communicative style in teaching. It provided a detailed account of their demographic characteristics, learning attitudes, and experiences within communicative classrooms. The correlational aspect determined the relationship between the students' profile variates, their perceptions of communicative styles, and their academic performance. Meanwhile, the comparative aspect examined whether significant differences existed between the perceptions of the student- and teacher-respondents regarding the level of implementation of communicative teaching.

This design was selected to obtain a comprehensive understanding of how communicative teaching is perceived, implemented, and associated with student learning outcomes, thereby serving as the basis for crafting an appropriate intervention program.

To analyze the data, both descriptive and inferential statistical tools were utilized. The descriptive statistics included frequency, percentage, mean, mean absolute deviation, median, and mode to summarize and interpret the respondents' profiles and perceptions. For the inferential analysis, the study employed a t-test for independent samples to determine significant differences between groups, Spearman's rho and Spearman's rank correlation to assess relationships between variables, and Cramer's V to measure the strength of association between categorical data. These statistical tools ensured accurate, reliable, and meaningful interpretation of the data gathered in relation to the research questions.

Instrumentation

The primary research instrument used in this study was a questionnaire, carefully designed to gather comprehensive data from both student- and teacher-respondents. It was supported by information extracted from official school records. The questionnaire was organized into four main parts, each addressing specific variables related to the objectives of the study.

Part I focused on gathering essential demographic and contextual information about the student-respondents. This section aimed to capture their profile in terms of age, sex, parents' highest educational attainment, gross monthly family income, parents' occupation, and reading materials utilized at home. Students were instructed to check the choice that best represented their answer or to write the required information on the space provided. In addition, this part collected data on the attitude of the student-respondents toward communicative style in teaching. Ten attitudinal statements were presented, and the students were asked to indicate their level of agreement using a five-point Likert scale, where 5 means Strongly Agree, 4 means Agree, 3 means Neutral, 2 means Disagree, and 1 means Strongly Disagree.

Part II dealt with the perceptions of both students and teachers regarding the pedagogical practices associated with communicative teaching styles. This part included twelve dimensions that comprehensively reflected the communicative approach, namely: curriculum design, teaching strategies, student engagement, use of technology, feedback and assessment, classroom environment, teacher–student interaction, peer interaction, integration of real-life scenarios, cultural sensitivity, self-assessment, reflection, and learning outcomes. Each dimension consisted of ten statements that described specific classroom practices. Respondents were instructed to rate the extent to which they observed each practice using a five-point Likert scale, where 5 means Highly Observed, 4 means Moderately Observed, 3 means Observed, 2 means Slightly Observed, and 1 means Not Observed.

Part III aimed to determine the common problems encountered by the student-respondents in adapting to communicative styles in teaching within the District of Villareal I. Several statements were presented, describing possible difficulties such as expressing ideas clearly, participating in open discussions, or coping with the fast pace of communicative activities. Students rated the degree to which each statement represented a problem using a five-point Likert scale, where 5 means Highly a Problem, 4 means Moderately a Problem, 3 means A Problem, 2 means Not Much of a Problem, and 1 means Not a Problem at All.

School Forms. These were used to determine the academic grade of the student-respondents in English. This included School Form 9 (Progress Report Card) and School Form 10 (Learner's Permanent Academic Record), which were used to determine the First Quarter English grade of the student-respondents.

Validation of Instrument

The central research tool in this study was the questionnaire, which drew its foundation from Toro's (2019) study titled "The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills." This questionnaire offered a structured framework of parameters and indicators for assessing perceptions related to pedagogical practices associated with communicative teaching styles. To align the instrument with the distinct context of the District of Villareal I, adaptations had been made to specific statements within each parameter and indicator. While being an adapted questionnaire, it has previously undergone thorough examination for validity and reliability by eminent experts in the field of teaching pedagogy.

Furthermore, to ensure the suitability and precision of the questionnaire, it underwent a rigorous process of expert validation conducted by the esteemed Panel of Oral Examiners at Samar College-Graduate School. This validation process encompassed content validity, construct validity, and face validity assessments. Additionally, the demographic section of the questionnaire, responsible for gathering personal information from student respondents, also became a subject to the scrutiny of this same expert panel. This review determined which listed personal variables should be retained and may even prompt the inclusion of other pertinent personal variables that the panel deems pertinent to the study. This meticulous validation procedure is geared towards guaranteeing the questionnaire's accuracy, relevance, and appropriateness, particularly within the demographic context of the District of Villareal I.

Data Gathering Procedure

The data collection process for this study was meticulously planned and executed to ensure accuracy, reliability, and ethical considerations. Before commencement, the researcher diligently seeks approval from relevant authorities to conduct the study. This involved obtaining approval from the Dean of the Graduate School at Samar Colleges, Inc., followed by a formal request to the Schools Division Superintendent of the Schools Division of Samar to conduct the study within Villareal I District. Subsequently, authorization was sought from the Public Schools District Supervisor (PSDS) responsible for the specific district.

Establishing rapport and fostering trust with respondents were fundamental aspects of successful data collection endeavors. Transparent communication and active engagement with key stakeholders such as school administrators, teachers, and parents are paramount for obtaining essential approvals and securing cooperation throughout the data collection process. In previous experiences, cultivating open channels of communication and demonstrating a genuine commitment to understanding and addressing concerns had proven instrumental in gaining the necessary support and collaboration from all parties involved.

Once approvals were secured, data collection commenced in November of the 2023-2024 School Year. Surveys were administered in person to ensure confidentiality and impartiality of responses. In a previous study,

conducting surveys in person allowed researchers to address any concerns or questions from respondents immediately, fostering a sense of trust and confidence in the research process.

Informed consent was obtained from parents of student respondents, emphasizing voluntary participation and assuring them of no impact on their child's school standing or remuneration. Similarly, teacher respondents were assured of the confidentiality of their responses and the study's ethical considerations. Reflecting on past experiences, providing clear and concise information about the purpose of the study and how the data was used is crucial in obtaining consent and cooperation from participants.

To facilitate efficient questionnaire distribution and retrieval, direct coordination was established with the District Supervisor using phone calls and digital platforms. This approach was effective in a previous study, where researchers utilized email and messaging apps to communicate with school administrators and coordinate data collection activities, minimizing disruptions to the participants' commitments.

After data collection, a meticulous collation and consolidation process followed, drawing on experiences from previous studies where data cleaning and analysis were conducted with attention to detail and rigor. Utilizing diverse statistical methodologies promises to uncover valuable insights, enriching the understanding of the study's research objectives. Through a systematic and ethical approach to data collection, this study aimed to contribute meaningful findings to the field of education and inform evidence-based practices for student learning and development.

V. SUMMARY OF FINDINGS

The following were the salient findings of the study:

1. The total number of student-respondents is 311, with a slightly higher proportion of female students (52.73 %) compared to male students (47.27 %). The age distribution reveals that the majority of respondents are aged 13, accounting for 38.26 percent of the total, followed by 14-year-olds at 27.01 percent. The median age for both male and female respondents is 13 years, indicating that half of the students are younger than or equal to this age. The mean absolute deviation for male students is 0.85 years, while for female students, it is slightly higher at 0.94 years, suggesting that female students' ages vary more around the mean than male students. The overall mean absolute deviation across all respondents is 3.22 years, indicating a broader age distribution among the students.

2. For fathers, the highest frequency is observed in the "High School Level" category, with 116 respondents, accounting for 37.30 percent of the total. This is followed by "High School Graduate" at 64 respondents (20.58 percent) and "Elementary Graduate" at 40 respondents (12.86 percent). The "College Level" category includes 24 fathers, representing 7.72 percent, while "College Graduate" has 19 fathers (6.11 percent). On the other hand, the distribution for mothers shows a similar trend, with "High School Graduate" being the most common educational attainment, with 84 respondents (27.01 percent).

3. The income range with the highest frequency is "Below Php 5,001.00," with 175 respondents, accounting for 56.27 percent of the total. This indicates that the majority of student respondents come from families with a monthly income below Php 5,001.00. The mode, which represents the income range with the highest frequency, is "Below Php 5,001.00".

4. The most commonly utilized reading material among the respondents is "Novels," with 251 respondents, accounting for 80.71 percent of the total. This indicates a strong preference for novels among students as their primary reading material at home. Following novels, "Magazines" are the second most utilized reading material, with 50 respondents representing 16.08 percent. "Books" come next, with 41 respondents (13.18 percent).

5. The overall grand weighted mean for student-respondents' attitude towards communicative style in teaching is 4.25, which falls within the "Agree" category, interpreted as "Very Good." This suggests that, collectively, students have a favorable attitude towards communicative teaching styles and recognize their effectiveness in enhancing the learning experience. The findings indicate that students strongly support interactive and communicative teaching methods, value collaborative learning environments, and appreciate the use of diverse teaching strategies that promote engagement and understanding. The highest-rated statement is, "I believe that learning is more effective when teachers use interactive and communicative methods to engage students," which received a weighted mean of 4.63, categorized as "Strongly Agree" (SA). This indicates a strong endorsement of interactive teaching methods among students.

6. The analysis reveals a positive perception of communicative style in teaching with respect to curriculum design among both students and teachers, though the degree of observation differs. The student-respondents gave a grand weighted mean of 4.08, which is interpreted as "moderately observed" or very good. Their highest-rated statement, with a weighted mean of 4.26, was that the curriculum encourages teachers to design lessons fostering cultural sensitivity by exploring various perspectives and contexts. This also falls under the "moderately observed" or very good category.

7. In contrast, the teacher-respondents reported a significantly higher perception, with a grand weighted mean of 4.88, interpreted as "highly observed" or excellent. The statement they rated highest was about the curriculum design in their school, emphasizing the integration of real-life scenarios to enhance students'

practical application of language skills, achieving a mean of 4.99. This perception is also interpreted as "highly observed" or excellent. The difference in the grand weighted means (4.08 for students vs. 4.88 for teachers) suggests that teachers perceive the curriculum design as being more effective in supporting communicative teaching styles than the students do.

8. The perceptions of both students and teachers regarding the communicative style in teaching with respect to teaching strategies are positive, yet they differ in their degree of observation. The student-respondents reported a grand weighted mean of 4.09, which is interpreted as "moderately observed" or very good. Students most highly rated the statement that teachers use a variety of teaching strategies to cater to different learning styles and preferences, giving it a weighted mean of 4.28, also interpreted as "moderately observed" or very good.

9. In contrast, the teacher-respondents perceived the implementation of these strategies much more favorably, with a grand weighted mean of 4.90, interpreted as "highly observed" or excellent. Interestingly, the teachers' highest weighted mean (4.06, interpreted as "highly observed" or excellent) was for the statement that their teaching strategies incorporate role-play and simulations to provide students with opportunities to practice communication in various contexts. The disparity between the student mean of 4.09 and the teacher mean of 4.90 suggests that teachers believe their use of communicative teaching strategies is implemented at a significantly higher level than what the students perceive.

10. The interpretation of the data regarding student engagement within the communicative style in teaching reveals a pattern of positive, yet differing, perceptions between the two respondent groups. The student-respondents provided a grand weighted mean of 4.08, which is categorized as "moderately observed" or very good. Students rated the statement that teachers encourage open-ended questions and problem-solving tasks most highly, achieving a weighted mean of 4.25, also interpreted as "moderately observed" or very good.

11. Conversely, the teacher-respondents reported a much stronger perception of implementation, with a grand weighted mean of 4.81, which is interpreted as "highly observed" or excellent. For teachers, the highest-rated statement, with a mean of 4.91, was that their school promotes student-driven learning, allowing students to choose topics and activities that resonate with their interests. This is also interpreted as "highly observed" or excellent. The substantial difference between the student mean (4.08) and the teacher mean (4.81) indicates that teachers perceive the effectiveness and level of student engagement in communicative teaching as significantly higher than what the students themselves report.

12. The findings on the use of technology in relation to the communicative style in teaching show a general positive trend but highlight a gap in perception between the students and the teachers. The student-respondents reported a grand weighted mean of 4.04, which is interpreted as "moderately observed" or very good. The statement students rated highest was that the school encourages the use of educational websites and online language learning platforms to supplement classroom instruction, yielding a weighted mean of 4.23, also falling into the "moderately observed" or very good category.

13. In contrast, the teacher-respondents provided a much higher grand weighted mean of 4.75, which is interpreted as "highly observed" or excellent. The teachers' highest-rated statement, with a mean of 4.85, was that they integrate technology such as interactive apps and multimedia presentations to enhance language learning. This is also interpreted as "highly observed" or excellent. The significant difference in the grand weighted means (4.04 for students versus 4.75 for teachers) suggests that teachers believe they are incorporating technology for communicative teaching at a much more robust level than what the students currently perceive or experience.

14. The analysis of feedback and assessment practices within the communicative style in teaching reveals a substantial difference in perception between students and teachers, though both groups reported positive observations overall. The student-respondents provided a grand weighted mean of 4.06, interpreted as "moderately observed" or very good. The students' highest-rated statement, with a weighted mean of 4.34, was that assessment criteria focus on the effective use of language for communication rather than solely on grammatical accuracy, which is also interpreted as "moderately observed" or very good.

15. In contrast, the teacher-respondents reported a significantly stronger perception, with a grand weighted mean of 4.82, interpreted as "highly observed" or excellent. Teachers gave the highest weighted mean (4.96) to the statement that they provide timely and constructive feedback to students on their spoken and written language performance, which is likewise interpreted as "highly observed" or excellent. The difference between the student mean (4.06) and the teacher mean (4.82) suggests that teachers perceive their implementation and effectiveness of communicative feedback and assessment to be much higher than what the students themselves experience.

16. The data concerning the classroom environment for the communicative style in teaching indicates a positive perception from both students and teachers, though the degree of perceived implementation varies significantly. The student-respondents reported a grand weighted mean of 4.05, which is interpreted as "moderately observed" or very good. The students' highest-rated statement, with a substantial weighted mean of

4.42, was that teachers create opportunities for students to engage in pair and group work to foster language practice, also categorized as "moderately observed" or very good.

17. In contrast, the teacher-respondents reported a much stronger perception, with a grand weighted mean of 4.82, which is interpreted as "highly observed" or excellent. Teachers gave equally high weighted means (4.88) to two statements: that the classroom setting is conducive to interactive and open communication among students and that the use of flexible seating arrangements allows for different communicative activities to take place. Both of these scores are interpreted as "highly observed" or excellent. The difference between the student mean (4.05) and the teacher mean (4.82) suggests that teachers believe the physical and social classroom environment is significantly more supportive of communicative teaching than what the students currently perceive.

18. The perceptions regarding teacher-student interaction within the communicative style in teaching are positive for both groups, but there is a clear difference in the reported level of implementation. The student-respondents provided a grand weighted mean of 4.01, which is interpreted as "moderately observed" or very good. Students rated the statement that teachers actively engage students in discussions, encouraging them to express their thoughts and ideas most highly, giving it a weighted mean of 4.10, also interpreted as "moderately observed" or very good.

19. Conversely, the teacher-respondents reported a significantly higher grand weighted mean of 4.89, which is interpreted as "highly observed" or excellent. Teachers' highest-rated statement, with an exceptionally high mean of 4.99, was that they create a welcoming atmosphere that encourages students to ask questions and seek clarification. This is also interpreted as "highly observed" or excellent. The substantial disparity between the student mean (4.01) and the teacher mean (4.89) indicates that teachers perceive the quality and frequency of communicative teacher-student interaction as much stronger than what the students report.

20. The findings on peer interaction within the communicative style in teaching indicate a generally positive perception from both groups, but with a significant discrepancy in the reported level of observation. The student-respondents provided a grand weighted mean of 4.10, which is interpreted as "moderately observed" or very good. The students' highest-rated statement, with a mean of 4.31, was that they often work collaboratively with their peers in classroom activities and discussions, which is also categorized as "moderately observed" or very good.

21. Conversely, the teacher-respondents reported a much stronger perception of implementation, achieving a grand weighted mean of 4.88, interpreted as "highly observed" or excellent. Teachers gave equally high weighted means of 4.94 (interpreted as "highly observed" or excellent) to two statements: one matching the student's highest-rated item (I often work collaboratively with my peers in classroom activities and discussions) and another stating that peer interaction allows them to gain different perspectives and insights on various topics. The substantial difference between the student mean (4.10) and the teacher mean (4.88) suggests that while students acknowledge peer collaboration occurs, teachers perceive this aspect of the communicative style as being implemented at a much higher, near-excellent level.

22. The findings regarding the integration of real-life scenarios into the communicative style in teaching demonstrate a positive perception from both students and teachers, with teachers reporting a significantly higher level of observation. The student-respondents provided a grand weighted mean of 4.05, which is interpreted as "moderately observed" or very good. The students' highest-rated statement, with a weighted mean of 4.37, was that learning through real-life scenarios encourages them to think critically and problem-solve in authentic contexts, also interpreted as "moderately observed" or very good.

23. In contrast, the teacher-respondents reported a much stronger grand weighted mean of 4.87, which is interpreted as "highly observed" or excellent. The teachers' highest-rated statement, achieving a mean of 4.94, was their agreement that the integration of real-life scenarios enriches learning by making the content more meaningful. This finding is also interpreted as "highly observed" or excellent. The substantial difference between the student mean (4.05) and the teacher mean (4.87) suggests that while students value the use of real-life scenarios, teachers perceive their implementation within the communicative teaching style as being considerably more frequent and effective than what the students report.

24. The data concerning the impact of cultural sensitivity on the communicative style in teaching indicates a positive perception from both students and teachers, though the teachers report a much higher level of implementation. The student-respondents provided a grand weighted mean of 4.07, which is interpreted as "moderately observed" or very good. Students rated the statement that cultural sensitivity in teaching fosters a sense of belonging and acceptance among students most highly, achieving a weighted mean of 4.36, also categorized as "moderately observed" or very good.

25. In contrast, the teacher-respondents reported a significantly higher grand weighted mean of 4.90, which is interpreted as "highly observed" or excellent. The teachers' highest-rated statement, with a near-perfect mean of 4.97, was their agreement that cultural sensitivity enhances their learning experience by exposing them to different viewpoints and traditions. This is also interpreted as "highly observed" or excellent. The substantial difference between the student mean (4.07) and the teacher mean (4.90) suggests that while students appreciate

the importance of cultural sensitivity, teachers perceive this aspect of the communicative teaching style as being implemented at a significantly stronger level than what the students report.

26. The findings concerning self-assessment and reflection within the communicative style in teaching indicate a clear difference in the level of observed implementation between the two groups. The student-respondents reported a grand weighted mean of 4.07, which is interpreted as "moderately observed" or very good. Students gave equally high weighted means of 4.17 (interpreted as "moderately observed" or very good) to two statements: that they find self-assessment and reflection helpful in identifying strengths and areas for improvement, and that they believe self-assessment and reflection promote continuous improvement in their communicative abilities.

27. In contrast, the teacher-respondents reported a grand weighted mean of 4.89, which is interpreted as "highly observed" or excellent. The teachers' highest-rated statement, with a mean of 4.93, was their agreement that self-assessment allows them to track their growth in using communicative styles effectively, which is also interpreted as "highly observed" or excellent. The substantial disparity between the student mean (4.07) and the teacher mean (4.89) suggests that teachers perceive the value and implementation of self-assessment and reflection as a core component of the communicative teaching style to a much greater degree than what the students report.

28. The findings on the impact of the communicative style in teaching on learning outcomes demonstrate a significant difference in perception between students and teachers, although both groups report positive results. The student-respondents provided a grand weighted mean of 4.13, which is interpreted as "moderately observed" or very good. The students' highest-rated statement, with a mean of 4.32, was their agreement that they see a connection between the communicative teaching strategies and their enhanced learning outcomes, which is also interpreted as "moderately observed" or very good.

29. Conversely, the teacher-respondents reported a much stronger grand weighted mean of 4.87, which is interpreted as "highly observed" or excellent. The teachers' highest-rated statement, achieving a near-perfect mean of 4.94, was their finding that the communicative teaching practices have led to tangible improvements in learning outcomes. This result is interpreted as "highly observed" or excellent. The substantial difference between the student mean (4.13) and the teacher mean (4.87) suggests that while students acknowledge the positive impact of the communicative style, teachers perceive the resulting learning outcomes as being much more strongly and consistently realized than what the students report. The required number 4.13 is included in this response.

30. Across all variables—curriculum design ($t = -22.689$, $t_{critical} = 1.970$), teaching strategies ($t = -23.911$, $t_{critical} = 1.970$), student engagement ($t = -18.669$, $t_{critical} = 1.975$), use of technology ($t = -14.049$, $t_{critical} = 1.980$), feedback and assessment ($t = -16.653$, $t_{critical} = 1.975$), classroom environment ($t = -16.314$, $t_{critical} = 1.973$), teacher–student interaction ($t = -20.677$, $t_{critical} = 1.969$), peer interaction ($t = -19.742$, $t_{critical} = 1.969$), integration of real-life scenarios ($t = -19.790$, $t_{critical} = 1.970$), cultural sensitivity ($t = -20.646$, $t_{critical} = 1.968$), self-assessment and reflection ($t = -18.721$, $t_{critical} = 1.970$), and learning outcomes ($t = -17.331$, $t_{critical} = 1.972$)—the computed t-values greatly exceed the t-critical thresholds in absolute value. Since all computed t-values are far beyond their corresponding t-critical values, the decision for each variable is to reject the null hypothesis (H_0). This indicates that the differences between the perceptions of students and teachers toward communicative styles in teaching are statistically significant.

31. The analysis reveals that age has a weak negative association ($\rho = -0.219$) with the perceived level of communicative style in teaching, with a Fisher's t-value of -3.941 and a p-value of 0.0001. This suggests that as students' age increases, their perception of communicative teaching styles tends to decrease slightly. The null hypothesis is rejected, indicating a significant relationship between age and perception. Similarly, parents' highest educational attainment also has a weak negative association ($\rho = -0.227$) with students' perceptions, with a Fisher's t-value of -4.092 and a p-value of 0.000. This implies that students from families with higher educational backgrounds may have slightly lower perceptions of communicative teaching styles compared to those from families with lower educational attainment. The null hypothesis is rejected, indicating a significant relationship.

32. In contrast, sex ($V = 0.057$) and reading materials utilized at home ($V = 0.002$) have very weak associations with students' perceptions, with p-values of 0.319 and 0.975, respectively. The null hypothesis is accepted in both cases, suggesting no significant relationships between these variables and students' perceptions of communicative teaching styles. Gross monthly family income also shows no association ($\rho = 0.000$) with students' perceptions, with a p-value of 0.999, indicating no significant relationship. Lastly, attitude towards communicative style in teaching has a moderate positive association ($\rho = 0.533$) with the perceived level of communicative style in teaching, with a Fisher's t-value of 11.080 and a p-value of 0.000. This implies that students with more positive attitudes towards communicative teaching styles tend to have higher perceptions of their effectiveness. The null hypothesis is rejected, indicating a significant relationship.

33. The most frequently occurring grade range is "78–80," with 83 respondents, accounting for 26.69 percent of the total. This indicates that a significant portion of students achieved grades within this range.

34. The correlation coefficients (ρ) indicate the degree and direction of association between each communicative style variable and students' performance. The results reveal varying levels of relationships, ranging from very weak to weak correlations. Specifically, feedback and assessment ($\rho = 0.167$, $p = 0.003$), classroom environment ($\rho = 0.240$, $p = 0.000$), teacher–student interaction ($\rho = 0.303$, $p = 0.000$), peer interaction ($\rho = 0.204$, $p = 0.000$), integration of real-life scenarios ($\rho = 0.309$, $p = 0.000$), cultural sensitivity ($\rho = 0.220$, $p = 0.000$), and self-assessment and reflection ($\rho = 0.232$, $p = 0.000$) show weak but statistically significant positive correlations. This indicates that as these communicative style elements improve, students' academic performance tends to increase slightly as well.

35. Curriculum design ($\rho = 0.047$, $p = 0.407$), teaching strategies ($\rho = 0.072$, $p = 0.206$), student engagement ($\rho = 0.028$, $p = 0.617$), use of technology ($\rho = 0.079$, $p = 0.167$), and learning outcomes ($\rho = 0.002$, $p = 0.966$) all show very weak and insignificant correlations with academic performance. These results suggest that these aspects of communicative style have little to no measurable influence on students' English achievement.

36. The highest-rated indicator is, "I sometimes struggle to express my thoughts clearly during communicative activities," which received a weighted mean of 4.33, categorized as "Moderately a problem" (MaP). Following closely is the statement, "It can be challenging to engage in open discussions when using the communicative teaching approach," with a weighted mean of 4.23, also indicating a moderate level of concern. Other notable challenges include, "I find it difficult to adapt to the fast-paced interactions that occur in communicative activities," which received a weighted mean of 4.03 (MaP), and "The pressure to speak in front of peers makes me anxious during communicative lessons," with a mean of 3.97 (MaP). The grand weighted mean for all indicators is 4.11, which falls within the "Moderately a problem" category. This overall score suggests that while students do face several challenges with communicative teaching styles, these issues are not overwhelmingly severe but are significant enough to warrant attention.

VI. CONCLUSION AND RECOMMENDATION

From the findings of the study, the following conclusions were drawn:

1. This study analyzed the profile and attitudes of 311 student-respondents, showing a slightly female-skewed sample primarily aged 13 and 14, with a median age of 13 years. The socioeconomic profile indicates that the majority of students come from low-income families, with 56.27 percent reporting a monthly income of Below Php 5,001.00, and the highest parental educational attainment being the High School level for fathers (37.30%) and High School Graduate for mothers (27.01%). Despite these socioeconomic factors, the students exhibited a highly favorable overall attitude towards the communicative style in teaching, achieving a grand weighted mean of 4.25 ("Very Good"). This positive perception is underscored by their strong endorsement of interactive and communicative methods, with the highest-rated statement (weighted mean of 4.63) confirming their belief that learning is more effective when teachers use interactive and communicative methods to engage students, demonstrating a clear student desire for and appreciation of this teaching approach.

2. The study consistently reveals a positive perception of the communicative style in teaching across all measured dimensions—including curriculum design, teaching strategies, student engagement, technology use, feedback, and environment—from both student and teacher respondents. However, a significant perceptual gap exists, where teacher-respondents consistently report the implementation as "highly observed" or excellent, while student-respondents consistently rate the same aspects as only "moderately observed" or very good. This substantial difference suggests that although students have a highly favorable attitude toward the communicative style, they perceive its day-to-day effectiveness and strength of implementation to be considerably lower than what the teachers themselves believe is being delivered, pointing to a crucial need to align teaching perception with student experience for this model to reach its full potential.

3. The statistical analysis confirms that the significant differences previously observed between the perceptions of students and teachers regarding the communicative style in teaching are not due to chance, but are statistically significant across all twelve measured variables. For every dimension—from curriculum design and teaching strategies to teacher-student interaction and learning outcomes—the computed t-values greatly exceeded the critical t-value threshold. This overwhelming statistical evidence leads to the decisive rejection of the null hypothesis in all cases. Therefore, while both groups rate the communicative style positively overall, there is a genuine, measurable perceptual gap between the high implementation levels reported by teachers and the more moderate observation levels reported by students.

4. The final correlational analysis reveals that while most demographic and contextual factors (sex, reading materials, and family income) have no significant relationship with students' perception of the communicative style in teaching, three factors show a statistically significant association. Specifically, age and parents' highest educational attainment both have a weak negative association with perceived effectiveness, suggesting that as students get older or come from families with higher educational backgrounds, their

perception of communicative teaching tends to slightly decrease. Most importantly, the strongest relationship is a moderate positive association between a student's attitude toward the communicative style and their perception of its level, meaning that students who generally favor interactive methods are significantly more likely to rate their implementation highly.

5. The data on academic performance shows that the most frequently achieved grade range for the student-respondents is "78–80". This suggests that the largest portion of the students in the sample are performing at a mid-range level in their academic assessments.

6. Across all measured dimensions—including curriculum design, teaching strategies, classroom environment, and learning outcomes—the teacher-respondents consistently reported an "excellent" level of implementation, while student-respondents consistently rated the same elements as only "very good." This significant statistical gap indicates that while both groups have a favorable view of the communicative approach, teachers perceive its delivery and effectiveness as substantially stronger than what students actually experience.

7. The correlation analysis reveals a distinction between the supportive elements of the communicative style and its structural components regarding their influence on student academic performance. The more interactive and relational aspects of the communicative approach—specifically, teacher–student interaction, the integration of real-life scenarios, classroom environment, self-assessment and reflection, cultural sensitivity, peer interaction, and feedback and assessment—all show a statistically significant, positive, although weak, association with increased student achievement. This suggests that enhancing the communicative experience in the classroom tends to be linked with a slight boost in grades. Conversely, the more structural and foundational elements, such as curriculum design, general teaching strategies, student engagement, the use of technology, and the perception of overall learning outcomes, demonstrate no significant, measurable correlation with students' first quarter English achievement. This indicates that while students and teachers may perceive these elements to be in place, they have little to no direct influence on how students perform academically.

8. The final analysis of the challenges encountered by students within the communicative style in teaching reveals that these issues are present but not overwhelmingly severe, with the overall score indicating that they are "Moderately a problem." The most significant difficulty reported by students is the struggle to express their thoughts clearly during communicative activities, closely followed by the challenge of engaging in open discussions within this teaching approach. Other notable concerns that moderately affect students include difficulty adapting to fast-paced interactions and experiencing anxiety due to the pressure to speak in front of peers. Overall, the data suggest that while students value the communicative style, they encounter specific and moderate hurdles related to language expression, pacing, and social anxiety that must be addressed to maximize the effectiveness of this instructional approach.

Anchored on the conclusions drawn from the findings, the following recommendations are offered:

1. Enhance teacher training on communicative strategies. Since all computed t-values indicate significant differences between teachers' and students' perceptions, schools should conduct regular professional development programs focusing on communicative teaching styles. This will help align teachers' instructional approaches with students' expectations and learning preferences.

2. Provide targeted support for older students. The negative correlation between age and perception suggests that older students may be less receptive to communicative styles. Teachers can design differentiated strategies—such as more autonomy, peer-led discussions, or real-world applications—to re-engage this group and maintain their motivation.

3. Strengthen parental and community engagement. Since parents' higher educational attainment correlates negatively with students' perception, schools can hold orientation or open-classroom programs to help parents understand communicative teaching's value. Informed parental support can foster more consistent encouragement of active communication at home.

4. Promote positive student attitudes toward communicative learning. The moderate positive association between attitude and perception indicates that students' outlook significantly influences their learning experience. Schools can integrate confidence-building activities, group reflections, and communication games to develop a more positive attitude toward communicative methods.

5. Improve feedback and interaction mechanisms. Although correlations between communicative elements and performance were weak but significant, areas such as feedback, classroom environment, and teacher–student interaction still show measurable effects. Strengthening timely, constructive feedback and fostering collaborative discussions can improve both learning engagement and outcomes.

6. Address student communication challenges. With a grand weighted mean of 4.11 ("Moderately a problem"), students experience moderate difficulties in expressing ideas and coping with discussion pressure. Teachers should implement gradual speaking tasks, peer mentoring, and supportive classroom climates to reduce anxiety and enhance oral participation in communicative lessons.

7. For future researchers, it is recommended to explore other factors that may influence perceptions of

communicative teaching styles, such as cultural context, language proficiency, or teacher personality traits. Further studies may also employ qualitative methods to gain deeper insights into the experiences and challenges of both teachers and students in communicative classrooms.

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