

**INTERNATIONAL JOURNAL OF  
INNOVATIVE RESEARCH AND KNOWLEDGE**

ISSN-2213-1356

[www.ijirk.com](http://www.ijirk.com)**English Language Communicative Teaching and Learning of the  
Association of Schools of the Augustinian Sisters (ASAS): A Basis  
for Communicative Approach-Based Enhancement Program****Enrico F. Rosales, Ph. D.**Vice President for Research, Extension, and Linkages  
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Valenzuela St., Capitol View Park Subd., Bulihan,  
City of Malolos 3000 Philippines**Abstract**

*This research assessed the use of Communicative Approach in teaching Communication Arts English in selected ASAS Schools. The result of the data analysis was used as basis toward developing a Communicative Approach-Based Enhancement Program of the ASAS Schools. Using the descriptive-survey method, the respondents of this study were the students, Subject Area Coordinators, and Teachers of English from the eleven (11) ASAS schools. A questionnaire and classroom observations were used as data gathering tools by the researcher on the assessment on the use and effectiveness of communicative approach in teaching Communication Arts English. The communicative needs of the high school students in Communication Arts English as to the four communicative language skills such as listening, speaking, reading and writing, listening as perceived by the students and the subject area coordinators are to a Great Extent except for the skill in listening that is to a Very Great Extent. The use of communicative approach and the degree of effectiveness in teaching Communication Arts English based on the classroom observation of the Subject Area Coordinators and the perception of the student-respondents respectively as to the role of the teacher on the use of the communicative approach, instructional materials utilized and strategies and techniques employed resulted a Moderate Extent and Effective respectively for both group of respondents.*

**Key Words:** *English language teaching and learning, communicative approach, descriptive survey method, communicative approached-based enhancement program, Philippines*

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## Introduction

Communicative competence is a concept that eludes exact definition. Scores of studies have underlined teachers' apparent confusion on what encompasses communicative competence. Richards (2006) explains that grammar competence, as the previously prevalent methodology in language instruction, emphasizes linguistic units from phonology to syntax. However, the use of language in the pragmatic sense is not tapped into grammar competence, and is best reflected within communicative competence.

CLT was basically a reaction to the rigorous and trite procedures of form-focused instruction prevalent with the focus on grammar competence. As such, syllabus and other products of instructional design were formed in such a way to reflect the shift of focus to more dynamic and collaborative authentic language activities. Linguists like Hymes preceded with the concept of communicative competence, and Chomsky built on this concept to arrive at linguistic concept, which was later criticized for mimicking the same rote and mechanistic style of the pedagogy it initially revoked (in Fazal, Majoka and Ahmad, 2016). Later on, as language teaching methodology would thrive on constant innovative studies, differences between native and non-native speaker classes emerge.

The proponents of CLT developed a methodology that aimed at bringing authentic materials into the language classroom. However, content mastery was not given focus. Some maintain that "communicative" only meant speaking abilities, ultimately ignoring other skills like reading and writing. On the other hand, some people believe that by limiting the abilities available to students would defeat the idea of CLT, which is to increase learner autonomy.

Non-native speakers, dealing with these contending beliefs, also had to consider linguistic competence. Traditional methods had to be present in the language classroom, owing to students' low English skills. More recent studies would solve this problem by combining Grammar Translation Method with Communicative Approach to develop the Communicative-Grammar Translaiton (CGT) method (Faizal, Majoka and Ahmad, 2016). Another study advocates an similar approach to CGT, which incorporates the "creative integration of meaningful communication with relevant declarative input and the automatization of both linguistic rules and lexical items" (Dornyei, 2009). This approach, coined as the Principled Communicative Approach, consists of seven principles that merge the importance of authentic classroom engagement, exposure to these engagements, and the mastery of language to function in such engagements.

Another emergent idea in CLT is intercultural communicative competence. While CLT in itself aims to improve the learners' communicative competence, the increasing flow of cross-cultural communication has risen in the past years. Not only is linguistic competence assessed by the relevance of its activities, but also for its ability to introduce cultural sensibilities to learners (Cetinavci, 2012; Alexandru, 2012).

David Nunan lists five prominent features of Communicative Language Teaching: "an emphasis on learning to communicate through interaction in the target language; the introduction of authentic texts into the learning situation; the provision of opportunities for learners to focus not only on language but also on the learning management process; an enhancement of the learner's own personal experiences as important contributing elements to classroom learning; and an attempt to link classroom language learning with language activities outside the classroom" (from Banciu and Jireghie, 2012).

However, given the prevalence of CLT in existing studies and practice, the method still faces a number of challenges in implementation. For one, the comprehensiveness and/or vagueness of the scope of CLT presents a challenge in designing and operationalizing tests. It is important to note how CLT's emphasis lies heavily on

techniques and lacking details in most aspects, including assessment. Another challenge was a concept embedded in Hymes' model of communicative competence, which is the "ability for use". This concept is put into question, as not only linguistic capability can be construed but also other abilities like reasoning, emotional states and the likes (Harding, 2014). A response to these challenges, as a study proposes, is to endorse the idea of "adaptability" in CLT classrooms, or "a test-taker's need to deal with different varieties in English, to use and understand appropriate pragmatics, to cope with fluid communication practices of digital environments, and to notice and adapt to the formulaic linguistic patterns associated with different domains of language use." Innovation is not lost in the studies that come after the time of CLT. Approaches like context-based methodologies aim for more student-centered activities (Bax, 2003).

English is considered the dominant language of all the fields: be it in electronics, medicine, space technology, international business, radio, advertising television and film. Moreover, it is the official language used at meetings of countless international organizations. The present era is called the age of technology, thus members of the society should be competitive in all aspects especially in the field of communication. The task then of the language teacher is to prepare his students for this competitive world so they get employed with their knowledge and skill in English.

Schools have the responsibility to guide and help the students to become effective speakers of the language. Considering the vital role that the school plays in developing the youths to be proficient and skillful in communication, the study was conceived to assess the use of communicative approach in teaching and learning Communication Arts English in selected Association of Schools of the Augustinian Sisters (ASAS).

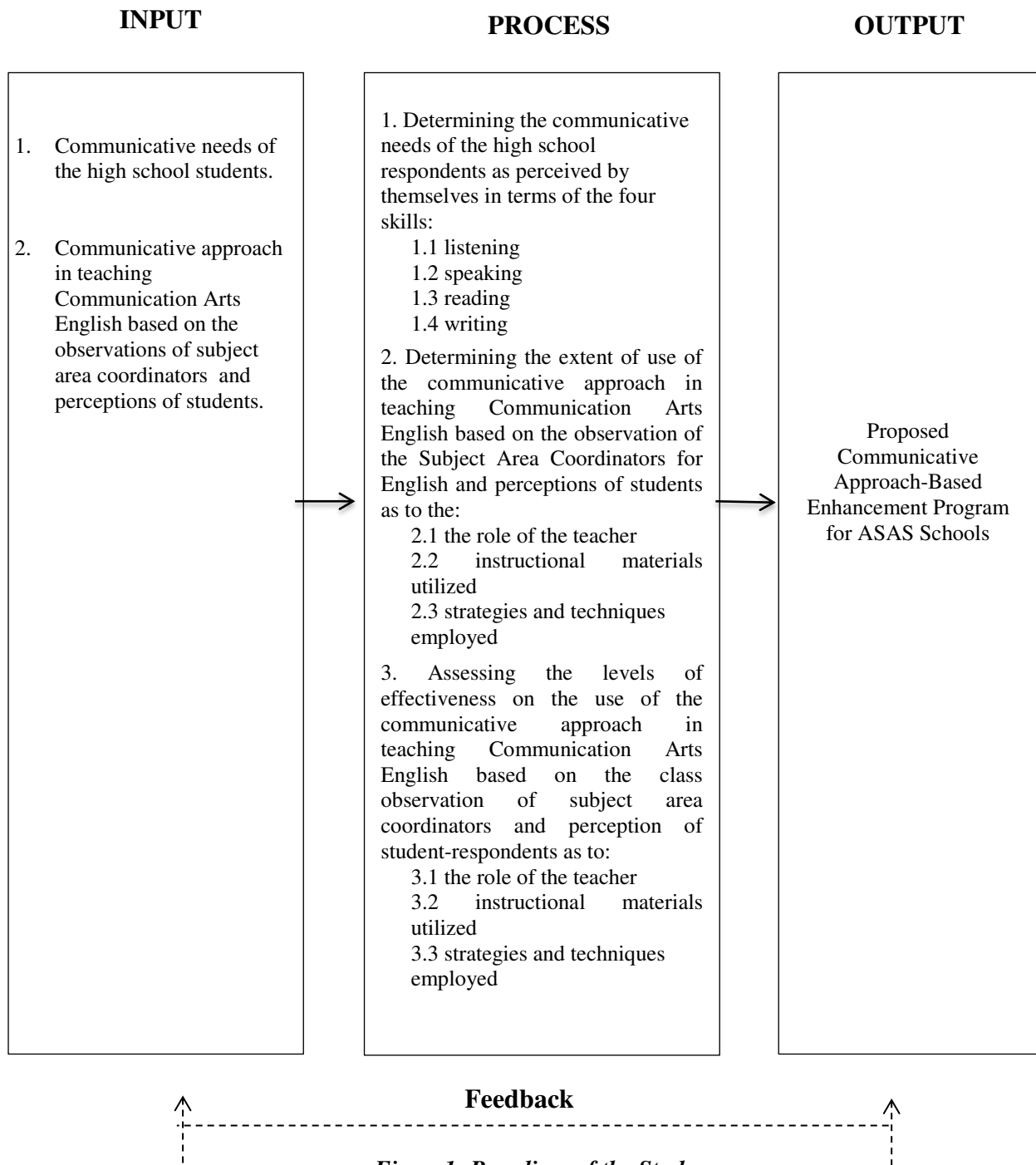
The study drew theoretical support from Razmjoo and Riazi (2006) who advocated that the ability to use language communicatively entails both, knowledge of or competence in the language and the ability to implement or to use this competence.

In view of the abovementioned theory, the study espoused the Input-Process-Output Framework described in Figure 1. This could be well understood through the Input-Process-Output Model of McLeod, Jr. and Schell (2001) which is a system of elements that are integrated with the common purpose of achieving an objective in which input resources are transformed into processes and these processes are transformed into output resources. The resources flow from the input element through the output element and to the output element. A control mechanism is connected to the resource flow by means of a feedback loop which obtains information from the system output and makes it available to the control mechanism. The control mechanism compares the feedback signals to the objectives and directs signals to the input element when it is necessary to change the system operation.

The study was designed to assess the communicative language teaching and learning in selected ASAS schools. For more understanding of the study, the framework was diagrammatically presented containing various variables in each of the three boxes.

The first box of the paradigm showed the input which reflects the communicative needs of the high school students. It also included the communicative approach in teaching Communication Arts English based on the observations of subject area coordinators and perceptions of students.

The second box presented the process which is directly related to the use of communicative approach, instructional materials, strategies and techniques



**Figure1: Paradigm of the Study**

Determining the communicative needs of the high schools respondents as perceived by the students themselves, Subject Area Coordinators, and Teachers of English. Determining the extent of use of the Communicative Approach in teaching Communication Arts English based on the observation of the Subject Area Coordinators for English and perceptions of students as to the role of the teacher, instructional materials utilized and strategies and techniques employed. Another process is assessing the levels of effectiveness on the use of the communicative approach in teaching high school English based on the class observation of subject area coordinators and perception of student-respondents as to the role of the teacher, instructional materials utilized and strategies and techniques employed.

The third box presented the output which is a Proposed Communicative Approach-Based Enhancement Program for ASAS Schools. The objectives of this program are development of communicative competence, more opportunities for students in both oral and written communications, richer students' knowledge and understanding on language and language acquisition, and improved teachers pedagogic competence.

This research endeavored to assess the communicative language teaching and learning approach in selected ASAS Schools.

Specifically, this study sought answers to the following questions:

1. What is the extent of the communicative needs of the high school student-respondents in Communication Arts English as perceived by the students themselves, Subject Area Coordinator and Teachers in English in terms of the four skills:
  - 1.1 listening,
  - 1.2 speaking,
  - 1.3 reading,
  - 1.4 writing?
  
2. What is the extent of the use of Communicative Approach in teaching Communication Arts English based on the classroom observation of the Subject Area Coordinators and the perception of the student-respondents as to:
  - 2.1 the role of the teacher on the use of the Communicative Approach
  - 2.2 instructional materials utilized; and
  - 2.3 strategies and techniques employed?
  
3. What is the degree of effectiveness on the use of the Communicative Approach in teaching Communication Arts English in selected ASAS schools based on the classroom observation of the Subject Area Coordinators and the perception of the student-respondents as to:
  - 3.1 the role of the teacher on the use of the Communicative Approach
  - 3.2 instructional materials utilized; and
  - 3.3 strategies and techniques employed
  
4. What Communicative Approach-Based Enhancement Program may be proposed and adopted by ASAS schools in teaching Communication Arts English?

## **Method**

Since this study assessed and described the use of Communicative Approach in teaching Communication Arts English in selected ASAS Schools, the researcher made use of descriptive-survey method. This method was chosen to be appropriate based on the explanation of Acero and Leuterio (2006), that the descriptive research is concerned with the conditions or relationships that exist or trends that are developing. Adanza (2009) likewise mentioned that the descriptive method is designed for the investigator to gather information about the present conditions, status or trend, and in dealing with what is prevailing. In addition, according to Fraenkle and Wallen (2010), in a descriptive research, information is collected from a group of people in order to describe some aspects or characteristics such as abilities and or knowledge of the population of which that group is a part. In this kind of research, the information is collected through asking questions and the answers to these questions by the members of the group constitute the study. Information is collected from a sample rather than from every member of the population. The process of descriptive survey, however, goes beyond mere data gathering and tabulating of data. It involves an element of analysis and interpretation of the meaning and significance of what is being described. It is from these perspectives that the descriptive research was set to be most appropriate for used in this study.

The descriptive research involves collecting data in order to test hypotheses and answers questions concerning the current status of the study. It involves description, recording, analysis, and interpretation of conditions that now exist. The descriptive method ascertains the actual existing strategies and techniques and instructional materials used in the Communicative Approach and how these are performed, utilized as perceived by the students, subject area coordinators and teachers of English.

### **Locale of the Study**

The study was conducted in the selected ASAS Schools, all non-stock, non-profit academic institutions run by the Augustinian Sisters of Our Lady of Consolation.

There are twenty two (22) academic institutions comprising the ASAS Schools. Eleven (11) are located in Luzon while the remaining eleven (11) schools are situated in the different provinces of the Visayas.

The Order of St. Augustine (OSA) School is a link in the chain of Augustinian Schools in the Philippines. It is a system of education which is based on the educational mode of the Congregation of the Augustinian Sisters of Our Lady of Consolation and on the comprehensive system of Catholic Education in the Philippines.

### **Respondents of the Study**

The respondents of this study came from the eleven (11) schools of ASAS located in Luzon namely: 1. Assumpta Academy (Bulacan); 2. Colegio de BuenConsejo (Pasig); 3. La Consolacion College (Caloocan); 4. La Consolacion College (Deparo); 5. La Consolacion College (Binan); 6. La Consolacion College (Manila); 7. La Consolacion College (Pasig); 8. La Consolacion College (Tanauan); 9. La Consolacion College (Valenzuela); 10. La Consolacion School (Balagtas) 11. La Consolacion University Philippines (Malolos City)

There were three (3) groups of respondents which composed of twenty six (26) Teachers of English, eleven (11) Subject Area Coordinators of English, who were on total enumeration and three hundred nine (309) Grade 10 students who were randomly chosen using the Slovin's formula with a 5% margin of error.

### **Data Gathering Procedures**

To ensure the proper conduct of the study, the data were gathered following certain procedures.

The researcher requested permission from the Superintendent of ASAS Schools through a letter to conduct the study. Upon the approval of the Superintendent, permission to float the questionnaire was sought from the respective principals and the presidents of the ASAS schools through a letter. The researcher personally administered the questionnaire to the student-respondents, Subject Area Coordinator and Teachers of English to ensure one hundred percent retrieval.

The researcher requested the Principal to allow the Subject Area Coordinator to conduct classroom observations at least once a week for the two (2) grading periods using the class observation and evaluation form prepared and devised for this purpose. The researcher personally observed the actual classroom teaching to make his own assumption. His observations were not included, however, in the research data.

### **Instruments**

The following instruments were used as data gathering tools which were used by the researcher on the assessment on the use and effectiveness of communicative approach in teaching Communication Arts English:

#### **1. Questionnaire**

To determine the extent of the communicative needs of the students, the research instruments used is a checklist for Subject Area Coordinators, Teachers of English, and students. Two sets of questionnaires

adopted from the Trainor's Handbook for Language prepared by the Language Study Center of the Philippine Normal University and the Department of Education were used to determine the Communicative needs of the fourth year students. Separate sets of questionnaires were answered by the two groups of respondents. One set of questionnaire was answered by the Subject Area Coordinators and Teachers of English and the other set was answered by the Grade 10 students.

Important items of the questionnaire on the extent of use and effectiveness of the communicative approach in teaching Communication Arts English were based from the practicum paper on the Communicative Approach by Fernandez (2006). These were answered by the students and the Subject Area Coordinators of English

Another set of questionnaire which was answered by the Subject Area Coordinators and Teachers of English was devised to assess the problems encountered by the English Teacher on the use of the communicative approach in teaching English.

## **2. Classroom Observation**

Twenty (20) Classroom observations were conducted within the last two grading periods particularly the third and fourth grading periods by the Subject Area Coordinators to assess the effectiveness on the use of the instructional materials, strategies and techniques used in the communicative approach in teaching Communication Arts English using a prepared observation form.

## **Results**

The communicative needs of the high school students in Communication Arts English as to the four communicative language skills such as listening, speaking, reading and writing, listening as perceived by the students and the subject area coordinators are to a Great Extent except for the skill in listening that is to a Very Great Extent.

While the student-respondents perceive the need of the use of English in specific places, specific activities and specific people in school with whom they speak to in English, including reading and writing, they did not perceive the great need for the development of skills in listening. They, however, need to develop further their skills in speaking, reading and writing.

The extent on the use of communicative approach in teaching Communication Arts English from the classroom observations of the subject area coordinators and teachers and perceptions of the students as to the role of the teacher shows the teacher's responsibility which is different from that of the traditional English teacher being a lecturer. In the Communicative Approach the teacher is more of a facilitator and a co-communicator, providing more opportunities for the students to learn the language with more students controlled activities rather than the teacher's activity, thus, making the learning atmosphere student centered not teacher centered. The role of the teacher as a general overseer of the students' learning, a language teacher, consultant or adviser and co-communicator on the use of the Communicative Approach is very important in the development of students' competence in order to produce competitive learners. The teacher teaching Communication Arts English helps a lot in the successful management of the program as a facilitator as well as a participant so that the students would be able to learn the English language better to have an access to world information as well as to the cultural materials, that will enhance the quality of life and nation.

As to instructional materials, the extent on the use of communicative approach in teaching Communication Arts English based on classroom observations of the Subject Area Coordinators can be enhanced by their availability in school, be it in the library or in the classroom.

As to the use of strategies and techniques, the teachers do not have a thorough knowledge and training on the different strategies and techniques which may serve as their guidelines in the implementation of these

strategies in the classroom. Not too many among the teachers have also finished a graduate course related to language teaching and learning.

The degree of effectiveness on the use of the communicative approach as to the role of the teacher, as to instructional materials and as to teaching strategies and techniques are all Effective with the role of the teacher ranking first. It reflects that to the students that the role of the teacher counts most. This further implies that in the communicative approach, the students look forward to what the teacher does in enhancing learning. Instructional materials, strategies and techniques redound to the skills of the teacher in using these to enhance learning.

On the bases of the findings on the use of communicative approach in teaching Communication Arts English in selected ASAS Schools, a Communicative Approach-Based Enhancement Program is proposed for implementation.

### PROPOSED COMMUNICATIVE APPROACH-BASED ENHANCEMENT PROGRAM FOR ASAS SCHOOLS

<b>A. ACADEMICS</b>				
To address the following problem/s encountered by teachers on the use of Communicative Approach in Teaching Communication Arts English:				
<ul style="list-style-type: none"> <li>Lack of knowledge on Communicative Approach in teaching Communication Arts</li> </ul>				
<b>KRA / Focus Area</b>	<b>Objectives</b>	<b>Activities / Strategies</b>	<b>Persons Responsible</b>	<b>Expected Output</b>
Curriculum and Instruction	To update on new trends, approaches, and methods in the teaching of English language focusing on the use of communicative approach vis-à-vis with the DepED Curriculum Guide and ASAS Policy on Language Teaching and Learning	Review and modify the course syllabi in Communication Arts as well as the Lesson Plan / Guide in accord with the communicative approach-based instruction  Conduct of formative classroom observation by the SAC	English Teacher Subject Area Coordinator	Teachers will be able to create innovative teaching strategies and techniques that would provide sufficient lessons that focus on the four macro skills – reading, speaking, listening and writing.
<b>B. COMMUNICATION SKILLS STRATEGIES AND TECHNIQUES</b>				
To address the following problem/s encountered by teachers on the use of Communicative Approach in Teaching Communication Arts English:				
<ul style="list-style-type: none"> <li>Lack of knowledge on Communicative Approach in teaching Communication Arts</li> <li>Student's lack of self-confidence in using the English Language</li> <li>Student's lack of good stock of vocabulary for self-expression</li> </ul>				
<b>KRA / Focus Area</b>	<b>Objectives</b>	<b>Activities / Strategies</b>	<b>Persons Responsible</b>	<b>Expected Output</b>
Interactive Conversational English Program Using English out of the usual classroom setting (i.e. canteen, playground,	To encourage the use of the English language in a non-threatening and more relax setting	Adoption of English Speaking Zone in the school campus supported with concrete guidelines for monitoring and implementation	English Teachers Subject Area Coordinator Students	Demonstration of the use of English in basic daily communication activities in the school campus



<p>library, talking to schoolmates and classmates)</p>	<p>To help students feel more comfortable to practice the use of English help students feel more comfortable to practice the use of English language, like asking questions, seeking explanation.</p>			
<p>I Podcasting Program (addressing skills in listening, like news casting and the likes)</p>	<p><u>Auditory Awareness</u> To be aware that sound exists and responds stimuli</p> <p><u>Auditory Reception</u> To be able to derive meaning from what is heard</p> <p><u>Auditory Comprehension</u> To be able to skillfully develop meaning from a lengthy text like:</p> <ul style="list-style-type: none"> <li>• Identifying purpose of what is listened to</li> <li>• Determining motives behind the action of the speaker</li> <li>• Following development of ideas</li> </ul>	<p>Listening to popular podcats and videos</p> <p>Example:</p> <p>1. The English We Speak</p> <p>A 3-minute program that introduces learning to everyday English phrases or sentences</p> <p>2. 6-Minute English</p> <p>This six-minute English program gives the opportunity to learn and practice everyday English in a wide range of topics</p> <p>3. Real-life English</p> <p>This program aims at helping the students improve skills in language learning and guide them to get variety of information about day to day</p>	<p>English Teacher Subject Area Coordinator Students</p>	<p>The students will demonstrate ability to:</p> <ul style="list-style-type: none"> <li>✓ Comprehend information</li> <li>✓ Critique and evaluate a message</li> <li>✓ Show empathy for feelings expressed by others</li> <li>✓ Listen with literal comprehension</li> </ul>

		<p>situations / scenarios in real life</p> <p>4. Hear and tell</p> <p>This program helps develop students listening and speaking skills.</p>		
<p>Functional Speech Program (developing Skills in speaking like:</p> <ul style="list-style-type: none"> <li>- Facilitating or conduct a meeting</li> <li>- Serving as master of ceremonies</li> <li>- Organizing a school / club seminar</li> <li>- Conducting interviews</li> </ul>	<p>To determine the purpose of oral discourse</p> <p>To select words that are appropriate to the topic, audience, purpose, and context</p> <p>Employ vocal variety in rate / pitch and intensity</p> <p>Employ language appropriate to the designated audience</p>	<p>Activity: Listening to taped news anchored by reputable newscasters and do the simulations in class afterwards</p> <p>Introduction of the following activities as part of the program:</p> <p>1. Gap Activity</p> <p>A form of dialogue (an interview and panel discussion are examples of this activity)</p> <p>2. Role Play</p> <p>The activity will encourage students to speak in real life situations</p> <p>3. Disconversation</p> <p>Topics / Pictures can be used to allow free flow of conversation</p> <p>4. Information-Dissemination Activity</p> <p>Conduct of</p>	<p>English Teacher Subject Area Coordinator Students</p>	<p>The students demonstrate ability to:</p> <ul style="list-style-type: none"> <li>✓ Transmit ideas and information orally in a variety of situations</li> <li>✓ Use delivery skills suitable to the topic, purpose, and audience</li> </ul>

		meeting, organizing club seminar or events are parts of this activity		
Metacognitive Reading Program	<p>To develop students' awareness of the reading program and reading strategies</p> <p>To encourage students to read to learn (and have an authentic purpose for reading)</p> <p>To encourage development of reading skills and the use of reading strategies by using the target language</p>	<p>Integrating Reading Strategies (using the before, during, and after reading)</p> <p>1. Before reading [Plan for the reading topic]</p> <p>2. During reading [Monitor comprehension]</p> <p>3. After reading [Evaluate comprehension and strategy used]</p> <p>Using authentic materials and approaches</p> <p>Reading aloud in the classroom</p> <p>Reading to learn –</p> <p>1. Reading to learn the language</p> <p>2. Reading for content information</p> <p>3. Reading for cultural knowledge</p>	Subject Teacher Subject Area Coordinator Students	The students will demonstrate understanding of the role of reading in the language classroom and the type of texts that can be used to develop genuine love for reading.

**C. TEACHING MATERIALS DEVELOPMENT**

To address the following problem/s encountered by teachers on the use of Communicative Approach in Teaching Communication Arts English:

- Availability of instructional materials to be utilized in communicative approach

KRA / Focus Area	Objectives	Activities / Strategies	Persons Responsible	Expected Output
Communicative Language Teaching and Learning Activities	To select existing communicative language teaching and learning	Selecting, preparing, using, and developing communicative	English Teacher Librarian	The language teacher will be able to prepare variety of communicative

	<p>activities available in the internet</p> <p>To prepare locally made communicative activities that suit the needs of the students</p> <p>To use available teaching materials in the classroom, in the library, and in the internet</p> <p>To develop activities that promote interaction and communication</p>	<p>activities using the following guidelines:</p> <ol style="list-style-type: none"> <li>1. Do the activities fit the objectives? (Purpose)</li> <li>2. Are the activities well organized? (Define Objectives)</li> <li>3. Do the activities prepare the students for communication? (Flexibility)</li> <li>4. Are the activities well designed? (Diversity)</li> <li>5. Have the activities been presented in a technically appropriate manner? (Development)</li> <li>6. Do the activities provide sufficient exercises to enhance student's understanding and use of the language? (Content)</li> <li>7. Is the activity suitable to the communication level of the students? (Guide Learners)</li> <li>8. Does the difficulty of the activities match the abilities of the students? (Evaluate Results)</li> </ol>		<p>activities which are authentic, innovative, relevant, and gearing towards language proficiency of the students.</p>
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**D. RESEARCH**

To address the following problem/s encountered by teachers on the use of Communicative Approach in Teaching Communication Arts English:

- Lack of teacher's creativity in the preparation of instructional materials

<b>KRA / Focus Area</b>	<b>Objectives</b>	<b>Activities / Strategies</b>	<b>Persons Responsible</b>	<b>Expected Output</b>
Research Activity	To produce an action research focusing on the effective use of communicative	Conduct of individual and group action research about the use of communicative approach in language	English Teacher Subject Area Coordinator School Administrator	The teachers will be able to produce and publish researches on development of a communicative

	<p>approach in teaching in the language (proficiency) learning of the students</p>	<p>teaching and present it in a colloquium</p> <p>Publish locally / self-made instructional materials on communicative activities for the use of other English teachers from different ASAS schools</p> <p>Collaborate / share with other Language teachers from other ASAS schools about their various practices, strategies and methods in communicative teaching</p> <p>Evaluate results of the different action research presented for further development of the program</p>		<p>approach-based language teaching</p>
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### Conclusion

Students need to use English as a means of communication every time, whether in classroom interactions or interactions outside the class to be familiar with the use of the four language skills particularly in speaking, reading and writing especially in listening in order to be competent and proficient.

### Recommendations

1. Teachers must be updated on new trends, approaches, and methods in the teaching of the English language focusing attention on the use of communicative approach.
2. Students must be engaged in planning, organizing activities such as interviews, telephone conversation and situational dialogues and be able to role play them in order to develop their skills in reading, writing and speaking.
3. Further studies be made on the teaching of Communication Arts to discover new approaches and change the approach no longer suited for the high school students today.

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He is an active member of various organizations of teachers and leaders for the education and the arts.