



Research Paper

English Communication Skills (ECS) of Grade 9 Learners: The Basis for Designing an ECS Intervention Program

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Abstract

English Communication Skills (ECS) are crucial in the globalized context, yet the Philippines' ranking of 77th out of 81 countries highlights a significant proficiency gap. Consequently, there is an urgent need for targeted intervention programs to address these challenges among Filipino students. This research aimed to evaluate the English Communication Skills (ECS) of Grade 9 students at High School in Philippines, focusing on speaking and writing proficiency levels and the relationship between them, to develop an intervention program. Utilizing a descriptive research design with a quantitative approach, the study involved 40 Grade 9 students selected through random sampling. Data were collected using a researcher-made survey questionnaire, complemented by tests employing the WIDA Speaking and Writing Interpretive Rubrics for a detailed analysis of speaking and writing capabilities. The analysis was conducted using statistical methods to yield descriptive statistics and the Pearson R correlation for assessing the relationship between speaking and writing skills. The results indicated that while students perceived their ECS as satisfactory, the actual assessments did not meet the expected standards, and a very low correlation was found between speaking and writing proficiency. This gap emphasizes the necessity for targeted intervention programs tailored to the specific needs of students to enhance their ECS. The study concludes with the recommendation for developing pedagogical strategies that focus on the identified areas of improvement in ECS among Grade 9 learners.

Keywords: *English Communication Skills; Speaking Skills; Writing Skills; Productive Skills; Intervention Program*

INTRODUCTION

The Philippines, like many other Asian countries, uses English as a second language. With a population of 118,982,427 inhabitants and 182 native languages spoken in an area consisting of 7,107 islands covering 300,000 square kilometers. English is a lingua franca in the Philippines. Thus, English Communication Skills (ECS) are highly important in today's globalized world, allowing individuals to express themselves, understand others, and navigate various social and academic situations (Slyvka & Madzhara, 2023). This statement is also supported by the study of (Ahmad, 2016), which states that English is a doorway to quality education and a more favorable career.

The implementation of the **No Child Left Behind Act of 2010** by the Department of Education (DepEd) in the Philippines aimed to ensure that all children receive an education. However, despite these efforts, the results of the PISA 2022 assessment consistently show that Filipino students are significantly behind their international peers in reading, math, and science (OECD, 2022). In PISA 2022, the Philippines was ranked 77th out of 81 participating countries, which indicates a notable gap in English Communication Skills (ECS) proficiency compared to students from other countries. Apart from that, a change to other forms of learning after the pandemic has caused an effect on ECS development. As such, this switch to online or modular learning reduces the chances for practical speaking and writing activities, which inhibits students' ability to communicate effectively in English. Abuhammad (2020) argues that the parents contend that distance education lacks flexibility in meeting a child's needs where a child is not aware of something and there are no clarifications for them to understand something. Eventually, this may lead to learners' little

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knowledge of some English words, hence the unsuccessful writing process and slow progress in answering their modules.

The study of [преподаватель \(2018\)](#) emphasized that engaging in speaking activities allows learners to actively use the target language rather than passively receiving it. Teaching methods should be designed to encourage active participation in the target language. Critical thinking, which involves formulating, defining, justifying, and analyzing thoughts and ideas, equips students with essential life skills and the ability to adapt to a changing world. Similarly, the study conducted by [\(Muhammadiyah, 2020\)](#) stated that developing speaking skills in foreign language lessons is a complex process that requires teachers to provide feedback and facilitate practical application. Critical thinking plays a vital role in this process, fostering awareness of academic discussions, considering different perspectives, and questioning presented data and evidence. Teachers should continuously explore new ways to promote critical thinking skills through differentiated activities and tasks.

Moreover, according to a study [\(Novariana et al., 2018\)](#), It is important to learn writing because it helps in expressing thoughts, feelings, and ideas, as well as improving communication skills, increasing creativity and knowledge base, building self-confidence, and being an essential aspect of educational success. Writing skills are one of many abilities that students ought to value. This is what has been demonstrated through a study conducted by [Libre and Decano \(2021\)](#), who argue that the problem with English writing among young learners could be attributed to the fact that it is a complicated language with different concepts that have to be carefully perceived before understanding the whole matter.

This research aims to build an intervention program by identifying areas of improvement and designing effective strategies. In view of the foregoing challenges in English Communication Skills (ECS) proficiency among Filipino students, an emphasis is put forth on the need for targeted intervention programs. Hence, this research gap exists. Considering the prior context, this study aims to investigate the current proficiency level of Grade 9 students of Escalante National High School in English Communication Skills (ECS). The researchers are committed to advanced knowledge through fostering pedagogical strategies that employ contextualized teaching and learning approaches. This will contribute to enhancing English teaching and learning practices at Escalante National High School so that students are equipped with the necessary communication skills as they move through their academic careers and beyond.

1. To determine the proficiency level of English Communication Skills of the students in terms of speaking and writing.
2. To establish the relationship between the proficiency level of speaking and writing skills of the student.
3. To propose an intervention program that would help the students' speaking and writing communication skills

LITERATURE REVIEW

In this chapter, related literature from local and foreign literature are provided to supply a deeper understanding of the intentions and goals of the presented topic.

Definition and Importance of English Communication Skills (ECS)

In today's fast-changing digital age, everything moves at light speed, including communication. Communication is through which people convey information effectively to share their thoughts and ideas. Success at school, workplaces, or social interactions where the globally acknowledged language is used requires a good command of English Communication Skills (ECS). ECS avail job opportunities, thus connecting us with others in this world marked by globalization.

English has become a universal language, facilitated global connectivity and shared. It serves as the primary language for scientists, corporations, the internet, higher education, and tourism, fostering international relationships in fields like science, technology, commerce, education, travel, and tourism. This has led to increased prompt communication due to globalization and informalization (Rao, 2019). In fact, an increasing number of universities and other higher education establishments (HEIs) have chosen to provide all or most of their courses in English. One term used to describe the expansion of English-medium instruction (EMI) is "the most significant trend in educational internationalization."

Many states have put policies in place to ensure that all students, including English language learners, are performing academically at levels that will ensure success and readiness as they prepare for ongoing learning experiences based on standards for college and career readiness as they progress through school. This is because the number of students who have been identified as English learners (ELL) has increased across the nation (Griso, 2018).

The globalized labor market is experiencing skills gaps between industry expectations and academic preparation. English communication skills (ECS) are crucial for all organizations, and a case study from 43 Bangladeshi employees in the international ready-made garment (RMG) sector reveals that higher education English courses do not meet the communication objectives of the global RMG industry. The study suggests that by incorporating theoretical and practical learning in the classroom and workplace, English for general commercial purposes should be taught in Bangladesh. This will help bridge the gap between academic and industry expectations (Roshid & Kankaanranta, 2023).

English communication skills are a range of abilities such as interacting, understanding others, the language used for the expression of ideas and emotions and transmitting information via several means of communication (Hasan et al., 2022). These skills are necessary for individual growth in general as well as professional development in particular, with special attention being paid to presentation skills during the digital age (Rao, 2018).

In addition, Ahmad (2016) and Malavika and Muthukrishan (2021) both observed that good English Communication Skills (ECS), which are very critical today, especially within an educational context of globalization. Speaking, listening, and understanding are all essential for success in different fields. In addition, effective communication abilities can be developed by employing appropriate teaching materials and strategies like group work and pair activities that will help students practice their communication skills more actively. Moreover, Bubaš (2020) pointed out that concerning the English as a foreign language (EFL) learning process, learners' performance is associated with improved communication skills that must be assessed and integrated into instruction. Thus, education should focus on building ECS since it determines the future prospects of students.

In particular, the English language is critical in the Nigerian society (Sotiloye et al., 2016). It is better characterized as a second language (SL) rather than a foreign language (FL). English is widely used in all areas of Nigerian life, including school, the public service, religion, society, the economy, and the family. Therefore, it should come as no surprise that efforts to ensure that pupils at the highest educational levels are proficient in the language are given such a high priority.

Global and Local Perspectives on ECS Proficiency

The "No Child Left Behind" policy was implemented in the Philippines in 2010 with the aim of making certain that quality education is provided for every child. However, the country still faces some challenges in basic areas such as mathematics and reading, even after these attempts (Chanco, 2023; Woods, 2015). Assessments by the Program for International Student Assessment (PISA) show large gaps in the learning competencies necessary for literacy, especially in reading, which

puts the Philippines at a critical point (Descartin et al., 2023).

Romero et al. (2023) identified the causes of the decline in English proficiency in Filipino high school learners, specifically those in the Technical-Vocational-Livelihood (TVL) track. Using transcendental phenomenology and Colaizzi's Method of Phenomenology, participants reported difficulties in learning English from elementary to Senior High School. The study identified themes such as traumatic experiences, language anxiety, external factors, learners' motivation, self-awareness, academic performance, learning styles, and the value of the English language. The study recommends that teachers address these issues to improve their English proficiency and academic performance.

Millions of learners were affected by temporary school closures because of the COVID-19 pandemic. English communication skills acquisition was hindered through online learning, which posed difficulties to both teachers and students (Tria, 2020; Syarifuddin & Gunawan, 2022). According to studies, speaking skills such as vocabulary and pronunciation have been observed to be average during this era of pandemic, especially among those who are good illustrators (Salahuddin & Rahman, 2022).

Therefore, there is a need to fill the gap on English communication skills, especially on Filipino students whose first language is not English, who should be specifically targeted on reading proficiency. The combination of existing challenges in education and the impact of the COVID-19 pandemic necessitates targeted interventions and strategies to enhance English communication skills and bridge the proficiency gap.

Speaking Skills in English

Several studies have seriously spoken about the need for effective verbal communication in international contexts, especially in terms of career advancement (Rana, 2024; Separa et al., 2015). Psychological barriers, limited vocabulary, and appropriate forms of instruction are some factors that hinder English speaking proficiency (Leong & Ahmadi, 2017). Therefore, it was highlighted that "Spoken English is significant for explicating ideas and opinions and achieving professional results. "Conclusively, therefore, these abilities have to be invested in learners within an educational establishment" (Malavika, 2021). Someone's ability to communicate fluently in English is influenced by different factors such as personal feelings, automaticity in language production, and feedback reception for error correction, among other things (Ngoc & Dung, 2020).

It is essential that communication skills are incorporated into the process of teaching and learning oral communication. Students' ability to communicate orally should be the main focus in speaking classes as this equips them with the necessary skills to use the English language, hence fostering mutual understanding among individuals from diverse cultures. In this way, students learn how their knowledge, attitudes, and language affect their cultural experiences through English-speaking classrooms. Therefore, they can establish meaningful relationships with native English speakers, thus being able to express their minds and thoughts clearly (Irwandi, 2017).

Teachers can incorporate group and pair projects into regular English classes to help ELLs. Rao (2019) emphasized the importance of fluency in English, the various speaking contexts, and the benefits of fluency. It also provides methods for improving speaking abilities in EFL/ESL classes and suggests implementing exercises to help ELLs develop their speaking skills for future employment. They can also actually encourage the use of monolog. In connection, Karpovich et al. (2021) investigated the impact of monolog speaking activities on first-year students' academic performance in learning a foreign language. His findings suggested that the use of monolog speaking assignments combined with peer interaction and peer evaluation can enhance first-year students' English-speaking abilities.

Furthermore, research has always shown that spoken English is important for a career.

Research has reported that there is a positive relationship between English language proficiency and professional accomplishments, specifically in fields where it is the major mode of communication (Rana, 2024; John et al., 2021). Improving speaking competencies is essential in expressing one's ideas and opinions effectively (Masuram, 2020; Nayakam & Aksharagovind, 2022). The findings indicate how significant the spoken English language is in terms of professional growth and good interpersonal relationships.

Writing Skills in English

Writing is a complex cognitive task that requires simultaneous control. It is crucial for language competency and student success. A learner-centered approach focuses on writing exercises, guiding students from concept formulation to data gathering and publishing. This approach considers students' needs, expectations, objectives, learning styles, abilities, and knowledge to ensure they meet educational and employability requirements (Durga & Rao, 2018).

According to Lee and Schmidgall (2020), the use of English as a lingua franca globally also considered making an imperative integration writing skills in English. As put forward by Moses and Mohamad (2019), these writing skills target addressing the challenges faced by learners struggling with word-building, grammaring, and spelling difficulties while learning English as a Second Language (ESL). To put it another way, this supports enhancing communication and international collaboration across industries or regions where the official working language is English. The ways of teaching writing skills were outlined by Bizzeto (2020). These include product-oriented, procedure-based and genre-centered pedagogies; these are in line with 21st-century themes that make it possible for learners to interact with real-life scenarios and enhance their writing abilities within genuine contexts.

Nowadays, ECS is a must for everyone who wants to share ideas effectively through the digital world. However, there are some difficulties faced, especially by Filipino students struggling with proficiency in ECS because of the COVID-19 pandemic. When talking about speaking, we have to think about our feelings, mindsets, and the way we were taught, while the ability to write well is essential in global communication. To further develop ECS, examples of which would be improved teaching methodologies, among others, shall be expected. Strong ECS is necessary for success in school, work, and social settings.

RESEARCH METHOD

This portion of the study presents the following subheadings: The research design, Research instrument, Participants or corpus of the study, Data collection procedure, Data analysis, and lastly The Ethical consideration of the study.

Research Design

This study uses a descriptive research design with a pure quantitative approach to examine the English Communication Skills (ECS) of Grade 9 students. This method, according to McCombes (2022), is a means of describing a certain population, situation or phenomenon. Based on the study of Descriptive analysis describes the data from variables obtained from the research subjects. Data is collected by administering a test that comprised two parts: a researcher-made survey questionnaire and a test for assessing the speaking and writing proficiency of the students adopting the WIDA Speaking and Writing Interpretive Rubrics. The collected data will be analyzed using statistical methods to yield descriptive statistics that will ultimately provide a full meaning of the learners' ECS as well as formulate the basis for an effective ECS Intervention Program.

Participants

The study included a sample of 40 (40) Grade 9 students from one section at the Escalante National High School in Escalante, Negros Occidental. The participants were selected using a random sampling methodology. This sampling approach ensures a fair and unbiased representation of the student population enrolled during the 2023-2024 school year.

Instrument

Data is collected by administering a test that comprises two parts: a survey questionnaire that contains statements with five-point Likert scales and actual assessment for assessing the speaking and writing proficiency of the students adopting the [WIDA Speaking and Writing Interpretive Rubrics](#), which are analytic scales that help educators understand what students' speaking and writing sounds and looks like at various levels of English language proficiency. The questionnaire is divided into three parts as follows:

Section 1: Perception level of Grade 9 Students toward English Communication Skills, specifically in Speaking and Writing. The questions in this part are about English communication skills. The participants were requested to indicate the perception level of their English speaking and writing abilities. The closed-ended questions with five-point Likert scales were created using the following criteria:

- 5 = Strongly agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly disagree

Section 2: The second part was about assessing the speaking and writing capabilities of the students. The researcher will employ a specific methodology to assess the speaking and writing abilities of the respondents. By showing a picture, the researcher will individually prompt each student to express their thoughts or opinions about it. Following the speaking activity, the students will be required to write an essay based on the same picture. To evaluate the capabilities of the respondents, the researcher will adopt [The WIDA Speaking and Writing Interpretive Rubrics](#). The six levels of English proficiency are 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching. They describe the trajectory of language development that students typically follow over time. In the Interpretive Rubrics, the dimensions of academic language development work together to describe speech or written text at each proficiency level.

Reliability and Validity of the Instrument

The suitability and appropriateness of the adopted and modified research instruments were evaluated by a team of education experts, which included 3 Language Professors in Philippine Normal University Visayas. The validation process indicated that the statements in the instruments were appropriate for the target respondents. Subsequently, a pilot test was conducted among 20 Grade 9 students who were not part of the study in SPED High School. The reliability of the instruments was measured using Cronbach's Alpha, and the obtained coefficient was **.82**, indicating good reliability.

Data Gathering Procedure

The researcher will write to the principal of Escalante National High School as soon as the research project is approved, requesting authorization to carry out the research. Following the

request's approval, the researcher will contact the respondents one-on-one to discuss the details of the study, including how to ensure the validity and correctness of the data being collected. Additionally, the entire research project, all required ethical protocols and considerations will be closely adhered to.

The privacy of participants will be safeguarded by the researchers. After the data sources have been determined, the data collection methods will be created. The purpose of the questions is to extract crucial data about the research variables. The students will take the test and survey to measure their English communication skills. Overall, each participant spent about fifty to sixty minutes answering all their chosen tasks so that the process would run smoothly without any major problems. All the sessions will be recorded (rubrics or recorders) by the researchers for easy reference. It will take quite some time to ensure that the answers of the participants are clear and completely recorded. The data will be collected and analyzed.

Data Analysis

The data of each part were analyzed as follows:

Part I: The perception level of Grade 9 Students toward English Communication Skills, specifically in Speaking and Writing This part consists of 20 closed-ended statements with the Likert 5-point scale. The ordinal data were generated in terms of frequency, percentage, mean, and standard deviation. The average score (mean) obtained from each item was interpreted into the degree of perception as shown below.

$$\begin{aligned} \text{Mean Score Range} &= \text{Maximum Score} - \text{Minimum Score} / \text{Maximum Score Range} \\ &= 5 - 1 / 5 \\ &= 4/5 \\ &= 0.8 \end{aligned}$$

Table 1. Five Ranges Value Scale

Unit	Scale Value	Level of Perception
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Neutral
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

Part II: Assessing the speaking and writing capabilities of the students. This part consisted of open-ended questions; therefore, the data was analyzed and scored using the [WIDA Speaking and Writing Interpretive Rubrics](#). To determine the relationship between the speaking and writing skills of Grade 9 Students, the researcher will use **the Pearson R Correlation**. The Pearson correlation measures the strength of the linear relationship between the two variables. It has a value between -1 to 1, with a value of -1 meaning a total negative linear correlation, 0 being no correlation, and + 1 meaning a total positive correlation.

Pearson Correlation Coefficient

$$R = \frac{n \sum XY - \sum X \sum Y}{\sqrt{(n \sum X^2 - (\sum X)^2) \cdot (n \sum Y^2 - (\sum Y)^2)}}$$

Ethical Considerations

The authors prioritized Ethical considerations while conducting the study on English Communication Skills (ECS) of Grade 9 learners. The students were provided with elaborate

research information and signed consent forms. To ensure confidentiality, anonymization techniques along with secure data handling were employed. There was an effort to minimize possible harms for participants in terms of their well-being and safety. Cultural considerations were included to value the backgrounds and perspectives of the participants.

Participants throughout this study have been treated ethically; their rights and autonomy have been respected by the researchers. The voices of these individuals counted; hence, it is important that they were treated well, both physically and ethically. This research into ECS proficiency at grade nine levels has been executed with utmost caution and care for human beings to adhere to ethical standards as provided in different professional bodies' guidelines.

FINDINGS AND DISCUSSION

The collected data are therefore presented in four tables, each serving a specific purpose for a comprehensive analysis. The analysis and interpretation of these data tables will help us better understand the Proficiency Level of the respondents in English Communication Skills.

Table 2. Summary statistics of the Productive Skills measured using a survey questionnaire and interpreted using the 5-point Likert Scale

Productive Skills	Mean	SD	Descriptive Interpretation
Speaking	3.54	0.253	Agree
Writing	3.49	0.247	Agree

(Strongly Disagree) 4.20 - 5.00, (Agree) 3.40 - 4.19, (Neutral) 2.60 - 3.39, (Disagree) 1.80 - 2.59, (Strongly Disagree) 1.00 - 1.79

The statistical results of Table 2, which were developed from a survey questionnaire about respondents' self-assessment, have shown that in Likert scale terms, Speaking Skills and Writing Skills both agreed on "Agree". From these findings, it can be said that the participants generally supported what they could say about speaking and writing. As such, the numbers suggest that the subjects feel that they are competent enough at both oral and written expression. In this regard, the mean scores for Speaking Skills are 3.54 and a standard deviation of 0.253, while Writing Skills are also given as 3.49 with a standard deviation of 0.247, indicating that responses for both skills by participants fell above the midpoint of the Likert Scale with regard to their proficiency perceptions. This thus further suggests that participants have good speaking and writing skills, which are useful for effective communication in general terms. Therefore, a descriptively interpreted agreement for all skills implies a general agreement between students' beliefs on these related issues. This supports the idea that speaking or writing effectively necessitates competency in speaking or writing correspondingly.

In this survey, the self-assessment of the students yielded results that suggest that the participants are confident to have satisfactory speaking and writing skills. The findings are supported by the research conducted by Larouz (2021) showed that this is because speaking and writing are closely associated with one another; whereby if a speaking score goes up, the score for writing also goes up and vice versa. It claims that these skills are vital in effective communication. Additionally, the participants' positive perception of their speaking and writing proficiency further strengthened the bond between these components and overall communication abilities.

Thus, participants strongly believe they are competent in both speaking and writing, and they are typically confident in their abilities in both domains. This self-evaluation demonstrates consistency and an understanding of the connections between these abilities and how crucial they are to good communication. The findings are also consistent with those of other studies emphasizing the strong relationship between speaking and writing skills.

Table 3. Test of a significant relationship between the respondent's Self-Assessed Productive Skills

Productive Skills	Pearson R	Descriptive Interpretation
Speaking	0.49	Moderate Correlation
Writing		

Scale of correlation coefficient $0 < r \leq 0.19$ (Very Low Correlation), $0.2 \leq r \leq 0.39$ (Low Correlation), $0.4 \leq r \leq 0.59$ (Moderate Correlation), $0.6 \leq r \leq 0.79$ (High Correlation), $0.8 \leq r \leq 1.0$ (Very High Correlation).

As presented in Table 3, the significant relationship between the respondents' Self-Assessed Productive Skills, based on the WIDA rubrics and interpreted using the Pearson's scale of correlation coefficient, for both Speaking and Writing Skills is 0.49, indicating a Moderate Correlation. This moderate correlation suggests a discernible but not strong relationship between the two productive skills. The moderate correlation coefficient of 0.49 between the Self-Assessed Speaking and Writing Skills implies that there is a moderate relationship between these skills. While it can be assumed that improvement in writing may influence speaking comprehension, the results do not guarantee that mastery in one skill will lead to mastery in the other. This shows how Speaking and Writing Skills are related based on a moderate correlation.

According to [Naser and Latiff \(2019\)](#), improving speaking can also improve writing comprehension among students; hence, they build on each other. This concurs with Chomsky, who posits that both speaking and written competence are necessary for an effective performance. Moreover, [Hafifah and Yuniarti \(2019\)](#) research indicates that while students may excel in both speaking and writing, they may be lacking in either domain. These findings signify the significance of these two productive skills in enhancing students' English performance.

Speaking and writing abilities have a moderate association, which indicates a noticeable but weak link. Enhancements in one area of expertise could have a beneficial impact on another, but they do not ensure mutual mastery. The results are consistent with previous research that recognizes the relationship between these two abilities and stresses the need to concentrate on both to improve language competence overall.

Table 4. Summary statistics of the Productive Skills measured using WIDA Rubrics and Interpreted using the DepEd Grading Scale

Productive Skills	Mean	SD	Descriptive Interpretation
Speaking	72.38	4.08	Did Not Meet Expectations (Failed)
Writing	70.95	3.54	Did Not Meet Expectations (Failed)

DEPED Grading Scale 90-100 (Outstanding) 85-89, (Strongly Satisfactory), 80-84 (Satisfactory), 75-79 (Fairly Satisfactory), Below 75 (Did Not Meet Expectations)

As presented in Table 4, the summary statistics for the productive skills show that both speaking and writing skills did not meet expectations (failed). The mean score for speaking was 72.38 with an SD of 4.08, while the mean score for writing was slightly lower at 70.95 with an SD of 3.54. These statistical results indicate a performance level below the established proficiency level. This further implies that there are significant challenges in the productive skills of the assessed group, as indicated by their low mean scores and "failed" classification. Addressing may require targeted interventions to improve their productive skills. This is further supported by the study of

Gapasin and Bautista (2022), who imply that the intervention program is advantageous for students who struggle to improve their English-speaking abilities, and language instructors can modify the curriculum to help students become more proficient communicators. The study's results align with the findings of Dizon et al. (2022), who revealed that some of the students found it challenging to articulate their ideas into words. Their respective responses lacked clarity, and they would turn to code-switching, or "Tag-lish," when they could not articulate themselves in straight English. These results clearly indicate the need to update the curriculum design and teaching strategies. Teachers may need to provide targeted instruction to overcome certain speaking and writing weaknesses. Improving teaching strategies and offering more practice opportunities might help pupils develop more productive abilities.

Table 5. Test of a significant relationship between respondents' Productive Skills measured using the WIDA Rubrics

Productive Skills	Pearson R	Descriptive Interpretation
Speaking	0.15	Very Low Correlation
Writing		

Table 5 shows the significant relationship between respondents' productive skills measured using the WIDA rubrics. Based on the findings, it shows a Pearson correlation coefficient of 0.15. This value indicates a very low correlation between the two skills. It further implies that this very low correlation suggests that speaking proficiency does not significantly predict writing proficiency among respondents, and vice versa. Such a very low correlation indicates that there may be differences between the factors influencing these productive skills and that improving one skill does not always lead to improving the other. This underlines even more how intervention programs are beneficial in addressing the unique difficulties connected to each skill.

The study's findings concur with the research by Rahman and Suryanto (2022), who found that the speaking and writing skills of students have a very weak positive correlation. This means that if the value of students' writing score increases, the value of students' speaking scores also increases. In addition, Akki and Larouz (2021) found out that there is a close relationship between speaking and writing; as speaking scores go up, so do writing marks, while on the other hand, when scores in writing are high, marks in speaking also increase. Speaking and writing abilities have relatively little association, suggesting that mastery of one does not substantially predict mastery of the other. This implies that many circumstances impact these talents, highlighting the need for focused intervention programs to address particular difficulties related to each ability. The results validate the significance of tailored instructional approaches and programs for enhancing speaking and writing skills on their own.

CONCLUSIONS

The results of the student self-assessment in English Communication Skills (ECS) contradicted their actual performance when using standardized rubrics. For example, while self-reports indicated that they were competent in both speech and composition, assessments showed that their mastery was below the expected levels. It was noted during the analysis that there is a poor correlation between how well students speak and write English. Consequently, this highlights the importance of focused intervention in dealing with the specific issues faced by learners during ECS development. Therefore, based on this research study, an intervention program has been designed to foster independence amongst learners by rendering them capable of engendering their own learning by learning how to create appropriate conditions for themselves rather than being

taught what to do about things they individually face in life.

LIMITATION & FURTHER RESEARCH

The current study is limited in scope as it only focuses on Grade 9 students, which may not represent other types of students. Also, the results might not apply to various learners across different grade levels and educational contexts; hence, more research is needed involving diverse groups. Furthermore, the use of questionnaires and surveys reliant on self-reporting data can restrict the investigation because several respondents can misinterpret questions or distort their answers, leading to biased findings. Both qualitative and quantitative approaches should be combined to provide a more comprehensive picture of the ECS ability of students.

By looking into instructional practices, resources available, and pedagogical approaches used within classrooms, much more research could investigate how teacher training programs, together with curriculum design, affect students' ECS development. This means that by conducting comparative studies among different schools or regions, the researchers can learn about the contextual factors influencing ECS proficiency. Thus, future studies must rectify these weaknesses as well as broaden their focus in order to build a strong body of knowledge around English Communication Skills among Filipino learners, thereby informing targeted interventions based on evidence.

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