



COMMUNICATIVE COMPETENCE OF GRADE 6 LEARNERS: AN ENHANCEMENT PLAN

DOI: 10.5281/zenodo.15815353

CAMELA B. CANOY

University of the Visayas

camela.canoy@deped.gov.ph

MARSHA H. MALBAS

University of the Visayas

ABSTRACT

This study assessed the communicative competence of Grade 6 learners at Apid Elementary School in Toledo City Division as a basis for an enhanced instructional teaching program. Using a descriptive correlational research design, this study used the MACCS (Mizzou's Assessment of Classroom Communication Skills) rubric adapted from the University of Missouri. Based on the findings, a satisfactory level of communicative competence was found in all four key components such as: grammatical, sociolinguistic, strategic, and discourse. Additionally, there is a strong relationship between grammatical and sociolinguistic competence, grammatical and strategic competence, and grammatical and discourse competence. On the other hand, there is a moderate relationship between sociolinguistic and strategic competence, sociolinguistic and discourse competence, and strategic and discourse competence. These findings affirm that communicative competence is not a set of isolated skills but an integrated system in which each component reinforces and supports the others. Thus, it is recommended that an enhancement plan be designed to address the specific language needs of the students, integrating the four key components of communicative competence such as grammatical, sociolinguistic, strategic, and discourse.

Keywords: *communicative competence, grammatical competence, sociolinguistic competence, strategic competence, discourse competence, enhancement plan*

INTRODUCTION

Considering that English is a language that is used for professional communication all over the world, and that the majority of children in the Philippines speak English as a second or third language, it is of utmost importance that they have the ability to communicate effectively in English. One's capacity to communicate is referred to as their communicative competency. It's possible that this ability is spoken, written, or nonverbal. It means knowing a language and being able to utilize it to communicate in real life. When a learner acquires the capabilities of the language and is able to apply those skills in an effective and suitable manner, in accordance with the circumstances in which the learner is involved, we can say that the learner has acquired the needed degree of communicative competence. Communicative competence is now a key goal of second and foreign language acquisition, and its models encompass linguistic, sociolinguistic, pragmatic, strategic, and macro abilities (Ahmed & Pawar, 2018).

Asian students may have oral communication issues owing to a lack of English training and exposure to an English-speaking environment. Their lack of spoken English reduces their desire to study. They struggle to convey their views, leading to a gap between communication skills and actual classroom performance. The lack of communication skills lowers students' confidence and desire to engage with teachers and classmates. To enhance their academic performance, students need to understand academic spoken English. Also, first-year students with greater speaking abilities are more confident and may assist in lessening the stress of learning in English. (Xiuwen & Razali, 2021).

A report from 2020 by the Philippine Institute for Development Studies indicated that numerous public SHS students do not possess the essential skills needed for the program. For instance, according to the Philippine Institute for Development Studies (PIDS), students still lack the necessary literacy and numeracy skills, as well as English competencies essential for Senior High School. This encompasses an insufficient ability to construct fundamental English sentences, which subsequently hinders subjects like Practical Research for those students. The objective of studying language is effective communication, rather than mimicking native speakers (Fauziati, 2015). For instance, non-English speakers may struggle to access worldwide scientific and technological breakthroughs, which are mostly in English. This requires students to be skilled in English to enhance their comprehension of technology, science, and mathematics.

Driven by the researcher's own growing interest in communicative competence and a belief that English is a must for global competitiveness, this study has been carried out. As an English language enthusiast, the researcher has observed that teachers always struggle to make English subjects engaging, relevant, and enjoyable for students, which would boost their confidence in speaking and writing and encourage them to participate in class discussions.

The proponent also planned to evaluate the communication ability of Apid Elementary School's sixth graders in Toledo City Division. As per the observation of the researcher over these past several years of completing class observations in English classrooms, she has noted that the learners at her workplace are having trouble in class participation notably in academic and communicative performances, especially in English topics. Learners have trouble with many things, including making coherent utterances, choosing the right words, writing basic phrases, and creating and developing ideas. Thus, the school must concentrate on analyzing students' communication abilities and research-based treatments that effectively teach literacy skills to English language learners. Without such interventions, it is extremely probable that English language learners may not obtain the requisite skills and may either drop out of school, barely pass their courses, or get passing marks from instructors owing to their low expectations of English language learners.

This study aims to assess the communicative competence of selected Grade 6 students at Apid Elementary School in Toledo City Division as a basis for an instructional enhancement plan. The four components are grammatical, socio-linguistic, strategic, and discourse competence. The study's outcome will greatly help not only the researcher in obtaining knowledge on the current status and level of the English communicative competence of the learners, but as well as future researchers as enrichment to their future works related to the study. Likewise, this will help English teachers to get essential information on the learners' weaknesses and difficulties that will guide them to devise approaches and strategies on how to integrate learning content with learners' current deficiencies. In addition, this will help them become more effective and efficient in their teaching, therefore allowing them to reach their language classrooms' aims, which is to help the learners become excellent manipulators of the English language.

Literature Review

To broaden the knowledge of the researcher on her research she reviewed literature and studies which have bearing on her study.

Communicative Competence

The word "communicative competence," which was introduced by Dunton and Co (2019), refers to the capability of effectively using the language for communication in a variety of settings or contexts. This ability is what the phrase refers to in its intended sense. Students in junior high school, who are following the English curriculum that is utilized by the Department of Education from kindergarten through ninth grade, are required to attain this as one of the goals that they are supposed to reach. Junior high school students are students who are following the English curriculum. Students who are able to demonstrate grammatical knowledge and principles to communicate using any channel, to produce well-crafted outputs, to be a critical learner, to find ways to overcome problems and difficulties of communication, and to use the language appropriately with respect to a specific audience and situation are manifestations that they have acquired and mastered the ability to communicate effectively. Communication can be acquired and mastered and is a talent, that students have the ability to learn and eventually become proficient in.

During the course of the investigation that Kurniati (2022) carried out, he asserted that the idea of "Communicative Competence" has developed over the course of time. Hymes defined communicative communication as the ability to use language or correctly interpret language in the context of interactions with the social environment, such as the use of language in appropriate social practice settings (Poolsawad et al., 2015). This describes communicative communication as the utilization of language in social practice settings. The ability to successfully utilize language or accurately interpret language is what we mean when we talk about communicative communication. Furthermore, competent individuals such as Celce-Murcia have pointed out that it lends credibility to Hymes's argument, a development regarded as notably positive. Hymes (1967) defines Communicative Competence as the capability to use language appropriately, in accordance with the circumstances, and to express suitable conduct within the language cultural framework of communication. Other definitions of Communicative Competence include the ability to express appropriate behavior.

The word "communicative competence" is used to refer to the ability to communicate, as stated by Ahmed and Pawar (2018). The ability to employ language knowledge and the abilities to apply such information are both included in the definition of competence, which is a vast phrase. "Communicative" on the other hand refers to the capacity to engage in conversation with other people and to exchange ideas. One component of a person's cognitive talents is their capacity to comprehend and make appropriate use of language in a range of contexts. This ability is inclusive of the ability to utilize language appropriately. With the passage of time, the framework of communicative competence has developed in order to facilitate the development of new understanding within the sector. In order to improve the pupils' ability to communicate effectively, a variety of different tactics have been implemented. For instance, the qualitative research that was carried out by Ampatuan and Jose (2016) reveals that the use of role-playing can serve as an effective communicative technique that can assist students in developing their ability to communicate effectively. In a similar vein, the qualitative phenomenological study that was carried out by Catoto (2022) found that class reporting was an effective strategy for improving students' communicative competence, self-confidence,

and soft skills. On the other hand, the mixed-method action research study that was conducted by Buitrago Campo (2016) suggests that the task-based learning approach is the most effective way to improve students' communicative competence in English.

Grammatical Competence

The concept of competence that Chomsky proposes is the same as grammatical competence, as stated by Canale and Swain (1980), which Rahman and Ahmed (2022) cite as evidence. This implies that grammatical competence encompasses linguistic competence, which includes knowledge of phonological, morphological, and syntactical parts of language. One description of it states that it is the ability that kids need to have in order to be able to perceive and articulate meaning. The mastery of the language code, which comprises the rules of lexicon, syntactic communication, semantic communication, phonetic communication, and pragmatic communication, is the primary emphasis of this endeavor. Students are able to express themselves and understand the meaning of utterances by utilizing these grammatical features, which are made available via this.

According to Chung and Pullum (2015), grammar can be described in a general sense as the manner in which a language manipulates and combines words in order to produce longer units of meaning. It is feasible to assert that a student who is proficient in grammar is one who has mastered and is able to employ these rules in order to express oneself in the appropriate forms of the language. Specifically, this is due to the fact that there is a set of rules that govern the manner in which units of meaning can be formed in any language.

Strategic Competence

Strategic competence was defined as compensating procedures that a language user calls upon to compensate for inadequacy of linguistic or sociocultural knowledge and to keep his communication channel active. This was done in order to maintain the communication channel active. The research that was carried out by Ahmed (2022), which mentioned Canale (1983), was ultimately where this term was discovered. In addition to this, they are an essential component of the process of acquiring a language and talking with other people. Not only do they help students communicate meaning through their speech, but they also help students participate in classroom activities and interactions, regardless of the language that they originate from. It makes no difference what language they speak; this is always the case. Many other sorts of communication strategies are accessible, including paraphrasing, body language, asking interlocutors for aid, employing time fillers, repeating, and asking interlocutor for clarification or repetition. These are just a few instances of the several various kinds of communication channels that are available to choose from.

Sociolinguistic competence

According to Ahmed (2022), who used Canale (1983) in his research, socio-linguistic competence is defined as the knowledge that learners have of sociocultural rules in general. This knowledge encompasses sociolinguistics and pragmatics, which are the functions of language. Sociolinguistic competence refers to the learner's understanding of the social norms that control the use of language. This awareness is related to the idea of sociolinguistic competence. It is possible for social norms to differ from one language to another, and there are social norms that are unique to their respective languages. These rules include the rules of how to start interaction, how to close interaction, manners of communication with people of how to start interaction, how to close interaction, manners of communication with people of different ages or social statuses as well as rules associated with communication settings such as interaction in street, TV meeting, friendly meeting, formal meeting, etc.

Discourse Competence

An individual's awareness of the norms governing coherence and cohesiveness is what is meant by the term "discourse competence," according to Canale (1983), which Ahmed (2022) cites in his research, maintaining adherence to these standards, which are of considerable relevance, results in the formation of connections that are logically and linguistically connected to one another. To put it another way, cohesion is the arrangement of words, phrases, and sentences in such a way that they are connected to one another in a way that is efficient in order to form a larger text. This is achieved through the usage of a variety of linkers that communicate the connections that exist between the phrases and sentences in question. The concept of coherence, on the other hand, refers to the act of connecting the concepts that are presented inside a piece of writing or an article in a manner that is both logical and consistent, so making the information more appealing to the audience's attention. This particular method of discourse is very significant because if you put ideas in a text or article in a random order, it causes the text or article to lose its significance and become dull for the readers. For this reason, it is important to emphasize that in order for a text or speech to accomplish its purpose, it must be interrelated in a way that is both coherent and cohesive.

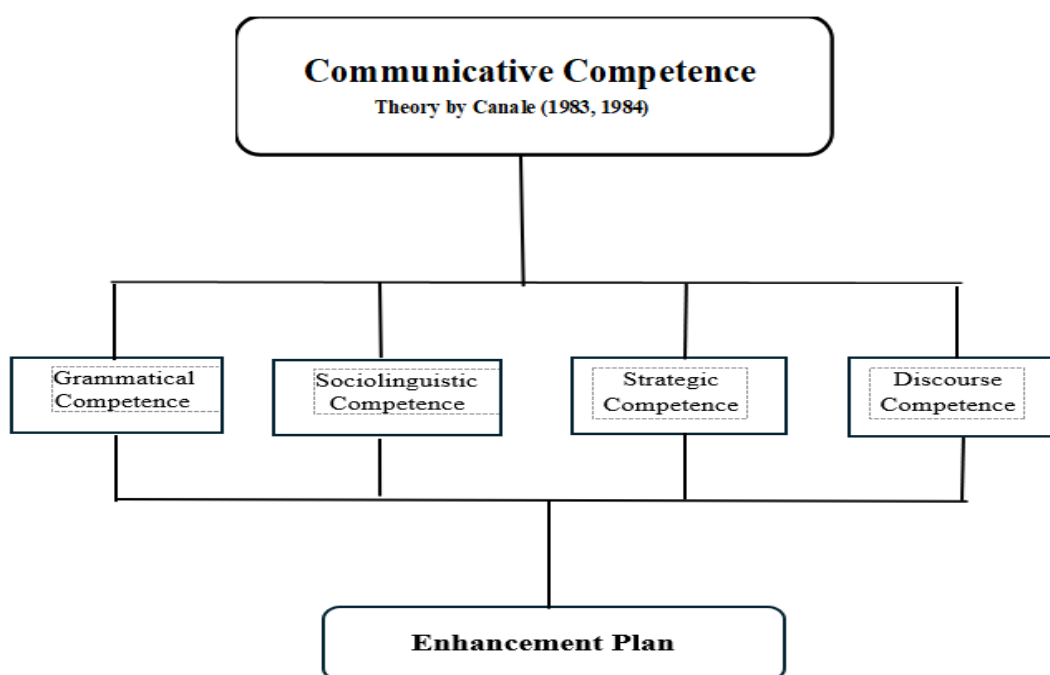
Celce-Murcia (2007), as cited by Kurniati (2022), defines discourse competence as the process of selecting, sequencing, and organizing words, structures, and utterances in order to form a unified spoken message. This definition is based on the fact that discourse competence is a process.

Theoretical Background

It was in 1967 that an American sociolinguist and anthropologist by the name of Dell H. Hymes (1927-2009) came up with the term "communicative competence" as a response to Chomsky's concept of linguistic competence. Hymes is credited with being the first person to use the term. His definition of communicative competence is that it is what "enables a member of the community to know when to speak and when to remain silent, which code to use, when, where, and to whom, etc., (Hymes, 1963). He considers this to be the most important aspect of communicative competence. Over the course of the years that have passed since then, the concept has developed, and different models of communicative competence have been suggested by a wide range of members of the academic community. Some of the most prominent models of communicative competence include the model developed by Hymes (1967, 1972), the model developed by Canale and Swain (1980), the model developed by Canale (1983), the model developed by Bachman (1990), the model developed by Celce-Murcia, Dornyei, and Thurrell (1995), and the model developed by Littlewood (2011). One could list these models in the order that they were created. On the other hand, the investigations that are now being conducted take into consideration the model that was built by Canale and Swain.

In the beginning, the theoretical framework that was proposed by Canale (1980) and Swain (1981) consisted of three primary components, which were areas of learning and skills. These skills were grammatical competence, sociolinguistic competence, and strategic competence. In the process of developing a subsequent version of this model, Canale (1983, 1984) added certain components of sociolinguistic competence into the fourth model, which he referred to as discourse competence. This modification was made during the development of the model. In the context of this investigation, each of the four abilities is subjected to evaluation.

Figure 1. Schematic Diagram



Statement of Purpose

The study sought to determine the level of communicative competence of Grade Six learners in Apid Elementary School, East District - Cluster 2, Toledo City Division for School Year 2024–2025 as basis for designing an Enhancement Plan.

Specifically, the study aimed to answer the following questions:

1. What is the level of communicative competence of the learners in terms of:

- 1.1 grammatical;
 - 1.2 sociolinguistic;
 - 1.3 strategic; and
 - 1.4 discourse
2. Is there a significant correlation among the four communicative competencies?
 3. What is the categorized analysis of the observed classroom discourse?
 4. Based on the findings, what enhancement plan can be designed?

Null Hypothesis

There is no significant relationship among the four communicative competencies of the learners.

METHODOLOGY

The design, participants, instruments, technique for data collection, and statistical analysis of the data are all presented in this section.

Design

The research design adopted in this study was a descriptive correlational approach. A descriptive correlational design, as described by Copeland (2022), is one that aims to establish a connection between variables without making any attempt to experiment with any of them. This determined the relationship between two or more variables and explored their implications by which in this case are the four communicative competencies: grammar, sociolinguistic, strategic, and discourse of the Grade Six English learners in Apid Elementary School.

A class observation was done where learners' use of the language in expressing differing viewpoints was assessed as basis on the learners' four communicative competencies level: grammar, sociolinguistic, strategic, and discourse for appropriate instructional enhancement.

Population of the Study

This study was employed to the Grade Six learners in Apid Elementary School, East District-Cluster 2 of Toledo City Division. The school is categorized as a medium school with 628 learners in which the majority of whom belong to economically below average and twenty teaching and three non-teaching personnel. It is located in Sitio Apid, Barangay Cantabaco of Toledo City.

Complete enumeration of the whole population of the Grade 6 section Mars of Apid Elementary School in the East District Cluster-2 of Toledo City Division for the School Year 2024 – 2025 was included as participants in the study. Excluded from the study were those grade six learners that did not belong to the class. The respondents selected through the simple random sampling technique were those chosen randomly from a clearly defined population, ensuring unbiased and representative data.

Instrument

The research instrument that was used in the study was adopted from the University of Missouri (Graduate School) entitled the MACCS (Mizzou's Assessment of Classroom Communication Skills) Rubric. The rubric has four components namely: Functional Competence which stands in for Strategic Competence, Sociolinguistic Competence, Discourse Competence, and Linguistic Competence which stands in for Grammatical Competence. Each component has four levels with a score of 4 being the highest and 1 being the lowest. The range values and interpretation are as follows:

Range Value	Interpretation
3.26 - 4.00	Outstanding
2.51 - 3.25	Very Satisfactory
1.76 - 2.50	Satisfactory
1.00 - 1.75	Unsatisfactory

To begin, the participants are considered to be outstanding in Strategic Competence when the functions that are being performed, which include native-like repair strategies, sophisticated expressions, extremely powerful material, and almost no listener effort being required, are carried out in a manner that is both clear and effective. Secondly, they are considered outstanding in Socio-linguistic Competence when they respond appropriately to the audience or situation. Thirdly, they are considered outstanding in Discourse Competence when they display coherence and effectively use cohesive devices. In conclusion, individuals are judged to have remarkable Grammatical Competence when they make extremely effective use of linguistic elements practically all of the time and when their communication is not hindered by even the smallest imperfections. An assessment of the respondents'

communicative skill can be found in Appendix F, which contains both the various levels of communication and the instrument that will be used to evaluate it.

Data Gathering Procedure

Pre-Data Gathering. The data collection process was carried out by requesting authorization from the Dean of Graduate Studies at the University of the Visayas (Appendix A). This authorization was attached to the letter that was approved to request authorization to carry out the study from the Superintendent of the Schools Division of the Department of Education, Toledo City Division (Appendix B). It is important to realize that informed permission cannot be given by an organizational representative until you have received ethical approval from the university. Furthermore, the researcher secured an informed consent from the participants of the study. A potential participant was to be provided with sufficient information in a language that was easily understood by the participant in order for the person to be able to make a voluntary decision regarding whether or not to join in the research project. This was the purpose of the informed consent process. Immediately after the researcher received either authorization or a notice from the Institutional Review Board they were asked to proceed with their research. Within the allotted time frame, the researcher initiated the process of carrying out the investigation.

Actual Data Gathering. As soon as the permission was granted, the study was implemented on the date scheduled. Upon approval, the researcher then informed and oriented the English teacher about the nature and goal of this research and arranged for a class observation focusing on communicative competence of the Grade Six-Mars learners of Apid Elementary School. Letters were sent to the parents to ask for parental consent in involving their children in the study.

Orientation with the identified raters namely the principal, one identified master teacher and two proficient English teachers was done followed by the preparation of materials including the Lesson Plan checked by the school principal before the conduct of the actual observation. The class observed was also oriented regarding the nature and goal of the research. During the conduct of the class observation, the whole 45 minute session was recorded as consented by the guardians of the learners and transcription of the recording was done for analysis.

The researcher conducted a class observation in an English class to identify the respondents' communicative competence: grammar, sociolinguistic, strategic, and discourse. The observation focused mainly on the teacher-student and student-student interaction during the lesson flow and collaborative activities. Learners were provided with an activity where they could talk and use the language. There were at least ten learners whose communicative competence or language use were assessed using the recorded interaction. After the class observation the class was rated using MACCS by the principal, one master teacher and two subject teachers. The data was collected, tabulated, and treated statistically based on appropriate statistical tool.

Post Data Gathering. After the data collection, it was tabulated and treated statistically based on appropriate statistical tool. The data will be kept confidentially and will be disposed properly after the study will be published.

Data Analysis

After the scores were collected, they were processed using the appropriate data analysis tools. This was done after the scores had been compiled following their collection. It was decided to make use of the Statistical Package for Social Sciences (SPSS) version 16.0 in order to carry out an appropriate analysis of the data that went into the collection process. For sub problem no. 1, **Weighted Mean** was used to determine the communicative competence of the Grade 6 Mars class. For sub problem no. 2, **Pearson's product r** was utilized to determine the correlation among the four communicative competencies: grammar, sociolinguistic, strategic, and discourse of Grade 6 Mars class. For sub problem no. 3, **Discourse Analysis** was used for finding language patterns, power dynamics and discourse relevance in their conversation. The instructional enhancement plan was then created based on the results of the analyzed data.

Ethical Consideration

Ethical principles form a crucial component of the research process, playing a vital role in upholding the integrity and reliability of research findings. Before incorporating individuals in the study, researchers made sure to obtain a clear and voluntary agreement from the participants. This ensured that the participants were informed about their involvement and actively accepted to take part in the study. Researchers conformed to well-established ethical standards. The researchers safeguarded the privacy and confidentiality of participants by implementing measures such as de-identifying data, ensuring protection against unauthorized access, and employing pseudonyms to shield the identities of those involved. The researchers made certain that they identified and eliminated any potential dangers, and they were prepared to provide support or referral services in the event that any harm manifested itself.

Beneficence. The dangers that were involved with this research were really low for the most part. The researcher ensured that all respondents were shielded from any potential discomfort, harm, or risk that may have been caused

by their participation in a study, both physically and mentally. It was given importance that the responders were made aware of the fact that there was a possibility of such outcomes occurring. Research procedures that were likely to cause substantial or long-lasting harm were not utilized unless the omission to use these procedures could put the participants at risk of experiencing even greater harm, or unless the research had a significant potential benefit and each participant gave their agreement in a voluntary and full manner. Also, if they did not choose to answer a question, they had the option of skipping and moving on to the next question, or they could quit immediately if they believed that some of the questions that the researcher asked were unpleasant or upsetting. In the event that the informants experiences increased levels of emotional discomfort or upset, a consequence of their involvement in the research study, the researcher would make arrangements for appropriate support. Any assistance that was required were offered by qualified staff members who were not a part of the current research team. They didn't have to pay anything to receive the counseling services.

The researcher could not guarantee or promise that the informants would gain any benefits as a result of this research; nonetheless, some of the potential benefits may have included improved support for learners about their English grammar competency and for teachers in their professional careers.

Respect. For the purpose of demonstrating respect for human dignity, the highest level of confidentiality and secrecy was strictly observed. They were not allowed to be identified in any way, either directly or indirectly, by their responses. It was possible that respondents would demand the space they require in order to avoid other individuals becoming aware of their participation in the study while the study was being carried out and the questionnaires were being distributed. As a means of preserving the secrecy of the questionnaires, they will be stored in a random fashion, without any particular sequence.

Justice. All respondents, regardless of their positions, gender, or length of service, were treated in the same manner. Every respondent's right to privacy was strictly protected at all times. When it comes to answering the questionnaires, they were provided with sufficient space and privacy. During the process of filling out the questionnaire, the manner in which one responder was treated had to be identical to that of the other respondents. When one respondent benefited from the study, it also benefited all of the other respondents who participated in the study. All forms of special treatment were categorically rejected.

Protection of Human Rights. The researcher conducted the study on the communicative competence of the Grade Six learners, however strict confidentiality of the study was observed during the data gathering of data from the respondents. The identity and salient parts of the data were kept with utmost confidential. The rights to privacy played a significant role in the research investigation and documentation which led to the development of appropriate intervention.

Risk-Benefit Ratio Determination. The safety and security of the respondents were the top priorities in this study, thus the researcher made sure that no individual respondent was harmed. The researcher did not intimidate nor coerce any of the respondents as risk-benefit was concerned. The research likewise respected to whatever were the responses of the respondents. And researcher made sure that there were no adverse effects on emotional, psychological and financial aspects of the respondents.

A. Content, Comprehension, and Documentation of Informed Consent

Both a description of the nature of the research endeavor and a form for informed consent that confirms approval from the Institutional Review Board (IRB) were presented to the individuals who were willing to participate in the study. The purpose of this action was to ensure that the rights of the individuals who were taking part in this research study were taken into consideration. It was fully voluntary for individuals to take part in the research project, and the confirming signature of the informant on the consent form serves as evidence that they were in agreement with the research that was being investigated. The consent form included the following provisions, which were given to the persons concerned in the situation:

Participant status. To ensure that the attempt was more accurately characterized as research than as a treatment or intervention, the responders were provided with orientation. A further point that was underlined was that the data that will be used is solely for the purpose of research, and that any names or descriptions that could directly or indirectly identify the respondents will be avoided.

Study goals. The objective of this study was to evaluate the level of communicative competence possessed by the students in order to improve the quality of instruction. Before beginning the class observation, the researcher conducted an orientation in which they explained the goal of the study to the individuals who were participating in the study. They were informed that a supervisory model was going to be established as a result of the study, which could also be of great use to them.

Type of data. Prior to the conduct of class observation to test the learners' communicative competence, the respondents were informed about the type of data to be collected, and the process was explained by the researcher. Most appropriately, for the learner respondents' the data included their rating during the class interaction in an English class.

Procedures. Permission to conduct the study was sought from the Division office of the Department of Education, Toledo City Division. Orientation and consultation with the concerned learners, teachers, and raters as well as the convenient scheduling of the period in which the class observation was done to administer the test on communicative competence. Materials to be used, including the Lesson Plan in English as reflected in Appendix E was checked by the school principal before the conduct of the actual observation. The whole class observation was recorded and transcription of the recording was done for analysis.

Nature of the Commitment. The researcher requested the subject English teacher to conduct the class observation for 45 minutes and asked the Grade Six Mars learners to attend their class as scheduled.

Sponsorship. The research project is a requirement for the Master of Education degree with a concentration in English, and the researcher was responsible for covering any costs incurred as a result of these requirements.

Participant Selection. The study had a complete enumeration, which means that it included forty learner participants, as well as one elementary English teacher for Grade Six, a Master Teacher, the School Head, and one subject teacher from Apid Elementary School, which is located in Cluster 2 of the East District in Toledo, City Division.

Risks. To the best of our knowledge, there was no known risks associated with the conduct of the study, whether physical, mental, emotional, or social. All of the information that the respondents supplied was used solely for the purpose of evaluating them, and these data will not be disclosed in any way because they will be managed with the strictest confidentiality. Neither their current status nor their future will be jeopardized by this in any way.

Potential Risks. It was not anticipated that there were any significant risks associated with the execution of the study, particularly during the process of administering or distributing the questionnaires to the participants, as well as retrieving the questionnaires from the participants. There was no impact on their reputation as a result of the data that they shared. The researcher did everything in his power to ensure that the respondents were in the calmest state possible in order to prevent stress on both a physical and an emotional level.

Benefits. The learner responders will profit from this research because they will be provided with the opportunity to freely evaluate their strengths and weaknesses, and they will also be provided with an enhancement program for improved improvement. Teacher respondents, on the other hand, will acquire a validated result with regard to their learners' competence and how significant their profile is to their learners' competence and will be given some aid in doing their work effectively.

Potential benefits. Identified potential benefits to the respondents will be the further considerations and identification of the most appropriate remedy and enhancement program to develop the appropriate English skills of the learners and the teachers.

Alternatives. This is a study focused on the communicative competence of Grade Six English learners. The best way to collect data was through discourse analysis where communicative competence of the participants was assessed.

Incentives and Compensation. The participants did not receive any monetary reward; rather, they may receive a basic token and snacks. There was no monetary compensation given to the participants.

Confidentiality pledge. To ensure that the participants' privacy was protected, the text did not include any reference of their names, which could either directly or indirectly implicate their identities and reputations. This ensured that the participants remain anonymous.

Authorization to Access Private Information. The participants in the research were given the assurance that their privacy would be protected. Protecting the respondents' privacy and maintaining their anonymity was of the utmost importance. In the consent form, this particular aspect was included. The researcher or the authority was the only one to obtain any information regarding the individuals who contributed to the study.

Voluntary consent. Participants in the survey were not subjected to any form of coercion, and their participation was entirely voluntary. There was no requirement for them to take part in the activity, and their participation was not taken into account when determining their overall rating for their performance evaluation. There was no disclosure of any private information to anyone other than the researcher.

Right to withdraw and withhold information. It was made clear to the respondents that they have the ability to conceal information if they so choose and to withdraw from participation at any time, and that doing so will not have any impact whatsoever on their overall performance.

Contact information. Both the researcher's personal phone number and the phone number of the University of the Visayas were made available to the respondents in the event that they had any inquiries, comments, or complaints concerning the manner in which the study was carried out, particularly with regard to the collection of data.

University of the Visayas – Institutional Review Board

2nd Floor, Administration Building

Colon Street, Cebu City

Telephone No. (032) 416-8607 or email at: uvirb2017@gmail.com

B. Debriefing, Communications, and Referrals

The process of questioning or instructing an individual or a group of individuals after the conclusion of a mission or period of service is referred to as debriefing. Following the conclusion of the research session, there will be a meeting between the investigator and the subject. This is done for several reasons. This is something that may be done in the field of research in order to clarify important points and ensure clear understanding in order to maintain a harmonious relationship between the researcher and the respondents. This is further accomplished by the researcher expressing gratitude to the individuals who participated in the study and providing explanations regarding any deception that may have occurred. This helps to maintain the credibility of the research and ensures the safety of anyone who may be at risk of experiencing physical or psychological harm.

The participation of humans as respondents is required for each research study. These individuals may be related with the categorized groups that include the provision of incentives, the level of remuneration, or the reward for the amount of time that is spent participating at the research study. As a sort of incentive, a modest token of appreciation may be presented to each respondent. This would be done with the promise that the respondents' responses would not in any way influence their responses; rather, the sole purpose of the token would be to encourage the respondents to take part in the study. Incentives will be provided as a means of expressing gratitude for the time and effort that was spared for the purpose of participating in the research, specifically during the process of distributing the questionnaire.

C. Conflict of Interest

It is necessary to identify any potential conflicts of interest that may arise throughout the course of research, and it will be the job of the researcher to identify and prevent such conflicts. This will ensure that the researcher maintains a sense of equilibrium and justice in the activities that they may be required to do. Furthermore, the researcher will never allow their interest to be the basis for failing to retain a good judgment and reflection of the interpretation and analysis of the respondents whenever they are conducting the research.

As the research is being carried out, the personal concepts and ideas of the participants will never be allowed to take precedence over the responses of the respondents on the organizational support, instructional and professional skills of the master teachers. Similarly, in this particular study, a statement of the agreement between the Principal Investigator (PI) and the research adviser indicates that the Principal Investigator (PI)/researcher will be the secondary author in any publications that are associated with this study. Without the permission of the primary investigator, reproduction of this paper will not be permitted under any circumstances.

D. Treatment of Vulnerability Groups

It is possible that vulnerable populations are unable to provide permission that is fully informed (for example, persons who are mentally challenged) or that they are at risk of experiencing unforeseen side effects due to the circumstances in which they find themselves (for example, pregnant women). Researchers who are interested in studying high-risk groups should have a solid understanding of the rules that govern informed consent, risk/benefit assessments, and research methodologies that are allowed for such groups. As a general rule, research involving vulnerable groups should only be conducted when the risk-to-benefit ratio is low or when there is no other option available (for instance, studies of childhood development involve the participation of children).

Children. To comply with the law and ethical standards, children do not possess the mental capacity to offer informed permission; therefore, it is necessary to get the informed consent of the children's parents or legal guardians. On the other hand, it is appropriate to acquire the child's consent as well, particularly if the child is at least seven years old. The term "assent" refers to the unequivocal consent of the youngster to take part in the activity. As a demonstration of respect for the kid's right to self-determination, it is recommended to get written approval from the child as well, provided that the child is of an age where they are able to comprehend fundamental information on

informed consent (for example, a child who is 12 years old). Lindeke and colleagues (2000) and Kanner and colleagues (2004) offered advice on how to obtain children's assent and consent in order for them to take part in research. For the purpose of providing children who are participating in research with an additional layer of protection, the government of the United States of America has created special regulations. (Subpart D of the Code of Federal Regulations, 2005).

Acknowledging Bias. It is the principle of honesty, that in this research, the researcher shall have no prejudices and preconceived concepts against the learners and the teachers. This research will not be particular with the nature of the respondents as native or foreign to the locale; against racial treatment; religion and affiliation. In the context of the study, the bureaucratic structure of the organization shall not be implicated positively or negatively.

Trustworthiness. The respondents are believed to share their true and honest answers to questions in the questionnaire. No hidden agenda will blemish the idea of organizational support, and the professional and instructional skills of the teachers. Likewise, the researcher will write the complete and accurate statements of the respondents. In this way, it will keep the validity of the results and the reality of the statements.

Credibility. While sincerely conducting this research, the researcher collects data from the identified, appropriate and qualified respondents to this study.

Dependability. The researcher believes that with the proper and appropriate research instrument, the desired responses of the respondents are dependable. Similarly, the researcher believes that the dependable responses of the respondents are key to producing dependable research work.

Confirmability. The responses of the respondents can be subjected to checking that the responses are unaltered. The teacher respondents' responses shall be similar when the same questionnaire will be administered again.

Transferability. In this study, the results which may include the analysis and interpretation can be available for other divisions of DepEd. The results could further provide other divisions of the thoughts, qualities, and even empowerment that need to be incorporated in the implementation of their enhancement programs in their respective stations, school to district to division levels.

Research Objectivity. This research intends to get unprejudiced responses direct from the respondents. Thus, the researcher collects only the responses needed for the study without exaggerations or understatements.

RESULTS AND DISCUSSION

This section presents and discusses the findings of the study on the communicative competence of selected Grade 6 learners at Apid Elementary School. The results are organized and analyzed in relation to the key components of communicative competence, including grammatical, sociolinguistic, strategic, and discourse competencies.

Communicative Competence

Table 1 presents the data results and interpretations of the communicative competence of the selected Grade Six learners of Apid Elementary School in terms of grammatical, sociolinguistic, strategic, and discourse competencies.

Table 1

Communicative Competence of the Selected Grade 6 Learners of Apid Elementary School

Communicative Competence Key Components	SD	Mean	Interpretation
Grammatical Competence	0.93	1.95	Satisfactory
Sociolinguistic Competence	0.82	2.30	Satisfactory
Strategic Competence	0.67	2.10	Satisfactory
Discourse Competence	0.66	2.03	Satisfactory
Over all	0.77	2.10	Satisfactory

Legend: Range Value 3.26 – 4.00 Outstanding, 2.51 - 3.25 Very Satisfactory, 1.76 - 2.50 Satisfactory, 1.00- 1.75 Unsatisfactory

The study investigated the communicative competence of ten Grade Six learners at Apid Elementary School, a rural public school where Cebuano is the primary language spoken at home. English serves as the medium of instruction in several subjects, but its practical use is largely confined to the classroom. The learners were assessed during English class interactions, and their performance was rated by the school principal, head teacher, and two English teachers using key dimensions of communicative competence: grammatical, sociolinguistic, strategic, and discourse competence.

Grammatical competence, defined as the learner's ability to appropriately select and use language structures to complete communicative tasks, yielded a (mean=1.95), which falls within the "satisfactory" range. However, the

relatively high ($SD = 0.93$) indicates variation in learners' mastery of English grammar. This variability may stem from inconsistent exposure to English, as children in rural areas often have limited access to English-language media and fewer opportunities to engage in real-life communicative situations (Nunan, 235). According to Canale & Swain, grammatical competence is foundational to communicative proficiency, but it must be reinforced through meaningful interaction to be fully internalized (Canale & Swain, 6).

Sociolinguistic competence, which reflects a learner's awareness of audience, situation, and appropriate language use, recorded the highest mean (2.30) and SD (0.82). This indicates that learners are relatively adept at adjusting language and tone in classroom settings. Even though English is not their first language, the students' ability to capture and update information based on social cues suggests successful instructional modeling by teachers and growing familiarity with classroom discourse conventions. As Hymes noted, communicative competence includes the social rules of language, which are often acquired through routine participation in contextually meaningful interactions (Hymes, 277).

Strategic competence, referring to the ability to use communication strategies such as paraphrasing or requesting clarification, scored a (mean of 2.10) and (SD of 0.67). The relatively low variability suggests consistent ability among learners to manage communicative breakdowns. This competence is particularly important for second-language learners, as it allows them to remain engaged in conversation despite gaps in vocabulary or grammar (Brown, 263). As Savignon argues, strategic competence plays a crucial role in maintaining the flow of communication and reflects a learner's adaptability and problem-solving skills in real-time interaction (Savignon, 10).

Discourse competence, or the ability to organize and connect ideas coherently using cohesive devices, was found to have a (mean of 2.03) and (SD of 0.66), also interpreted as satisfactory. Despite their limited linguistic exposure outside school, learners demonstrated an emerging ability to construct logically sequenced and intelligible discourse. This finding aligns with the notion that coherence and cohesion can be taught explicitly, particularly through guided speaking and writing tasks (Richards & Schmidt, 152). Moreover, the learners' ability to use cohesive devices suggests growing awareness of how to structure responses in ways that listeners can follow—a skill emphasized in curriculum-based oral language instruction.

Overall, the findings reflect satisfactory levels of communicative competence among the learners, with particular strengths in sociolinguistic and strategic competencies. While grammar remains an area needing more focused instruction, the general consistency across components demonstrates the effectiveness of current teaching practices in fostering functional English communication. The rural and bilingual context of the learners adds complexity to language acquisition, but with sustained support and interactive instruction, these learners can further enhance their proficiency across all dimensions of communicative competence.

Relationship of the Key Components of Communicative Competence

Table 2 presents the relationship among the key components of communicative competence—grammatical, sociolinguistic, strategic, and discourse competence. It presents the results of the analysis, the extent of the relationship, the corresponding interpretation, and the resulting decision.

Table 2
Relationship of the Key Components of Communicative Competence

Key Components	Pearson (r) Correlation	p Value	Extent of Relationship	Interpretation	Decision
Grammatical vs Sociolinguistic Competence	0.82	0.00	Strong Relationship	Significant	Reject H_0
Grammatical vs Strategic Competence	0.75	0.00	Strong Relationship	Significant	Reject H_0
Grammatical vs Discourse Competence	0.71	0.00	Strong Relationship	Significant	Reject H_0
Sociolinguistic vs Strategic Competence	0.59	0.00	Moderate Relationship	Significant	Reject H_0
Sociolinguistic vs Discourse Competence	0.69	0.00	Moderate Relationship	Significant	Reject H_0
Strategic vs Discourse Competence	0.69	0.00	Moderate Relationship	Significant	Reject H_0

Legend: 0.90-1.00 Very Strong, 0.70-0.89 Strong, 0.50-0.69 Moderate, 0.30-0.49 Weak, 0.10-0.29 Very Weak, 0.00-0.09 Negligible

Communicative competence—including grammatical, sociolinguistic, strategic, and discourse competencies—interacts in complex ways to shape a learner's language proficiency. Educators must understand these correlations to develop holistic communicative ability. Statistical analysis revealed strong and significant relationships among the

core competencies, showing mastery of one area often enhances performance in others. These findings support the interconnected nature of language skills and the need for effective language instruction to address multiple communication dimensions simultaneously. The discussion explores these relationships in detail, informing theory and practice in second language education.

Grammatical vs Sociolinguistic Competence

Exploring the intricate relationship between grammatical and sociolinguistic competence reveals a compelling connection. The computed Pearson correlation coefficient of 0.82 ($p = 0.00$) signifies a strong and statistically significant relationship, suggesting that a learner's mastery of grammar strongly supports their ability to use language appropriately in varied social contexts. This makes intuitive sense, especially in classrooms like those at Apid Elementary School, where English is taught as a second language in a rural, Cebuano-speaking environment. For learners, the accurate use of verb tenses, sentence structures, and syntax does not exist in isolation—it is the foundation for navigating context-sensitive conversations. Canale and Swain's (1980) influential model supports this idea, asserting that grammatical competence forms the basis upon which sociolinguistic awareness is built, reinforcing the idea that one cannot be socially competent in a language without understanding its structure.

Grammatical vs Strategic Competence

The relationship between grammatical and strategic competence, with a correlation coefficient of 0.75 ($p = 0.00$), also demonstrates a strong and significant connection. This implies that learners who have internalized the rules of grammar are more capable of deploying strategies such as paraphrasing, self-correction, and clarification requests when they encounter communication breakdowns. In the classroom, these students are often those who can keep a conversation flowing, even when their vocabulary is limited. As Savignon (2002) notes, strategic competence is a hallmark of communicative language use—it empowers learners not just to speak correctly, but to speak resourcefully.

Grammatical vs Discourse Competence

A similar trend appears in the relationship between grammatical and discourse competence, reflected by a Pearson correlation coefficient of 0.71 ($p = 0.00$). This strong relationship suggests that grammatical knowledge significantly supports learners' ability to produce coherent and cohesive communication. Grammar allows learners to string ideas together logically, using cohesive devices such as connectors, pronouns, and transitions effectively. Celce-Murcia (2008) emphasizes that discourse competence involves more than organizing ideas; it relies on the proper deployment of grammar to guide the listener or reader through a structured thought process. Thus, grammar doesn't only support sentence-level correctness but plays a critical role in shaping the overall communicative message.

Sociolinguistic vs Strategic Competence

Turning to sociolinguistic and strategic competence, we observe a moderate but meaningful correlation of 0.59 ($p = 0.00$). While not as strong as previous relationships, this finding still indicates a significant connection. Learners who understand social context and language appropriateness—such as when to use formal vs. informal speech—are more likely to choose suitable communication strategies. However, this competence may also be influenced by factors beyond linguistic awareness, including cognitive flexibility, confidence, and exposure to authentic communicative situations (Byram, 1997). In rural schools where real-world English interaction is limited, such competence is often shaped heavily by classroom dynamics and teacher modeling.

Sociolinguistic vs Discourse Competence

Meanwhile, the strong relationship between sociolinguistic and discourse competence ($r = 0.69$, $p = 0.00$) reinforces the notion that knowing how to tailor language to a social setting contributes to the clarity and structure of a learner's speech or writing. Learners who are aware of their audience and the context tend to organize their ideas in ways that are more accessible and relatable. Larsen-Freeman (2001) argues that sociolinguistic sensitivity enhances the ability to produce discourse that not only makes sense but also resonates with the listener or reader, demonstrating both linguistic and interpersonal intelligence.

Strategic vs Discourse Competence

The same correlation coefficient ($r = 0.69$, $p = 0.00$) was observed between strategic and discourse competence. This reveals how communication strategies—such as stalling for time, checking for understanding, or restructuring statements—support the cohesion and flow of spoken or written communication. Learners who can skillfully deploy such strategies often produce more organized and intelligible messages. As Celce-Murcia and Olshtain (2000) explain, strategic competence enables learners to bridge gaps in knowledge and maintain coherence in their discourse, even under communicative pressure.

These interrelationships carry important implications for how communicative competence should be taught. The strong correlations among grammatical, sociolinguistic, strategic, and discourse competencies suggest that language instruction must be integrative rather than segmented. Strengthening one area, such as grammar, appears to have cascading effects on others, such as the ability to interact socially or maintain coherence in speech. Thus, adopting a communicative language teaching approach—one that balances form-focused instruction with real-life language use—can more effectively develop the full spectrum of communicative skills (Savignon, 2002).

Observed Classroom Discourse

Table 3 presents a categorized analysis of the observed classroom discourse among Grade 6 learners at Apid Elementary School in Toledo City, Cebu, Philippines. Using Michael Canale's model of communicative competence—which includes grammatical, sociolinguistic, discourse, and strategic competence—this table illustrates how learners employed language during their interaction with the teacher and peers. Each component is examined through the lens of three critical discourse analysis elements: language patterns, power dynamics, and discourse relevance. This approach allows for a comprehensive understanding of the learners' communicative behavior, acknowledging not only their linguistic output but also the social structures and cognitive strategies influencing their language use. By mapping these interactions, the table aims to highlight areas of emerging proficiency and offer insights into how learners navigate meaning in a second-language classroom.

Table 3
Categorized Analysis of the Observed Classroom Discourse

Component	Key Observations	Language Patterns	Power Dynamics	Discourse Relevance
Grammatical Competence	Frequent errors in verb tenses, articles, prepositions, and subject-verb agreement.	"I like read" "I doing" "My hobbies is important."	Teacher-led questions highlight formal authority; students attempt to comply with grammatical norms.	Indicates early second language development; reveals influence of first language (Cebuano) structure.
Sociolinguistic Competence	Varying ability to use language appropriately in different contexts.	Repetition, direct answers to questions without elaboration	Peer discussion shows more relaxed use of English and social equality.	Some responses reflect cultural values like family importance and school activities.
Strategic Competence	High usage of self-repair, repetition, fillers, and code-switching	"uh uh" "unsa to?" Restating phrases like "I do my, I see, ah..."	Learners employ strategies to continue conversation and manage breakdowns.	Evident resilience and problem-solving in real-time language use.
Discourse Competence	Limited use of cohesive devices; basic thematic linking across sentences.	"Because I want to exercise myself every day." "It makes me happy and well."	Turn-taking in peer discussion more fluid than teacher-led interactions.	Attempts to build narrative coherence through repetition and sequencing.

Grammatical Competence. Grammatical competence refers to a speaker's ability to control linguistic code—syntax, morphology, phonology, and vocabulary (Canale & Swain, 4). In classrooms at Apid Elementary School, this is where learners struggle most. Their utterances are marked by errors in verb tenses, incorrect use of articles, misplaced prepositions, and confused sentence structures.

For instance, Participant 3 says, "I like read the story and... I love doing it... it give [sic] me some information." This utterance illustrates a lack of control over verb forms and subject-verb agreement, which likely results from negative transfer from Cebuano where these grammatical forms may function differently or be entirely absent. A teacher might notice these patterns and conduct a remedial lesson on present continuous tense using visual aids and sentence scaffolds, but the challenge is systemic.

In a typical Philippine classroom, the teacher—positioned as the sole authority on "correct" English—might say, "Class, it should be 'I love doing it.' Can you say that again properly?" This correction reaffirms the top-down power dynamic, where the teacher polices language use and the students defer, often leading to anxiety or silence. This dominance can stifle experimentation, which is crucial in language acquisition.

However, these moments also represent developmental stages. Errors such as "I like read," while incorrect, show that learners are beginning to generalize rules, a phenomenon called interlanguage (Corder 112). Thus, while the classroom hierarchy can sometimes inhibit risk-taking, it can also provide structure for grammatical acquisition when reinforced with positive feedback loops.

Sociolinguistic Competence. This competence involves the appropriate use of language in social contexts, considering factors like social distance, role relationships, and cultural norms (Hymes 281). In the peer discussions, we see this component unfold in subtle but meaningful ways.

In Pair 1, Student A says: "You know hobby is important because it makes us happy, right?" This use of a tag question ("right?") signals an attempt to establish solidarity, a feature of Filipino conversational style influenced by communal values (Bautista 45). Although grammatically basic, it shows sensitivity to peer affirmation, which is a significant sociolinguistic skill.

A made-up example from another Cebuano-speaking classroom might be:

Teacher: "What do you do during weekends?"

Student: "Me, Ma'am, I always help Mama sell barbeque sa merkado (in the market)."

This response uses code-mixing, inserting Cebuano for cultural specificity. Though it breaks from "standard" English, it reflects pragmatic competence—the student is choosing language based on what is relevant and authentic in context. The key question becomes: Should the teacher correct it or accept it as a valid expression?

In more inclusive classrooms, teachers might say: "Good! You help your mother at the market—very responsible! Let's say it again in English together." This approach affirms identity while reinforcing sociolinguistic norms.

The learners in Apid display varying degrees of appropriateness in tone and formality. While they often struggle with precision, they still attempt to follow social conventions of question-response exchanges, which suggests growing awareness of contextual language use.

Strategic Competence. Strategic competence is about managing communication despite gaps in knowledge. It includes stalling, paraphrasing, asking for help, and using gestures or repetition (Canale & Swain, 31). In Apid, learners exhibit strategic competence frequently, which highlights their communicative resilience.

Consider Student B in Pair 3 who says: "My favorite happy... is in a good happy." While nonsensical, it reflects a real-time strategy—using familiar vocabulary repetitively in an effort to stay involved in the conversation. It is a clear case of semantic approximation, a common L2 strategy (Tarone 68).

Imagine this classroom exchange:

Student: "My favorite hobby is... I don't know... the one I do with... the jump-jump..." (imitates skipping rope)

Teacher: "Oh, jumping rope?"

Student: "Yes! Jumping rope! That one!"

Here, the learner uses gestures and approximations, while the teacher scaffolds the missing vocabulary. This collaborative effort allows communication to continue despite limitations. Such interactions demonstrate not only strategy but also the negotiation of meaning, a key to language development.

In peer discussions, strategic competence is also evident through the use of Cebuano fillers ("unsa to?" meaning what was that?), hesitations ("uh uh," "ah"), and repetitions. These strategies reduce communicative pressure and foster co-constructed meaning, especially when students support each other rather than waiting for teacher correction.

Discourse Competence. Discourse competence relates to the ability to produce cohesive and coherent language over longer stretches. While much of the learners' discourse is fragmented, they make several attempts at cohesion, particularly through repetition and basic conjunctions ("and," "because").

For example, Participant 1 says: "I like to read in my free time, at home, and I always do it with my family. I do it because it makes me happy." This structure, while simple, reflects an emerging control over discourse, linking ideas with logical sequencing and thematic continuity.

In Philippine classrooms, a common challenge is the limited exposure to extended speaking tasks. Students are often asked for short, correct answers rather than narrative explanations. However, when encouraged, learners can perform more complex discourse moves. A fabricated example might be:

Student: "Every Sunday, I go to church with my grandmother. After that, we go to eat halo-halo near the plaza. This is our bonding. That's why Sunday is my favorite day."

Such a response shows temporal sequencing, elaboration, and cause-effect logic. Though none of the Apid learners reached this level consistently, their peer exchanges (e.g., "I like dancing because it makes me feel calm") indicate potential for growth in discourse organization.

The shift from teacher-led drills to peer-led storytelling or discussions enhances this component, as students must think beyond sentence-level responses and engage in connected speech, an essential part of real-world communication.

The results of the study, when viewed through both quantitative and qualitative lenses, paint a multidimensional picture of Grade 6 learners' communicative competence in a rural, bilingual setting. Quantitative findings highlight sociolinguistic competence as the learners' strongest area (mean = 2.30), and this is echoed qualitatively in their ability to adjust tone and language to suit classroom conversations. For instance, tag questions and culturally embedded expressions—such as code-mixed responses referencing family activities—demonstrate learners' emerging pragmatic awareness. These behaviors reflect sensitivity to social norms and peer dynamics, which aligns with the statistically significant correlation between sociolinguistic and discourse competence ($r = 0.69$). Although not always grammatically accurate, the learners' speech displays a functional grasp of social appropriateness, suggesting that classroom interactions—especially peer discussions—are fertile ground for building sociolinguistic awareness in English as a second language.

In contrast, grammatical competence emerged as the most variable and challenging dimension (mean = 1.95, SD = 0.93), as confirmed by learners' frequent errors in verb tenses, prepositions, and sentence structure. Qualitatively, utterances like "I like read the story" or "it give me some information" reveal persistent issues likely influenced by Cebuano interference. However, these grammatical missteps also illustrate learners' interlanguage development—a sign they are actively internalizing rules. Despite its challenges, grammar was found to be the cornerstone of the other competencies, with strong correlations observed with sociolinguistic ($r = 0.82$), strategic ($r = 0.75$), and discourse competence ($r = 0.71$). This statistical interconnectedness is evident in practice: learners who demonstrate better grammatical control are more capable of expressing socially appropriate ideas, using strategies to manage gaps, and organizing coherent messages. Hence, while grammar instruction must be strengthened, it should be done in a way that reinforces other communication skills rather than being taught in isolation.

Strategic and discourse competencies, both rated as satisfactory (means = 2.10 and 2.03, respectively), reveal learners' growing ability to manage communication and organize thoughts in extended speech. Learners used strategies such as repetition, gestures, and semantic approximation (e.g., "jump-jump" for "jump rope") to stay engaged in conversation, particularly during peer tasks. These classroom behaviors reflect the consistent strategic competence seen in the data and reinforce the positive correlation between strategic and discourse competence ($r = 0.69$). Although many learners still rely on simple cohesive devices like "and" or "because," their ability to link ideas logically—seen in utterances like "I like dancing because it makes me feel calm"—indicates emerging discourse control. Encouragingly, these competencies thrive in interactive, peer-driven contexts where learners co-construct meaning. Together, the quantitative relationships and qualitative examples underscore the value of integrative teaching approaches that develop grammar, social sensitivity, communication strategies, and discourse fluency as interdependent skills essential for real-world language use.

Output of the Study: Communicative Competence Integration in Classroom Instruction

Following the analysis of the relationship among the four components of communicative competence—grammatical, sociolinguistic, strategic, and discourse competence—this section discusses the enhanced intervention plan designed to address the specific language needs of Grade 6 learners at Apid Elementary School, Toledo City, Cebu. Rooted in data that demonstrated strong correlations among these components, the plan aims to provide integrated and contextually appropriate strategies that support comprehensive communicative development. This section outlines the structure, elements, and implementation process of the enhancement plan, along with the rationale behind each phase.

Communicative Competence Integration in Classroom Instruction

Focus: Improving Communicative Competence in English

Location: Apid Elementary School, Toledo City, Cebu, Philippines

Target Group: Grade 6 Pupils

Time Frame: One Academic Year

Basis: Results of the Correlational Study Among the Components of Communicative Competence

I. Rationale

The strong correlations among the four components of communicative competence indicate that improvement in one area can positively influence others. Given that the learners are from a rural, Cebuano-speaking background, there is a pressing need to reinforce all four components of English communicative competence in an integrated and context-sensitive manner. This plan will guide interventions that bridge gaps and strengthen holistic language development.

II. General Objectives

To enhance the overall communicative competence of Grade 6 learners in English by integrating grammatical, sociolinguistic, strategic, and discourse competence into instructional and co-curricular activities.

III. Specific Objectives

1. Improve learners' grammatical competence through regular practice and contextualized language use.
2. Develop learners' sociolinguistic competence by exposing them to authentic and socially appropriate language use.
3. Strengthen learners' strategic competence by teaching effective communication strategies during breakdowns or hesitation.
4. Enhance learners' discourse competence by engaging them in activities that require coherent and cohesive speaking and writing.

IV. Proposed Strategies and Activities

Component	Strategy/Activity	Frequency	Expected Outcome
Grammatical Competence	Daily short grammar drills using real-life contexts; games like "Grammar Relay"	Daily or 3x/week	Improved sentence structure, verb usage, and subject-verb agreement
Sociolinguistic Competence	Role-playing different social situations (e.g., asking permission, greetings, formal/informal talks)	Weekly	Increased awareness of appropriate language use in context
Strategic Competence	Teach strategies like paraphrasing, asking for clarification, and self-correction using videos and dialogues	Weekly with modeling	Improved ability to manage communication breakdown
Discourse Competence	Guided storytelling, journaling, and sequencing activities using cohesive devices	Twice a week	Better flow, coherence, and organization in speech and writing

V. Support Activities

- **English Fridays:** Learners speak only in English during specified hours with the support of prepared expressions and prompts.
- **Mini Speaking Contests:** Includes storytelling, "Describe a Picture," and "Express Your Opinion" competitions.
- **Teacher Capacity Building:** Conduct LAC (Learning Action Cell) sessions on communicative language teaching strategies.
- **Use of Visual Aids and Mother Tongue Support:** Use bilingual aids (Cebuano-English) during transition lessons to reduce anxiety.

VI. Monitoring and Evaluation

Method	Tool	Schedule
Pre- and Post Testing	Communicative Competence Checklist	Beginning and end of school year
Classroom Observation	Observation Rubric	Monthly
Peer and Teacher Feedback	Reflection Logs and Rubrics	Bi-weekly
Progress Charting	Individual Language Portfolio	Quarterly

VII. Stakeholders Involved

English Teachers, Master Teachers and School Head
Parents (for home reinforcement)
Local Education Unit (Toledo City Division Office)
Community Members (e.g., Barangay for event hosting)

VIII. Sustainability Plan

Integrate communicative competence goals into the School Improvement Plan (SIP).
Develop a localized English workbook using community contexts (e.g., farming, local festivals).
Establish a "Peer Language Buddy" system where stronger learners assist peers.
Advocate for internet access and printed materials to aid exposure to authentic English content.

IX. Budgetary Requirements (if applicable)

Item	Estimated Cost
Instructional Materials (e.g., flashcards, charts)	5 000
Prizes for English Contests	2 000
Teacher Training Module	3 000
Printing of Language Portfolios	2 000
Miscellaneous	3 000
TOTAL	15 00

X. Conclusion

The enhancement plan is designed to build on the interconnected strengths of the learners' communicative competence. By using data-driven strategies and context-relevant interventions, Apid Elementary School can empower its learners to use English confidently and appropriately in both academic and real-life settings.

Rationale and Basis for the Plan

The formulation of the enhancement plan is grounded in the findings that indicated strong, positive correlations between grammatical competence and the other components of communicative competence. These relationships suggest that strengthening one area—such as grammatical accuracy—can result in parallel improvements in sociolinguistic awareness, strategic usage, and discourse coherence. Consequently, the enhancement plan was designed not as a segmented program but as a holistic, integrative approach to language development, aligning with the principles of Communicative Language Teaching (CLT). Moreover, it considers the learners' sociolinguistic context: being native Cebuano speakers in a rural setting where exposure to English is often limited to classroom instruction.

Key Components of the Enhanced Plan

The enhancement plan is structured around four interrelated pillars that reflect the components of communicative competence:

1. Grammatical Competence – Emphasis is placed on sentence construction, verb usage, and syntactic accuracy through contextualized grammar activities.
2. Sociolinguistic Competence – Learners engage in role-playing and simulations to practice using language appropriately in different social settings.
3. Strategic Competence – Teaching of strategies such as clarification requests, paraphrasing, and circumlocution enables learners to sustain communication despite linguistic gaps.
4. Discourse Competence – Activities such as guided storytelling, sequencing, and journal writing support learners in organizing their ideas clearly and coherently. Each component is embedded in interactive classroom practices designed to be both engaging and meaningful to the learners.

Instructional Strategies and Activities

The plan integrates multiple strategies to cater to the diverse needs and proficiency levels of learners. For grammatical competence, short daily drills are conducted using authentic language materials, such as dialogues, narratives, and interactive worksheets. Sociolinguistic competence is addressed through weekly role-plays involving scenarios such as asking for help, expressing gratitude, or giving directions. Meanwhile, strategic competence is enhanced through think-aloud modeling and communication games in which learners practice fixing breakdowns in interaction.

To develop discourse competence, students participate in regular writing exercises and oral activities like "Tell Me What Happened," where they narrate events using time-sequenced language and cohesive devices. In all of these, teachers serve as facilitators who provide scaffolding and feedback.

Implementation Process

The implementation of the plan is set for one academic year and follows a phased approach:

Phase I: Orientation and Baseline Assessment. The first month includes orientation sessions for teachers, learners, and parents, followed by a pre-assessment to measure the learners' current communicative competence. Tools include rubrics, observation checklists, and a simple oral diagnostic task.

Phase II: Integration of Competence-Based Activities. From months two to eight, communicative activities aligned with each competence are incorporated into the English curriculum. Teachers are provided with activity guides and weekly objectives to ensure consistency. Materials such as visual aids and conversation prompts are used to support learner participation.

Phase III: Monitoring and Mid-Year Evaluation. Midway through the plan, an evaluation is conducted using classroom observations and learner outputs such as journals and recorded dialogues. Adjustments are made based on the data gathered.

Phase IV: Enrichment and Reinforcement. During the last quarter, the focus shifts to performance-based tasks such as mini-speeches, presentations, and writing portfolios. Learners are grouped for peer interaction, allowing them to demonstrate competence in more independent settings.

Phase V: Final Assessment and Reporting. The school year concludes with a post-assessment to measure learner improvement. Results are documented and used to inform recommendations for future enhancement plans.

Stakeholder Involvement

The success of the plan relies heavily on collaboration among stakeholders. Teachers undergo training sessions to ensure they are equipped with strategies aligned with communicative competence goals. The school principal and head teacher play supervisory roles, monitoring implementation and offering administrative support. Parents are encouraged to participate through home-based activities such as reading aloud or vocabulary practice. The local education unit is engaged for additional support, particularly in facilitating teacher development and material production.

Sustainability and Future Directions

To ensure sustainability, the enhancement plan is aligned with the school's improvement plan and integrated into the English subject goals. Materials developed during implementation—such as rubrics, worksheets, and activity guides—will be archived for continued use in succeeding years. Moreover, a proposal for a localized Cebuano-English module is under development to further bridge learners' first language and second language learning.

The enhancement plan offers a comprehensive and data-informed strategy for improving communicative competence among Grade 6 learners at Apid Elementary School. By addressing all four components—grammatical, sociolinguistic, strategic, and discourse—in an integrative manner, the plan promotes balanced language development. Furthermore, its participatory, contextual, and reflective process ensures relevance and adaptability to the unique linguistic and educational setting of the learners. Ultimately, the success of this plan lies in its potential to transform language instruction into a more meaningful, learner-centered, and empowering experience.

Summary of Findings

This study assessed the communicative competence of Grade 6 learners at Apid Elementary School in Toledo City Division to inform the development of a contextually responsive language teaching program. Employing a descriptive-correlational research design, the study utilized the MACCS (Mizzou's Assessment of Classroom Communication Skills) rubric to evaluate learners' grammatical, sociolinguistic, strategic, and discourse competencies. Results revealed satisfactory levels across all four components, with sociolinguistic competence emerging as the strongest and grammatical competence as the most variable. Strong correlations were found between grammatical competence and the other three domains—sociolinguistic, strategic, and discourse—affirming the foundational role of grammatical knowledge in holistic communicative performance. Learners displayed significant grammatical challenges, such as errors in verb tenses and sentence construction, often influenced by negative transfer from Cebuano. However, these errors also reflected developmental stages of interlanguage acquisition. Learners demonstrated sociolinguistic competence through peer affirmations and culturally relevant code-mixed expressions, showcasing their awareness of context. Strategic competence emerged as learners used paraphrasing, gestures, and repetition to bridge communication gaps, demonstrating resilience and engagement. Though limited in complexity, discourse competence emerged through learners' ability to sequence ideas using basic cohesive devices like "and" and "because." Overall, the findings confirm that communicative competence is not a collection of isolated skills but an interconnected system where gains in one area reinforce others. The study recommends an integrated language enhancement plan that addresses these four competencies collectively, leveraging both classroom instruction and peer interaction to build real-world English proficiency among rural learners.

CONCLUSION AND RECOMMENDATIONS

This section presents the conclusions and recommendations of the study.

Conclusion

These findings affirm that communicative competence is not a set of isolated skills but an integrated system in which each component reinforces and supports the others. The findings carry significant implications for English language teaching in rural, multilingual contexts like Apid Elementary School. Given the learners' background as native Cebuano speakers with limited exposure to English beyond the classroom, the study highlights the importance of integrated instructional approaches that promote all four components of communicative competence. Language instruction should not focus solely on grammar or vocabulary but must also address context-appropriate language use, strategic management of interaction, and coherent organization of ideas. The enhancement plan developed in this study reflects this holistic approach, providing a practical model that educators can implement and adapt to similar contexts.

Moreover, the results advocate for teacher training programs that equip educators with the tools and strategies necessary to foster communicative competence. Stakeholder involvement—particularly from parents, administrators, and local education units—is also essential to create a supportive language-learning environment both in and outside the classroom. Thus, this study confirms that communicative competence is a dynamic, interconnected construct. Strengthening one area can lead to improvements across others, reinforcing the need for balanced, learner-centered, and contextually grounded English language instruction.

Recommendations

Based on the result of the study, recommendations on the utilization of the findings, future research directions, and specific strategies to address issues were made.

1. Implementation of the Proposed Enhancement Plan - Communicative Competence Integration in Classroom Instruction

With the learners' satisfactory level of communicative competence found out in all four key components, the school ensures that the teachers will integrate the **Enhancement Plan** into the English Curriculum. This aims to attain a very satisfactory level and eventually excellent level of communicative competence among the learners. Teachers will incorporate the proposed activities and strategies into the regular English teaching program and adopt a competency-based instructional framework by aligning daily lesson planning with the four components of communicative competence—grammatical, sociolinguistic, strategic, and discourse to ensure sustained development of all four communicative competencies and to promote holistic language learning. Learners' progress will be monitored utilizing the communicative competence rubrics and observation checklists developed in the study for ongoing formative and summative assessment.

2. Policies

The school will adopt specific policies and classroom strategies to address issues on communicative competence. First, for limited **grammatical proficiency** it is essential to provide grammar instruction that is contextualized within local themes and real-life situations relevant to the learners. Incorporating visual aids, interactive games, and sentence-building activities can further reinforce grammatical concepts, making learning more engaging and effective. Second, for weak **Sociolinguistic Awareness**, designing role-plays and dialogues that simulate authentic social interactions can significantly enhance their ability to use language appropriately. Additionally, inviting local community members—such as officials or parents—to participate in conversational sessions offers learners valuable real-world exposure to diverse communication styles. Third, for challenges in **Strategic Competence**, teachers should model and encourage the use of communication strategies like asking for clarification, rephrasing statements, and requesting for repetition of utterances. Group activities that require collaboration provide practical opportunities for learners to apply these strategies in dynamic and supportive environments. Fourth, for low **discourse coherence**, this can be tackled through activities such as guided storytelling, journaling, and paragraph writing, which emphasize the importance of cohesion and logical sequencing. Explicit instruction on cohesive devices, including transition words like *first*, *then*, and *finally*, helps learners organize their thoughts clearly and fluently. Lastly, for **rural language exposure gaps**, schools can establish "English Zones" or designate "English Hour" periods where English is consistently used, increasing learners' daily interaction with the language. Creating a print-rich environment with English posters, charts, and bilingual signs also provides constant visual reinforcement and encourages language use beyond the classroom.

3. Future Research Directions

The results of the study suggest that the **Enhancement Plan** will be utilized and to ensure its sustainability, the enhancement program incorporating communicative competence will be included and prioritized in the School Improvement Plan (SIP) for funding allocation and material development. In addition to that, the school will conduct school-based training for teachers where they share the study's findings and enhancement strategies through Learning Action Cell (LAC) sessions to equip teachers with effective communicative language teaching approaches.

The recommendations presented aim to bridge the gaps identified in the learners' communicative competence by providing actionable, research-based strategies tailored to their rural and multilingual context. By utilizing the findings in instructional planning, pursuing further research on language learning dynamics, and implementing specific interventions that target grammatical, sociolinguistic, strategic, and discourse development, educators can significantly enhance learners' ability to communicate effectively in English. These recommendations not only support the immediate needs of Grade 6 learners at Apid Elementary School but also serve as a foundation for broader, sustainable improvements in English language education across similar learning environments.

REFERENCES

- Abdulrahman, N., Emad A. S. (2019). *Linguistic competence, communicative competence and interactional competence*. *International Journal of Computer and Technology* Vol 19. <https://rajpub.com/index.php/ijct>
- Ahmed, S. S. (2022). *From communicative competence to communication proficiency: A theoretical study acuity journal of English language pedagogy literature and culture* DOI:10.35974/acuity.v8i1.273 <https://www.researchgate.net/publication/3613682599>
- Alqueza, J. R. (2010). *The academic performance in English of the Grade Six pupils in Bato Elementary School, school year 2008–2009: Basis for remedial measures* [Unpublished master's thesis]. University of the Visayas.
- Alvarado, C. (2023). Communicative competence in spiral progression curriculum: A study reinforcing the implementation of MATATAG curriculum in the Philippines. *Journal of Humanities and Education Development*, 5(6), 11–29. <https://www.researchgate.net/publication/375674577>
- Ambridge, B., & Lieven, E. V. M. (2011). *Language acquisition: Contrasting theoretical approaches*. Cambridge University Press.
- Antiviola, M. L. (2023, October 17). Filipinos' declining English proficiency alarms foreign business groups. *BusinessWorld*. <https://www.bworldonline.com/top/stories/2023/10/17/551860/filipinos-declining-english-proficiency-alarms-foreign-business-groups>
- Arcate, R. T. (2011). *The English grammar competence of senior high school students of St. Alphonsus Catholic School: Proposed instructional module* [Unpublished master's thesis]. University of the Visayas.
- Azar, B. S. (2002). *Understanding and using English grammar* (3rd ed.). Pearson Education.
- Azar, B. S. (2003). *Fundamentals of English grammar* (3rd ed.). Pearson Education.
- Barrot, J. S. (2011). *Grammar first: A communicative way in learning grammar* (1st ed.). Rex Publishing Company.
- Bautista, M. L. S. (2004). *The Filipino bilingual's competence: A model based on an analysis of Tagalog-English code switching*. Linguistic Society of the Philippines.
- Bejer, J. C. (2011). *Grammar enhancement training workshop of the selected teachers in MTM Cebu Languages Institute Incorporated, Banilad Campus* [Unpublished study]. University of the Visayas.
- Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). Pearson Education.
- Byram, Michael. *Teaching and Assessing Intercultural Communicative Competence. Multilingual Matters*, 1997.
- Cabonilla, H. R. (2015). *English language proficiency of senior college student* [Unpublished thesis]. University of the Visayas.
- Camay, N. V. (2012). *English grammar remedial class for graduating pupils of Alejos Elementary School, Bato, Leyte: A proposed module* [Unpublished thesis]. University of the Visayas.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Celce-Murcia, M. (Ed.). (2008). *Teaching English as a second or foreign language* (3rd ed.). Heinle & Heinle.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press
- Corder, S. Pit. *Error Analysis and Interlanguage*. Oxford University Press, 1981.
- Fauziati, E. (2015). A state of the art of communicative competence theory. *Ahmad Dahlan Journal of English Studies*, 2(2), Article 2221. <https://d1wqtxts1xzle7.cloudfront.net/75627296/2221>

- Goldstein, B., Waugh, J., & Linsky, K. (2007). *Grammar to go: How it works and how to use it* (4th ed.). Wadsworth Cengage Learning.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Penguin.
- Kurniati, R. I. (2022). *English education study program* [Undergraduate thesis, State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto]. UIN SAIZU Repository. <https://repository.uinsaizu.ac.id/15150/3/>
- Larsen-Freeman, D. (2001). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.
- Lemetyinen, H. (2012). *Language acquisition*. Retrieved from <https://www.simplypsychology.org/language>. Html
- Murphy, R., & Smalzer, W. R. (2002). *Grammar in use intermediate* (2nd ed.). Cambridge University Press.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.
- Paris, A. S. (2014). *English proficiency among high school students in a diocesan school* [Unpublished thesis]. University of the Visayas.
- Rahman, A. M., & Ahmed, S. (2017). A study of communicative competence. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 4(5), 70–75. <https://doi.org/10.20431/2349-0381.0405008>
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Routledge.
- Rundle, B. (1979). *Grammar in philosophy*. Clarendon Press; Oxford University Press.
- Sapon, M. S. (2012). *English language exposure and proficiency of fourth year students, Limbaan National High School* [Unpublished thesis]. University of the Visayas.
- Savignon, S. J. (1997). *Communicative competence: Theory and classroom practice* (2nd ed.). McGraw-Hill.
- Savignon, S. J. (2002). Communicative language teaching: State of the art. *TESOL Quarterly*, 36(2), 235–253. <https://doi.org/10.2307/3588331>
- Sinclair, C. (2007). *Grammar: A friendly approach*. RefineCatch Limited.
- Tarone, E. (1981). Some thoughts on the notion of communication strategy. *TESOL Quarterly*, 15(3), 285–295. <https://doi.org/10.2307/3586754>
- Tomasello, M. (2005). *Constructing a language: A usage-based theory of language acquisition*. Harvard University Press.