



INTERPRETING THE USE OF COMMUNICATIVE APPROACH AS EXPERIENCED BY LEARNERS IN PUBLIC SECONDARY SCHOOLS LEARNERS

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Abstract:

This study aimed to explore the use of the communicative approach experienced by public secondary school learners in their English classes. Employing a hermeneutic qualitative research design, the study sought to understand students' perceptions, emotions, and the impact of the communicative approach on their language learning experiences. A purposive sampling method was used to select participants who could provide rich and meaningful insights. Data were gathered through in-depth interviews and observations, ensuring a comprehensive understanding of the learners' experiences within the context of language learning. The findings revealed improved student outcomes, including heightened self-confidence, enhanced communicative and English-speaking skills, a participatory approach, an interactive learning environment, and practical language application. The Communicative Approach, praised by participants, emphasized real-world communication, interactive tasks, and group activities. It fostered self-confidence, authentic language use, grammatical accuracy, active participation, language proficiency, and public speaking skills. It equipped learners with valuable skills for effective real-life communication.

Keywords: communicative approach, communicative language teaching, speaking confidence, real-world communication, phenomenology, Philippines

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1. Introduction

As a teacher, I have always believed that teaching is not just a profession but a journey of seeing my students appreciate discovery and growth in using English confidently in the classroom and in real-life situations. One day, I turned our class into a scenario of a tourist destination with role-plays like hopping into stores, asking for directions, and helping fellow tourists. The room was energetic and fun-filled, with laughter, silly mistakes, and brave speaking attempts. There were hesitations to talk at first; some stammered, and others were timid, but I saw my learners not just practicing English but learning how to connect, express themselves, and solve problems through language. That day, my goal as a teacher again resonated with me that my learners' voices matter. From these voices, they will learn deeply in school and beyond.

Throughout the decade of my teaching career, I have seen how the English language continues to shape the landscape of 21st-century education. In every training I attended, we were taught that English has served as a subject to be taught and an opportunity for the wider world. Beyond our school walls, it echoes across continents as the language of international dialogue, global commerce, and innovation sprouted from communicating using the English language. From scholarly articles to online platforms, from boardrooms to casual conversations among people from different cultures, English has become the common ground. It carries the world's evolving knowledge, whether in science, economics, or technology, engaging in the global community.

Moreover, from its global essence, it has made significant progress on its journey. The English language is not just predominantly used by the worldwide community, but also as the language that is linked with every academic and professional field nationally. Thus, it dominates the field of education, serving as a key medium for knowledge dissemination, scholarly Research, and collaboration. As it continues to evolve, English remains a powerful tool for connecting cultures, fostering understanding, and shaping the future of global communication (Toro, 2018; Idham *et al.*, 2022; Rajitha & Alamelu, 2020).

Teaching English as a second language in schools should prioritize fundamental activities to enhance the teaching-learning process. The goal is to improve second language acquisition among students and help them learn how to connect from the school context to the world beyond school. Moreover, the delivery of language instruction should be executed using the most appropriate approach, capturing the voices of those who believe they belong in every conversation. This includes creating inclusive, interactive environments where learners feel empowered to express themselves freely. By fostering real-life communication skills, teachers equip students with the confidence and competence needed to thrive in diverse social and academic settings.

In this sense, the students' lenses on how they perceive the use of the communicative approach in the classroom were not considered in previous studies. Moreover, I observed a need to consider such communicative approaches and practices

in the school, as they were not examined and evaluated. The reviewed literature and previous studies emphasize the importance of the communicative approach in teaching and the factors and challenges influencing its implementation; however, only a few have explored learners' perceptions and attitudes toward its use in the classroom. With this, I needed to prove that students' perceptions of the communicative approach are fundamental in language teaching practice. As an English teacher, I considered students' views on using communicative strategies in the classroom, which are crucial for focusing more on their skills than systems, thus creating learner-centered lessons relevant to real-life situations. This empowers students to take an active role in their learning and develop confidence in using the language meaningfully.

In line with this growing importance, communicative language teaching as a method of the 21st century in learning the English language plays a vital role. Educators must actively work on teaching simply by not taking too much time from the students. Still, by covering a simple topic and one point and progressing into a more complex one, the learner can implicitly create meaning. This approach promotes better comprehension and encourages independent thinking and deeper engagement with the language. It also fosters authentic communication skills that prepare learners for real-world interactions beyond the classroom. (Paredes *et al.*, 2019; Bao & Wang, 2023; Beare, 2023).

Since nothing has been conducted on the same study yet, I desired to look deeply into the learners' experiences and aimed to interpret the use of Communicative Approaches as experienced by public secondary school students of Irineo L. Santiago National High School of Metro Dadiangas. My research focused on an interpretive phenomenological analysis of the richness of the experiences and perspectives of the target Junior high school learners engaged in communicative approaches employed in the teaching and learning process.

2. Research Questions

As a researcher, I aimed to have an in-depth understanding and interpret students' lived experiences in a public Secondary school using communicative approaches. Specifically, to arrive at this overall aim, my study answered the following questions:

1. How do the students describe the communicative approach they experienced in the class?
 - 1.1 How do the students perceive a communicative approach?
 - 1.2 How do the students feel about using a communicative approach as they experienced it in class?
 - 1.3 How does the communicative approach affect the students?

3. Methodology

3.1 Research Design

This study utilized a qualitative approach, particularly hermeneutic phenomenology, to explore how Grade 10 learners experience and perceive using the communicative approach in language learning. By focusing on their lived experiences, the study aimed to better understand how this approach influences their language acquisition process.

This design also allowed me to uncover the nuances of learners' attitudes and perspectives toward communicative practices in the classroom. Through this, I could highlight the significance of their voices in shaping language teaching strategies.

A phenomenological investigation delves into people's experiences and emphasizes their emotional responses to a phenomenon. One of the primary objectives of phenomenology is to establish a strong foundation for knowledge, countering skeptical challenges to rationality and its methodologies (Giorgi & Giorgi, 2003).

Moreover, hermeneutic phenomenology does not formalize an analytical approach to the phenomenon's context. It frequently suggests analyzing literature to identify meaning and allow interpretation, focusing on understanding the sensation of experience. Moreover, it supports the idea that description is an interpretive process and that hermeneutics can best interpret a phenomenon. The central focus of interpretive phenomenological analysis is understanding a person's lived experiences and how people attach meanings to them. It aims to offer an understanding of how a specified person, in each context, makes sense of a given phenomenon (Oerther, 2021).

3.2 Research Participants

This study comprised the twenty (20) Grade 10 Special Program in Journalism students officially enrolled at Irineo L. Santiago National High School of Metro Dadiangas, Dadiangas South, General Santos City, as participants for the school year 2023-2024.

In this study, purposive homogeneous sampling was used to help understand a concept or a theory. Even if the sample population is not statistically representative of the larger population under consideration, researchers who practice purposeful sampling carefully plan how they will create their sample population. A homogenous purposive sample is different from a maximum variation purposive sample in that it is chosen because members of the sample have a shared characteristic or shared set of characteristics. This ensures that the study focuses on participants with relevant and similar experiences, making the findings more specific and insightful. As the name implies, researchers went to this community on purpose because they believe these people fit the profile of the people they need to reach, allowing for a more in-depth exploration of the phenomenon being studied (Crossman, 2017; Alchemer, 2023).

3.3 Data Collection

In this study, I used in-depth interviews to engage participants conversationally, focusing on open-ended questions that encouraged discovery. The goal was to gain insights into

their viewpoints, experiences, and feelings about the communicative approach. While in-depth interviewing is a valuable qualitative method, it has limitations as a standalone research technique, especially in media applications. This approach also allowed for a deeper understanding of participants' experiences and perceptions, enriching the study's findings (Rutledge & Hogg, 2020).

I identified the participants and the site for this study based on the people and places that would best help me understand the phenomenon. For practical reasons, I limited the study to 20 participants due to time constraints, as qualitative research requires considerable time, and having more participants would significantly extend the duration of the study.

During the interview, I asked questions and recorded responses while remaining neutral to ensure participants shared their honest perspectives. I fostered a respectful, non-judgmental environment to encourage open sharing, ensuring the authenticity of the data. I also took time to build rapport with the participants to make them feel comfortable and engaged in the process. Additionally, I upheld confidentiality and ethical standards to maintain the integrity of the study.

3.4 Analysis of Data

I analyzed the data using coding and thematic analysis, which was anchored on Gadamer's Hermeneutic data analysis model. Hermeneutics is about understanding and interpreting the human experience. It focuses on digging into the details and often overlooked aspects of an experience to find meaning and gain a deep understanding (Kafle, 2013a; Castleberry & Nolen, 2018).

Additionally, as a research method, hermeneutics aims to create detailed written descriptions of the phenomena under study. This involves reflecting on different layers to enhance understanding, using expressive and descriptive language, and interpreting the meaning behind participants' experiences within their contexts. Delving into these layers, hermeneutics helps uncover more profound insights and provides a more nuanced understanding of the participants' lived experiences (Kafle, 2013b).

With this model in this study, I read the data and marked segments, each labeled with a "code." The code suggested how the associated data segments addressed the research objectives. When coding was complete, the analyst prepared a report that summarized the codes that consistently surfaced, discussed similarities and differences, or showed relationships between one or more codes.

To analyze the data, I first organized and prepared it for review. I carefully examined the interview responses and then began coding to identify key categories and themes. This process helped me describe the settings and participants in detail. I reflected on the connections between the themes to ensure a deeper understanding of the participants' experiences. I then arranged the findings into a narrative format and interpreted the data to draw insights, uncover meanings, and highlight questions for further exploration.

4. Literature Review

4.1 The Communicative Approach

The communicative approach is a well-established and widely recognized method for teaching languages, especially English. It has played a key role in language learning for over 50 years. It focuses on developing learners' understanding of a foreign language's meaning and semantics while improving their proficiency using the linguistic tools necessary for effective communication. Prioritizing real-world language use fosters fluency and confidence in learners. By doing so, teachers create an authentic and meaningful learning environment that fosters linguistic competence and confidence, as this approach equips students with practical skills for clear and meaningful communication (Holbekova *et al.*, 2021).

The Communicative Approach, commonly known as communicative language teaching (CLT), strongly emphasizes interaction and problem-solving to learn English—or any language, for that matter. As a result, it frequently emphasizes tasks like role-playing, pair work, and group work. It shifted the focus of traditional language instruction away from the teacher-centered classroom and toward the active use of actual language in language learning and acquisition. Students attend class to learn English communication, and an analysis of their needs suggests that the emphasis should be on communication rather than grammar and vocabulary (Azimova, 2020; Kasumi, 2015; Toro *et al.*, 2019).

In line with this growing importance, communicative language teaching (CLT) as a method of the 21st century in terms of learning languages undoubtedly takes a significant place in secondary schools through communicating real meaning successfully and meaningfully. Learners are involved in honest communication, so their natural tendencies and strategies for language acquisition will be utilized. This will encourage and allow them to learn to use the language effectively (Akmajian *et al.*, 2017).

Motivated by this goal toward active communication, the approach is grounded in the idea that language proficiency is best acquired through genuine and meaningful interactions. This is founded on the notion that acquiring language proficiency is best achieved through engaging in genuine communication, where learners actively convey real meaning. By participating in honest communication, learners naturally employ effective strategies for language acquisition, enhancing their ability to use the language proficiently. When actively involved, learners naturally find ways to learn the language better. This, in turn, makes it easier for them to use the language with skill and proficiency (Uzoma & Ibrahim, 2018).

However, honest conversation and interaction are learning goals in the communicative approach and the mechanism through which it happens. This emphasizes that meaningful communication is both the process and the outcome, fostering authentic language use among learners. This means that the Communicative Approach aims to develop the learner's competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations, as

opposed to focusing on the acquisition of grammar and vocabulary (grammatical/linguistic competence). We attend class to acquire English communication skills. Analysing learners' needs suggests that the emphasis should be on communication rather than, for instance, grammar and vocabulary (Badger, 2019; Johnson, 2018).

Teaching language with practical ideas, directions, and instructional methods is crucial in modern teaching and learning. Finding the most suitable and efficient teaching method is crucial for language learning classes to acquire the approaches and strategies appropriate for a specific circumstance. Hence, identifying the most appropriate and effective teaching methods is essential for language learning. Many theories have been developed over time to address the demands of the students. However, many modern theories have been created and used in various diverse techniques and applications due to the quick development of social and cultural settings (Dos Santos, 2020; Khalil & Semono-Eke, 2020).

4.2 Communicative Approach and the Learning Environment

Teaching English and other foreign languages is becoming more difficult due to the expanding demand for fluent communication abilities in today's worldwide society. Students must be provided with the foundational communication skills necessary in various interactive, real-world settings outside the classroom. Traditional language education techniques are criticized for not effectively enhancing students' speaking and listening abilities since they emphasize grammar and vocabulary more than communication skills. Language teachers worldwide have considered the usefulness of communicative teaching methods (hence CLT) in increasing students' fluency and communication abilities.

Given these challenges, students' fluency and communication abilities are greatly influenced by the language ideologies of both teachers and students. These ideas strongly influence how people learn and use language in class and everyday life. What teachers and students believe about language affects how it is taught, how involved students are, and how well they learn. When positive and supportive language ideologies are fostered, they create an environment that encourages meaningful communication and enhances language proficiency beyond the academic setting, preparing learners for real-life interactions. (Johnson, 2018; Barkhuizen, 2019; Chahinez, *et al.*, 2023).

Building on this, applying the communicative approach involves adopting specific perspectives on the ideal practices within an English classroom. This approach can be implemented through various methods, with Communicative Language Teaching (CLT) being one of them. In this approach, language takes center stage as the primary content of classroom interaction. The application of language must be meaningful and interactive simultaneously. The environment undoubtedly plays a vital role in developing communicative competence. Learners might struggle to discern the appropriate contexts for employing these expressions without exposure to how linguistic expressions are used. Indeed, as learners strive to attain grammatical competence, they interact with their

environment in both suitable and unsuitable manners (Mulyanah *et al.*, 2018; Kurniawan, 2022).

In a classroom using the Communicative Approach, learning feels more natural. Students memorize grammar rules and use them while talking, sharing ideas, and working together. This interactive process helps them internalize language structures more effectively while building confidence in real-life communication. The lessons are carefully planned, with each part connecting to the next, all built around a straightforward way of teaching that makes learning meaningful and accurate. In everyday interactions, we convey ideas, beliefs, emotions, and attitudes, constructing and maintaining our positions in diverse social contexts using appropriate linguistic forms. This underscores the significance of communication skills in education and human languages (Atabayev & Tursunovich, 2023).

In this regard, applying communicative language teaching to English Language Teaching can offer several potential advantages. It is recommended to use materials that reflect real-life or everyday situations and avoid artificial ones. The communicative approach's capacity to enhance students' social skills has the potential to enhance the overall educational process. Teachers of English can refine their classroom interaction management skills through this approach. Moreover, since CLT primarily aims to develop social competence, students have the opportunity to cultivate this skill. The main conclusion drawn from the study is that communicative competence should be a fundamental objective in any language instruction program (Kurniawan, 2022).

Furthermore, educators can employ the communicative approach in language teaching to enhance students' proficiency in communication practices. This method emphasizes practical, real-life communication to boost students' proficiency in using the language effectively. Additionally, this approach can contribute to improving students' social skills. However, it is crucial to incorporate other pertinent teaching strategies to enhance students' mastery of language knowledge. However, how language is utilized and acquired within and beyond the classroom is shaped by teachers' language ideologies and the students in the class (Wiyono & Gipayana, 2019; Barkhuizen, 2019).

4.3 The Goal of the Communicative Approach

The goal of the communicative approach is to support students' growth in communicative competence, which is the capacity to apply appropriate grammar and linguistic structures in various real-life situations and adapt their language use based on context. This approach emphasizes accuracy, fluency, social interaction, and cultural awareness, enabling learners to communicate effectively in diverse settings. Students develop confidence in using language naturally and appropriately across different communication scenarios by engaging in meaningful conversations, problem-solving activities, and real-world simulations.

Thus, by engaging in listening, speaking, reading, and writing activities, students can improve their grammar and vocabulary through authentic material. The dull ESL textbook might be supplemented with authentic material or eventually replaced.

Through repeated oral practice and peer collaboration, communicative language instruction techniques aim to enable students to communicate confidently in various real-life circumstances. Communication serves as both the means and the end in CLT. The teaching approach should incorporate realistic content and authentic examples from actual experiences. This ensures that genuine language is used, reflecting the speech of actual speakers with a real audience and an authentic message, promoting natural communication. (Bykova, *et al.*, 2018; Sanako, 2021; Sengsri & Phoeun 2021).

To support this, ESL lesson planning frameworks help teachers integrate grammar and vocabulary with key language skills in line with the communicative approach. The Communicative Approach is a creative but organized approach to teaching English. Using the Communicative Approach, grammar instruction can be imaginatively incorporated with a speaking lesson. Authentic content, including songs, newspapers, movies, and comic books, is essential to helping students learn English in an engaging and relevant way. However, using actual material solely to have fun during class is not the intention. Instead, authentic materials should support meaningful, goal-oriented language use.

Building on this foundation, CLT is one of today's most effective and impactful language teaching methodologies. Its goal is to produce language teaching tools that assist educators in developing more speaking-based language classes and helping their students acquire stronger communication skills. Language is primarily used to facilitate communication. The CLT approach focuses on interaction in a face-to-face foreign language class or online language learning session, where students speak and converse in the target language for most of the class time.

In line with this interactive focus, communication skills are taught through real-life situations that require meaningful exchange. Life circumstances that need communication are used to teach communication skills. The communicative approach to language teaching might give learners questions about the outcomes of the classroom, in contrast to the audiolingual method, which is built on repetition and execution exercises, which change based on their replies and reactions. The simulations of real-life change every day. Students' desire to have meaningful conversations about relevant subjects drives them to learn. They broaden the scope of the educational process, making it more fascinating, effective, and acceptable. Their regular use in foreign language classrooms improves cognitive activity and general enthusiasm for learning in learners and students (Amanov, 2023).

There have been many centuries of language education, and those centuries have seen changes. Latin was the most studied foreign language around 500 years ago. In the West, it was the primary language of instruction, business, church, and government. Later, due to political developments, French, Italian, and English superseded Latin. Children in England between 1500 and 1700 attended grammar schools where they memorized foreign languages. This implied little genuine dialogue and much grammar, memorization, and translation.

In contrast to learning grammar and vocabulary rules, this article provides an overview of the growth in foreign language teaching for genuine communication. Most teaching professionals now emphasize the teaching process, including how to develop lessons using all you have learned, your current teaching environment, and any original ideas you may have. As a result, English is today regarded as a universal language and is taught as a primary foreign language throughout the world (Mirzayev & Oripova, 2022).

Around the world, the Communicative Approach is used in diverse school environments. It is easier to implement in smaller classes of up to 15 students. However, with proper training and experience, it can also be applied effectively in larger classes of 40 or more, where methods like the Direct or Audio-lingual approaches are more common. A major driver of its adoption was the influx of refugees into developed countries, which required new teaching methods to integrate learners from diverse linguistic backgrounds quickly. Developing sociocultural and sociolinguistic skills, crucial for integration, depends significantly on communication. To support this, fostering interpersonal relationships, maintaining a positive classroom atmosphere, and emphasizing the practical relevance of lessons are key. Incorporating authentic experiences like role-playing, cultural immersion, and real-world interaction further enhances students' adaptability, confidence, and understanding of cultural nuances, preparing them for real social and professional settings (Yuldasheva, 2019).

4.4 Language Learners

Learning grammar goes beyond comprehending and memorizing rules; it also entails *"attempting to apply these rules in spontaneous, real-time communication."* Proficient language users will formulate strategies to effectively convey meanings, utilizing the new grammar system to communicate in unfamiliar situations. The communicative approach places the student at the center of the learning process. Thus, in contrast to earlier approaches like audiolingual and the direct method, the role of the instructor has altered. The role of the teacher is now that of a facilitator in the educational process. A variety of practice activities should be made available to learners to aid in improving their communicative ability. There is potential for activities and exercises that guarantee students practice communication in a more regulated manner, focusing on improving correctness, even though the goal is an authentic conversation (Oxford, 2017).

To build on this learner-centered foundation, fluency-building exercises are essential components of a Communicative Approach lesson. These allow students the chance to transmit meaning. Activities in the Communicative Approach typically favor student-student interaction and maximize learners' speaking chances because the teacher is no longer the focal point of education. The learning activities can be utilized to provide language learners with practice, and the amount of assistance provided may change depending on the lesson's stage, goal, and skill level of the students. However, it is important to emphasize that preparing learners with the necessary skills is integral for

completing activities and developing their communicative ability (Heredia & Zakime, 2018).

It was elucidated that school-based foreign language instruction aims to develop fundamental abilities, with communicative competence—the capacity and readiness to interact with others in a foreign language—being a crucial one. The foreign language can be challenging to learn, however. The primary issues remain the same as before: a lack of active oral practice, a lack of a setting conducive to dialogue in a foreign language, and the presentation of educational material in textbooks without regard to the principles of individualization and differentiation of instruction. Applying progressive teaching principles in the lesson will help solve this issue. Additionally, they elaborated that the primary research methodology uses a pedagogical experiment to gauge how much students' communicative competence is developing. A content analysis of textbooks for foreign languages was also utilized to find suitable places to put the principles of developmental learning into practice (Bykova *et al.*, 2018).

To further support the development of communicative competence, learner attitudes toward feedback and correction must also be considered. Teaching a foreign language raises a student's level of language proficiency through maximal exposure to the language and minimal student error. Numerous ways have been devised to achieve the objective. Giving feedback throughout the formal speaking classes is one of the ways. However, learner attitudes regarding correction are a crucial element. Most learners said they preferred to get gentle corrections after finishing their turn. According to the findings, teachers must know how students feel about receiving oral corrective comments. This emphasizes the need for a supportive environment where feedback fosters students' confidence. (Sakiroglu, 2020; Rice, 2021).

4.5 Reflections on the Communicative Approach

The Communicative Language Teaching method plays a vital role in teaching foreign languages and has had a global impact on teaching English. Language serves as a means of communication, and language learning aims to attain communicative competence. In social settings, language users are expected to fulfill specific communication functions, such as making promises, extending invitations, and declining invitations (Zhao, 2022). Building on this, Communicative Language Teaching (CLT) has become an increasingly popular and practical approach to language instruction. It stands out as an impactful approach. Its popularity is steadily increasing, and there is a strong expectation that it will consistently deliver effective results in language learning. This method prioritizes communication as a central aspect of language acquisition, emphasizing real-life situations and practical language use. As a result, CLT is gaining recognition and acceptance in language teaching (Garcia, 2017).

Additionally, teachers should incorporate Communicative Language Teaching (CLT) activities in the classroom to boost student engagement and participation, resulting in enhanced academic performance. Equally, the prevalence of teacher-centered classrooms should decrease. In summary, there is a call for heightened promotion and

adoption of CLT within educational environments. This result suggests a pressing need for increased emphasis and active encouragement of integrating and accepting Communicative Language Teaching (CLT) within educational settings. It underscores the importance of promoting CLT as a theoretical concept and a practical and widely adopted approach to language instruction. This call implies a desire for more widespread recognition of the benefits of CLT and a collective effort to implement its principles and methodologies in various educational contexts. The aim is to create an environment where CLT becomes a central and valued aspect of language education, contributing to students' more effective and engaging language learning experiences (Ahmed, 2018; Uzoma & Ibrahim, 2018; AL-Ghafri, 2021 & Al Gharni & Almuhammadi, 2019).

Moreover, in the study of Paredes *et al.* (2019), using CLT more frequently and integrating additional strategies is essential to aid students in cultivating communicative competence and fostering increased engagement in oral activities. The study's results further indicate that students benefit from metalinguistic and elicitation feedback, contributing to improving their communicative skills. This feedback mechanism enables learners to recognize and rectify their mistakes while receiving input from the teacher during oral interactions.

This feedback mechanism plays a vital role in language learning by providing learners with valuable insights into their performance. When students receive metalinguistic and elicitation feedback during oral interactions with the teacher, they are given constructive comments about the structure, form, or use of language. Metalinguistic feedback involves discussing the language, pointing out errors, or suggesting improvements in grammar, vocabulary, or pronunciation. This helps learners become more aware of the intricacies of their language. Elicitation feedback, on the other hand, prompts learners to think and respond, encouraging them to participate actively in the correction process. Instead of being told the correct answer, students are prompted to recall or reconsider the right way to express themselves. This engagement enhances their cognitive involvement in the learning process.

By incorporating metalinguistic and elicitation feedback, learners become conscious of their mistakes and actively engage with the language, making corrections and adjustments in real-time. This interactive approach fosters a deeper understanding of language nuances and contributes significantly to developing communicative competence. It creates a dynamic learning environment where students are not just passive recipients of information but active participants in their language acquisition journey (Bao & Wang, 2023).

Moreover, teachers can employ the communicative approach in language instruction to enhance students' proficiency in communicative practices. Additionally, by incorporating it, educators can enhance students' social skills. As students engage in meaningful conversations, collaborative activities, and interactive exercises within the communicative approach, they improve their language skills and develop essential social competencies. These may include effective verbal and non-verbal communication, active listening, expressing ideas clearly, and understanding the nuances of social interactions.

By embracing the communicative approach, educators contribute to students' holistic development, helping them become proficient communicators necessary for effective interpersonal interactions in various contexts. This approach prepares students to engage in real-world conversations, both academically and socially, confidently (Wiyono and Gipayana, 2019).

The communicative approach creates a friendly and natural learning environment, making it imperative for widespread implementation in the future. Students with a learning environment that allows ample opportunities to use English in the classroom are more likely to excel in mastering English through communication. In such a setting, students engage in meaningful conversations, discussions, and collaborative activities that require them to express themselves in English. They become more participative in conversations. This hands-on use of the language goes beyond theoretical understanding and allows students to apply what they have learned in real-life communication scenarios. It involves speaking, listening, comprehending, and responding in a manner that reflects practical language usage. Additionally, this approach fosters confidence in learners as they become more comfortable using the language spontaneously and naturally, preparing them for real-world interactions outside the classroom (Abu & Razali, 2019; Girma & Sarangi, 2019).

Creating an environment that encourages and facilitates regular, meaningful communication in English empowers students to master the language more effectively and confidently. It aligns with the communicative approach's philosophy, emphasizing the practical use of language for authentic communication and skill development. Moreover, such an environment nurtures students' ability to think critically, adapt to different social contexts, and engage in spontaneous conversations, further strengthening their language proficiency and real-world communication skills. It also fosters collaborative learning, where students support each other's growth and develop interpersonal skills essential for meaningful interactions. This approach enhances students' linguistic abilities and prepares them to navigate diverse social interactions with confidence and cultural awareness.

Concurrently, as to the lenses of students being able to communicate real meaning in a communicative approach, a study by Tsulaia (2023) explores how CLT supports learners in communicating effectively in real-life situations. The findings demonstrated notable success in advancing grammatical competence and oral communication skills. The results highlighted that the instructional approach strengthened students' understanding and application of grammatical rules while fostering improved verbal communication. This suggests that the teaching methods successfully achieved two key objectives: reinforcing grammatical knowledge and encouraging practical language use in conversation. The term "significant success" emphasizes the meaningful progress observed in both areas, demonstrating the approach's effectiveness. Additionally, this success reflected improvements in linguistic competence. It boosted students' confidence in using the language in real-world contexts, underscoring the importance of integrating communicative and grammar-focused teaching strategies.

Past research has shown that a communicative approach can considerably improve and increase students' communication skills. By emphasizing interaction, real-life language use, and student engagement, this approach enhances fluency and helps learners participate, fostering a more dynamic and collaborative learning environment. It also builds learners' confidence to express their thoughts without the fear of making mistakes. Over time, this promotes not only language proficiency but also the development of critical thinking and social skills.

5. Results and Discussion

This qualitative phenomenological research aimed to explore and unveil the lived experiences of Grade 10 learners in the use of the communicative approach in language learning. By focusing on their lived experiences, the study aimed to better understand how this approach influences their language acquisition process to uncover the nuances of learners' attitudes and perspectives toward communicative practices in the classroom. In presenting the results of the interviews, the study carefully wove together the voices of the participants, each one represented through a pseudonym. This deliberate choice ensured the anonymity and privacy of those whose experiences shaped the narrative, allowing their stories to be shared without compromising their identities.

5.1 Perceptions of Learners About the Communicative Approach as Used in English Class

The table presents the lived experiences of Grade 10 learners in the use of communicative approach in language learning, and it includes boost self-confidence to use the language, increase communicative skills, develop a participatory approach, enhance English-speaking skills, build interactive language learning environment, an avenue to address English language difficulty and promote the real-life application of the English language.

Table 1: Experiences of Teachers Assigned in the Last-Mile Schools

Clustered Themes	Emergent Themes
Encourages students to communicate confidently. Develops self-esteem to speak the language. Enhance self-motivation to communicate using the English language. Helps diminish the shyness to express ideas. Helps the students gain confidence in using the language.	Boost Self-Confidence to Use the Language
Allows students to share or open up with each other. Students are encouraged to use the language while communicating with others. Aids to improve the proper use of grammar while communicating. Growth in vocabulary usage. Enhance oral communication skills.	Increased Communicative Skills
Students are encouraged to participate in the English language. There are chances to share ideas. Able to participate in the activities in class through communication. Gives students a chance to express their feelings and views on a certain topic.	Developed Participatory Approach

Students are allowed to talk in front.	
Students learn to speak fluently. Help students deliver the language using the correct grammar. Enhance students' skills in speaking through role plays, panel discussions, and broadcasting.	Enhanced English-Speaking Skills
Student-teacher interaction using the language is built. Students can interactively express their skills during group activities. Free to share ideas, which is why students get used to using the English language.	Build an Interactive Language Learning Environment
Challenging yet very helpful to develop language skills. In the long run, students feel comfortable and excited about using the English language. Help students conquer different speech activities.	Avenue to Address English Language Difficulty
The activities help the students apply the language to their everyday lives. Students use the language and apply their learning during class activities. It will help the students when they become professionals.	Promote Real-life Application of the English Language

5.1.1 Boost Self-Confidence to Use the Language

There is so much talk in the classroom. It is filled with overflowing ideas from eager learners to express themselves. Their self-confidence starts to set in, the communicative approach created a supportive, non-judgmental environment that encouraged learners to express themselves freely, fostering self-confidence and motivation. As participants engaged in activities, their courage to speak grew, leading to improved self-esteem, communication skills, and overall language learning outcomes. Moreover, participants Dahlia, Tulip and Lily said:

"...ang communicative approach is like to help sa amoa pud to be more confidently na maka answer sa oral and to be ano maka discuss sa group like sa mga group activities, to prepare activities na maka discuss na confident kaayo." (IDI_Dahlia_Lines #7-10)

(It helps us communicate confidently and encourages us to answer orally, discuss it in group activities, and be prepared to discuss it.)

"ay...ah...yes Ma'am, kung naay ideas na mag ano sa imoha dayon kung ... nang...or opinion na mag pop din sa imoha...murag maka pa-boost siya ug kanang ano nimo ma'am... mag-answer pa ko kay naa koy ma...naay mag ano sa akong mind — mag pop na mga ideas. Tapos kanang..." (IDI_Tulip_Lines #216-220)

(Yes, Ma'am, if suddenly an idea or opinion pops into your mind, your confidence will set in to answer again because the coming idea is motivating.)

"Of course, it will boost their confidence and their...their ability in speaking English..." (IDI_Lily_Lines #1393-1394)

"It will boost their confidence and their ability to speak the language."

In summary, the emergence of self-confidence among the learners is a powerful demonstration of the effectiveness of the communicative approach employed in class. By creating an atmosphere that listens to the learners' voices, encourages expression, reduces fear, and promotes active participation, learners were able to find their voice. This transformation contributed to their growth and built a learning environment that laid a strong foundation for more meaningful and effective language learning experiences. Thereby promoting a learning environment that boosts self-confidence in using the language.

Similarly, a study implied that teachers should incorporate communicative activities in the classroom to boost student interest, foster active participation, and improve performance. The occurrence of teacher-centered classrooms should be less frequent, and teachers should be facilitators of learning. This highlights the necessity for increased promotion and implementation of a communicative approach in educational settings. It highlighted the significant role of self-confidence in facilitating second language acquisition. Through an in-depth analysis, the study reveals that students who exhibit higher levels of self-confidence in their English language skills are more capable of engaging effectively in language learning and communication. The findings emphasize that self-confidence fosters increased motivation, persistence, and a willingness to actively participate in the challenges associated with language learning (Uzoma & Ibrahim, 2018; Ghafar, 2023; Abdugapporova, 2022).

5.1.2 Increased Communicative Skills

Learners shared that the communicative approach helped them develop their communicative skills by creating a supportive space where they felt comfortable expressing their thoughts and ideas. They described how it encouraged them to open up with one another, fostering meaningful conversations that motivated them to use the language more confidently. As they interacted, they noticed improvements in their grammar and a steady growth in their vocabulary, which allowed them to communicate with greater ease and accuracy. Many participants emphasized that these experiences enhanced their oral communication skills and gave them the courage to engage more actively in classroom discussions. With that, Participants Carnation and Gardenia, who usually felt shy in the class, shared their experiences, and they said:

"So, para po sa akin, ma... maencourage po ang mga students na mag gamit pa ng English na language kasi... kasi sa communicative approach po, ginapa feel po ng teacher namin na okay lang na magkamali." (IDI_Carnation_Lines #680-682)

(Yes, it would. It would help the students use the language because it is like practicing communicating. The communicative approach is a practice that allows students to speak more English. So, it will help them a lot.)

"Umm.. communicative na makakatulong ito sa mga students to improve their-their communication towards others." (FGD_Gardenia_Lines #1920-1921)

(Umm, communicative activities will help students to improve their communication with others.)

Based on the responses above, it underscores how the communicative approach shifted the learners' focus from perfection to meaningful expression. They acknowledged that interacting with meanings by prioritizing communication over accuracy empowered them to take ownership of their language-learning journey. The supportive classroom environment nurtured their communication skills and fostered a sense of community and mutual growth. As a result, learners became more confident, motivated, and engaged, proving that language learning succeeds best in spaces where connection, expression, and collaboration are at the heart of instruction.

Also, many argue that the communicative approach to students serves as a factor that increases their communicative skills and social abilities by focusing on improving their competence in communication practices through a communicative approach (Wiyono *et al.*, 2017; Abu *et al.*, 2019).

5.1.3 Developed a Participatory Approach

Learners shared that the communicative approach encouraged them to actively use the English language, giving them chances to share their ideas and connect with their classmates through meaningful conversations. They described how participating in various class activities allowed them to communicate more freely, express their feelings and views on different topics, and even speak in front of others with growing confidence. These experiences created an environment where students felt supported and motivated to engage more deeply in using the language. Participants Tulip and Marigold said they felt a sense of ownership of their learning, reflective of what they said:

"chance na ... makashare sa... kunwari ako, mag share na lang ko sa iyaha tapos na... kato... maghimo pud to iyahang idea gud sa iyaha, Ma'am na..." (IDI_Tulip_Lines #235-236)

(It is a chance to share my ideas, which might be incorporated into theirs.)

"Maka ano...if the students are involved in real communication, their natural learning strategies will be used, Ma'am. And it will allow them to use or to learn the language." (IDI_Marigold_Lines #878-880).

(If the students are involved in honest communication, they will use their natural learning strategies and learn the language.)

The communicative approach nurtured a participatory classroom culture where learners felt empowered to engage, collaborate, and contribute. The approach transformed passive learners into active ones by valuing their voices and promoting interactive, student-centered activities. This shift strengthened their communication and critical thinking skills. It fostered a sense of belonging and shared responsibility in the learning process, which made their educational experience more dynamic, inclusive, and meaningful.

Interestingly, a similar study has generated the idea that learners perceive a communicative approach as an initiating factor to solicit students' engagement in the teaching-learning process. Students perceive the approach as no longer centered around the teacher in the classroom. This approach separates from the conventional teacher-centered classroom model from the student's perspective. Rather than placing the teacher as the primary focus, it redirects attention toward fostering a more student-centric learning environment. Within this context, students assume a more active role in their educational journey, embracing greater responsibility and engagement throughout the learning process (Uzoma & Ibrahim, 2018; Al-Garni & Almuhammadi, 2019; Li *et al.*, 2024).

5.1.4 Enhanced English-Speaking Skills

Most of them viewed that the use of communicative approach in their English class enhanced English speaking skills from the interactive communicative activities employed in the classroom. The participants mentioned oral recitations, role plays, panel discussions, and broadcasting as activities that helped them. The approach helped learners develop their speaking skills and improve their ability to communicate effectively in the language. One participant emphasized that it encourages active participation by focusing on interaction and real-life communication. It motivates them to share their thoughts, ask questions, and engage in discussions, transforming the classroom into a dynamic and interactive space where ideas flow, curiosity grows, and confidence flourishes:

"Yes, ma'am ug kanang mas maka tuon sila ug more na...na... ano sa English... Like paano sila mag speak fluently... mag deliver ug mag tabang na lang pud siya sa grammar."
(IDI_Tulip_Lines #252-254)

(Yes, Ma'am, they build confidence in using the language and can learn more, like speaking fluently and using correct grammar.)

"Tapos pag... mas active po sila is, maencourage po sila na mag share ng kanilang ideas, and mag ask po ng questions." (IDI_Carnation_Lines #670-671)

(Then they become more active and encouraged to share their ideas and ask questions.)

"So ano, during our class, instead of writing our answers mas gina-ano namo siya in speaking like... oral recitations, group works and other activities." (IDI_Lily_Lines #1373-1375)

(Instead of writing our answers during class, we converse, like oral recitations.)

According to the claims above, it emphasized how the communicative approach paves the way for a practical and effective strategy for enhancing learners' English-speaking skills. Through various interactive and purposeful activities, students were given genuine opportunities to use the language meaningfully. This improved their fluency and confidence and transformed the classroom into a vibrant space for exploration and expression. Ultimately, the approach fostered a deeper connection to the language, making learning enjoyable and impactful.

In like manner, the communicative approach is exceptional and enhances learners' conversational skills, as manifested in exclusively speaking in English, which is enlightening. In their study, witnessing the improvement in these students' ability to engage in conversations with others is truly remarkable. The communicative approach undeniably fosters a friendly and natural learning environment. When students have a learning environment that affords ample opportunities to use English in the classroom, they are more likely to excel in mastering the language through communication (Giday & Sarangi, 2019).

5.1.5 Build an Interactive Language Learning Environment

Learners shared that the communicative approach strengthened their interaction with the teacher, allowing them to use the English language more naturally during class. They expressed how group activities gave them opportunities to practice their skills interactively, fostering collaboration and active engagement. With the freedom to share their ideas openly, they gradually became more confident and comfortable in using English, making it a part of their everyday classroom experience. Furthermore, participant Jasmine and Gumamela, who did not usually engage in class, shared their experiences, said:

"We are encouraged to talk in front of our classmates and teacher." (IDI_Jasmine_Lines #1262)

(We are encouraged to talk in front of our classmates and teacher.)

"Umm...ehh-halimbawa po like for example ang teach-ang teacher ask a student to read the umm the ppt na ginawa ng teacher tapos the students-uhh the student they ask is hindi niya-hindi niya alam paano ipronounce yung word like unfamiliar word po sa kanya then the teacher which is teaches the student the right pronunciation para they can something na ma use sa grammars niya." (FGD_Gumamela_Lines #2096-2101)

(For instance, when a teacher asks the student to read what is flashed on the PowerPoint, the student does not know how to say the word correctly. The teacher assists and gives the exact pronunciation and its meaning so that we can also use it when we speak or write.)

Listening to the responses of these participants, the communicative approach cultivates an interactive and collaborative language learning environment. The emphasized meaningful interaction and student engagement approach empowers learners to become active contributors in the classroom. This participatory atmosphere enhanced their language use in real-time contexts and promoted peer learning and mutual support. As a result, the classroom changed into a lively, inclusive space where communication thrived, and learners felt more confident and connected in their language learning journey. This transformation also fostered a sense of belonging, motivating students to engage more deeply and collaborate effectively with their peers.

In addition, recent studies have demonstrated that the Communicative Language Teaching (CLT) approach effectively fosters interactive language learning environments, enhancing students' communicative competence. For instance, using communicative language activities creates an interactive learning environment, moving away from the old-fashioned "chalk and talk" teaching style. This approach gave students the chance to take part in real-life communication, which immensely helped improve their language skills, indicating that an interactive learning environment where students engage in real-life communication enhances their language proficiency more effectively than conventional methods (Chaudhury, 2015; Wei *et al.*, 2018; Al Ghafri, 2021).

5.1.6 Avenue to Address English Language Difficulty

Learners shared that while they initially found the communicative approach challenging, they recognized it as very helpful in developing their language skills. Over time, they grew more comfortable and even felt excited about using the English language in different contexts. They described how the approach helped them conquer their fears and confidently take part in various speech activities, which allowed them to improve both their communication skills and self-assurance. Furthermore, many of them recalled and said:

"Most of my classmates are nervous po, Ma'am nung una. Pero habang naga tagal is, they are excited. Kay... siyempre tong sa una dili pa man mi nasanay sa communicative approach, pero pagkadugayan, tong nasanay na, naexcite na sad." (IDI_Carnation_Lines #656-659)

(Most of my classmates are initially nervous, but as the course progresses, they feel excited about it. Of course, at first, they are not used to the communicative approach, but in the long run, they feel comfortable and excited about it.)

"Challenging siya Ma'am, kaylisod man gud mag speak. Kay ako, dili jud ko ano...kanang pala-recite na tao, pero since...956akaya ra gihapon nako siya Ma'am." (IDI_Marigold_Lines #871-873)

(It is challenging, it is hard for me to speak because I am not into recitations, but still, I have conquered it, Ma'am.)

"Before Ma'am, I... I see many students that are afraid to raise...raise their hands in oral recitations. But now, by this activity, Ma'am, I see that some students are not afraid like before. So..." (IDI_Lotus_Lines #1820-1822)

(Before, Ma'am, I saw many students afraid to raise their hands in oral recitations. However, with these activities, I see that some students are not as afraid as before. So...)

Using a communicative approach in the participants' English class created an engaging environment that helped improve their communication skills. The participants felt that the activities promoted learning by encouraging interaction and teamwork. One participant shared that during group activities, they felt motivated to communicate, which led to lively discussions and more cooperation. These activities made the learning process interactive and allowed learners to work together, enhancing their participation. Another participant mentioned that participating in these activities helped them feel more confident sharing ideas, asking questions, and using their language skills, making the learning experience more practical and engaging.

In addition, recent studies have demonstrated that the Communicative Language Teaching (CLT) approach effectively fosters interactive language learning environments, enhancing students' communicative competence. For instance, using communicative language activities creates an interactive learning environment, moving away from the old-fashioned "chalk and talk" teaching style. This approach gave students the chance to take part in real-life communication, which immensely helped improve their language skills, indicating that an interactive learning environment where students engage in real-life communication enhances their language proficiency more effectively than conventional methods (Chaudhury, 2015; Wei *et al.*, 2018; Al Ghafri, 2021).

5.1.7 Promote Real-life Application of the English Language

Learners expressed that the activities not only helped them use English in their daily lives and apply what they learned during class, but also prepared them to communicate confidently as future professionals. They shared that these experiences made them more comfortable and motivated to use the language in real-life situations. Furthermore, many of the participants find joy in knowing they are more capable of developing their skills, especially during the practicum in their special subjects and said:

"Yes, because it helps practice more... It helps us to communicate..."
(IDI_Jasmine_Lines #1237)

(Yes, because it helps us to practice more and eventually helps us to communicate.)

"Using the language in different kinds, types of communications, in formal or informal."
(IDI_Jasmine_Lines #1240-1241)

(Use language in different kinds of communications, formal or informal.)

"So, pwde din nila ma ano, may impact din talaga and may ano, may tulong din talaga sa mga student's para sapaglaki nila and pag professionals sila, pwde nila magamit yung ano, language na yun." (IDI_Daisy_Lines #1596-1598)

(So, it has an impact, and it helps the students when they become professionals, they can use that language.)

"Kami po, as a journalist student mas na improve po namin yung public speaking kasi po yung sa tv broad ummm...radio broadcasting parang mas napadali po yung pag intindi nami sa mga balita balita na sa mga ano namin...mga data." (FGD_Evelasting_Lines #2124-2127)

(We journalism students have improved our public speaking abilities. We also understand news data better from TV and radio broadcasts.)

As a result, they believe it is acceptable to make mistakes and do not view them as destructive; instead, they see them as constructive. In the learning facilitation, students understand that making mistakes in their English class is not damaging but rather a productive path to self-enhancement. They feel motivated, considering mistakes not as something to fear but as opportunities for learning and improvement. The learners recognize that the learning environment promotes a positive mindset, fostering the belief that errors are integral to learning and provide valuable chances for refining language skills.

On the same point, Communicative Language Teaching (CLT) can address difficulties in English language learning among learners by creating interactive and engaging environments. This approach offers a well-rounded view of its role in language education. It develops the learner's language acquisition and context application. This review looked at both the benefits, such as improved communication skills, and the potential drawbacks, like the challenges of implementing CLT effectively in some classrooms (Mulyanah *et al.*, 2018; Nam, 2023)

5.2 Feelings of Learners About the Communicative Approach as Used in the English Class

It is shown from the qualitative data gathered that the feelings of learners about the communicative approach as used in the English class were feeling more confident to speak English, nervous due to negativity, linguistically challenged, self-doubt, mixed emotion, growth mindset, and motivated to enhance speaking skills

Table 2: Feelings of Learners About the Communicative Approach as Used in the English Class

Clustered Themes	Emergent Themes
Slowly building up confidence to speak. Trying to boost one's confidence to speak. It made one feel confident to share ideas in English. It came to be confident in speaking in English. Feel more confident to stand up and answer the questions.	Felt More Confident to Speak English
Expressed feelings of fear and shyness. Negative feelings about one's capabilities. Persistent communication anxiety. Consistent speaking anxiety when engaging in conversations.	Nervous Due to Negativity
Challenged to speak English with bad grammar. Feeling pressured to perform and participate in oral recitations. Struggling with active participation in English language activities. Uncertainty in communicating in English due to a lack of confidence or knowledge.	Linguistically Challenged
Fear, anxiety, and discomfort in speaking English. Self-doubt and fear of judgment. Lacking confidence in one's responses and doubting the correctness of answers.	Self-Doubt
Experiences both positive and negative feelings in language learning. Nervousness and satisfaction in speaking. Delighted to be able to speak English. Excitement to engage in communication.	Mixed Emotion
Development of communication skills. Acknowledging difficulty but recognizing benefits. Gaining motivation to practice speaking and improving communication skills.	Growth Mindset
Overcoming fear through practice Increased motivation to communicate and learn to use the English language. Peer influence on motivation by peers who speak confidently.	Motivated to Enhance Speaking Skills

5.2.1 Felt More Confident to Speak English

The participants recounted that during their engagement with a communicative approach, they encountered several emotions, and the feeling of being confident emerged as one of the feelings experienced by the students who confronted them in their teaching-learning experience. Being confident is feeling grounded and comfortable in expressing oneself. The participants feel confident when talking in front of the class. They feel comfortable sharing their ideas with their classmates and teachers. They also think that their shyness and timidity are starting to fade away slowly as they feel relaxed enough

to practice speaking the language by immersing themselves in communicative activities. In addition, Participant Daisy, Lily and Anthurium said:

“So, during class, tapos oral recitation, ani, I feel confident to stand up and answer the questions kasi...Kasi, I am... I am ano... I am sure, na, na I am improving in speaking the language, so when engaging in some activities during class, I am confident I can speak and answer the questions naturally.” (IDI_Lily_Lines #1465-1468)

(So, during class, when you do an oral recitation, I feel confident standing up and answering the questions because I am sure I am improving in speaking the language. So, when engaging in some activities during class, I am confident in answering the questions naturally.)

“naka increase siya sa akin ng lakas ng loob para maka...makapag ano talaga communicate para mag recite para maka pag ano, makasali sa mga activities.” (IDI_Daisy_Lines #1710-1714)

(Communicating, reciting, and participating in activities improved my confidence and courage.)

“Maka feel-maka feel din kami ng confident gud sa sarili namin maam kay gina use namin yung English language kay syempre na-na learn naming yun from our teacher too ...and yun na use naming and parang happy gud ko kaayo ka maam kay naka use ko.” (FGD_Anthurium_Lines #2195-21)

(We feel confident when we use the English language. Of course, we also learned that from our teacher and applied it, which makes us happy.)

In addition, listening to the experiences of these participants, it revealed that the communicative approach supports language development and nurtures emotional growth, particularly the emergence of confidence among learners. As learners engaged in interactive and demonstration activities, they gradually overcame feelings of shyness and hesitation. The safe and supportive environment created through communicative practices made them feel more at ease in expressing themselves, contributing to a more confident and self-assured approach to language use.

Furthermore, communicative Language Teaching (CLT) can significantly boost learners' confidence in speaking English. CLT helps students feel more confident when speaking English. This encourages active participation, increasing confidence among students in speaking English. CLT's focus on interactive and communicative activities is crucial in enhancing learners' confidence in speaking English (Zhao, 2022; Wahyuni, 2021; Salahuddin *et al.*, 2023).

5.2.2 Nervous Due to Negativity

Learning anxiety caused the participants to feel nervous about their engagement in the use of the communicative approach. They responded that they knew it was normal, especially since most of them are anxious whenever they are asked to talk in front of the class. They also recognized that they feel worried about participating in activities as they are unsure about their capacity to speak and, at some point, are disturbed to answer questions in front of the class. However, they acknowledge that it is normal and will eventually decrease if they continually participate and practice in communicative activities. Participants Jasmine and Lily shared:

"Like in group reports, ahm... I always feel nervous because I do not have confidence in talking to many people, like my classmates." (IDI_Jasmine_Line #1285-1286)

(For example, in group reports, I always feel nervous because I do not have the confidence to talk to many people, like my classmates.)

"Sometimes, I am nervous to speak in front of people, but at least I am trying to...like use the language and speak naturally." (IDI_Lily_Lines #1450-1451)

(Sometimes, I am still nervous to speak in front of people, but at least I am trying to speak the language naturally.)

The responses above highlighted the natural incidence of learning anxiety among participants when engaging in communicative activities. Despite initial nervousness and self-doubt about speaking in front of others, learners recognized that such feelings are typical and expected. Importantly, they understood that continued participation and practice within a supportive communicative environment gradually helps diminish anxiety.

Moreover, creating a supportive classroom environment, such as encouraging active participation among learners, providing positive reinforcement, and promoting peer collaboration, will significantly alleviate nervousness. Implementing interactive learning strategies can also make language learning more engaging, reducing anxiety (Terada, 2021; Li *et al.*, 2024).

5.2.3 Linguistically Challenged

The participants responded that challenges are part of learning, and they dared to push themselves to grow and learn harder. They were challenged linguistically and feared to utter a foreign language, so they inspired themselves to go further. A few of them mentioned that they fostered a mindset that considered challenges as opportunities for them as they were being confronted with the challenge of improving themselves, as they used a communicative approach. Participants Tulip, Carnation and Orchid shared about their feelings on communicative approach as:

"Challenge siya Ma'am kay...ahh... challenge siya para sa akong Ma'am kay para maovercome nako akoang kahadlok sa..." (IDI_Tulip_Lines #341-342)

(They are challenges because I consider them a factor in overcoming my fear.)

"Gina challenge ko po talaga yung sarili ko na mag... na magparticipate sa mga... sa mga activities po." (IDI_Carnation_Lines #749-751)

(I challenge myself most of the time to participate in the activities I need to improve my communication skills.)

"I consider it as a challenge to me, because... yung kaba po kasi is at first lang. Pag nag..." (IDI_Orchid_Lines #1155-1156)

I consider it a challenge because I know the nervousness is normal at first. The participants viewed challenges encountered in the communicative approach not as obstacles but as catalysts for growth and learning. Despite difficulties, they felt inspired to push themselves further, embracing challenges as valuable opportunities for self-improvement. Ultimately, the communicative approach created a learning environment where challenges became stepping stones toward greater confidence and language proficiency.

5.2.4 Self-Doubt

Learners experienced fear, anxiety, and discomfort in speaking English, often marked by self-doubt, fear of judgment, and a lack of confidence in the correctness of their responses. However, they shared that over time, consistent practice and supportive activities helped them gradually overcome these feelings, as participants Dahlia and Dandelion shared:

"hmmm... okay lang man... like kato paminsan matawa lang pud ka sa imong sarili or ato nga may sad, may negative nga side mga feelings like naga doubt ka or basig ijudge ka then... wala man ana lang diay siya, okay lang pud siya, maka help jud siya." (IDI_Dahlia_Lines #118-121)

(Hmmm... It is just okay... Sometimes, I get to laugh at myself or something like that, and there are sad times. There is a negative side to my feelings, like I doubt myself or fear being judged then...But it is just okay. It is invaluable.)

"Ano, when we did a...ahh...the venn diagram, Ma'am.I was doubtful about the time of...ahm... our answer because I am not sure of the...of ahh... of the answer we provided..." (IDI_Dandelion_Lines #537-539)

(When we did our Venn diagram, I was doubtful about our answer time because I was unsure what answers we had provided.)

Based on their responses, this recurring theme of self-doubt underscores students' emotional struggles when learning through communication-based methods. The hesitation to speak up stems from anxiety about being judged or perceived as insufficient. To address this, it is crucial to cultivate a supportive and non-judgmental learning environment where students feel safe to take risks, make mistakes, and develop their skills without fear. Encouragement, constructive feedback, and peer support can help learners build confidence.

5.2.5 Mixed Emotion

Learners experienced both positive and negative feelings in their language learning journey, expressing a mix of nervousness and satisfaction when speaking English. While they initially felt anxious, many shared their delight in being able to speak the language and their excitement to engage in meaningful communication with others. Participants Tulip and Dandelion shared:

"Kay kunyare, mao ni akong first na mag recite, dapat kanang... dapat i-give nako akong best so... nervous tapos happy Ma'am kay... kay naka recite ko." (IDI_Tulip_Lines #298-301)

(For example, that was my first time reciting. I should have given my best, but I felt nervous and happy because I could recite and share my thoughts.)

"Feeling that doubt and excitement are always a challenge for us students in terms of learning. Ahm... when you are doubtful of a thing, you have to... You still have to do it... You still have to show it, and express whatever it is, so that, whatever happens, ahm... it's part of your... It is part of ahm... learning." (IDI_Dandelion_Lines #558-562)

(That feeling of doubt and excitement is always a challenge for us students in terms of learning. When you are doubtful about something, you still must do it, show it, and express it so that whatever happens, it is part of your learning.)

Additionally, recent studies on communicative language teaching reveal that students experience mixed emotions—such as anxiety, excitement, and frustration—which help them develop emotional control and improve language skills. Teachers' support plays a crucial role in managing these emotions, fostering a sense of belonging and encouraging learners to trust their capabilities (Tridinanti, 2018; Khamidova, 2021; Mendez-Lopez, 2022; Ceron & Miranda, 2023).

5.2.6 Growth Mindset

Learners acknowledged the difficulties in developing communication skills but recognized their benefits, gaining motivation to practice speaking and improve their ability to communicate effectively. They shared that these challenges eventually built their confidence and encouraged them to engage more actively in conversations, like participants Carnation and Lotus said:

"Kasi kahit mahirap, alam ko po na makatulong po sa akin." (IDI_Carnation_Lines #759)

(I know that though it is hard, it will greatly help us.)

"By that, Ma'am, by that kaba, it... mas na-ano ako Ma'am, mas na-encouraged ko na dapat, I should practice more my communicative skill." (IDI_Lotus_Lines #1846-1847)

(With that nervousness, Ma'am, I became more encouraged to practice my communicative skills more and better.)

"So that, pagdating ng araw, Ma'am, mas ano na ako Ma'am, mas pwede na ako mag raise ng hand sa oral recitations po." (IDI_Lotus_Lines #1851-1852)

(So that when the time comes, I can confidently raise my hand during oral recitations.)

Consequently, there are no direct studies on students' feelings of a growth mindset with the communicative approach in class. However, research has shown that learners' growth mindset is associated with increased motivation, self-efficacy, and language development. Students who received progress motivation developed a growth mindset and showed significant improvement in language development. When students are praised, even for slow progress, it encourages self-reflection. They persist in the face of obstacles, seeking feedback as constructive criticism (Liu & Wang, 2023).

5.2.7 Motivated to Enhance Speaking Skills

Through constant practice, learners overcame their fear, gained motivation to communicate and use the English language, and were further inspired by peers who spoke confidently. This growing confidence encouraged them to participate more actively and improve their language skills over time, as participants Jasmin and Lily said:

"It also makes me feel motivated seeing them talk like... in like they do not even feel nervous talking. So, it makes me feel motivated to... to be like them, to have more confidence." (IDI_Jasmine_Lines #1348-1349)

(Seeing them talk like they do not even feel nervous also motivates me. It motivates me to be like them and have more confidence.)

“Yes, I feel motivated because ahm... I can now face my fears in speaking in front using the language.” (IDI_Lily_Lines #1444-1445)

(Yes, I feel motivated because I can now face my fears on speaking in front using the language.)

Additionally, providing opportunities for collaboration, real-world application, and personalized learning experiences can further enhance student engagement, ensuring long-term motivation and a deeper understanding of the subject matter. These approaches also help students develop critical thinking and problem-solving skills that are essential beyond the classroom. (Purwani, 2021; Komol & Suwanphathama, 2020).

5.3 Effects of the Communicative Approach to Learners as Used in English Class

Table 3 shows the insights of teachers assigned to the last-mile schools. Based on the table, extend help to IP learners, which is a blessing in disguise. Stop complaining, make a difference, perform your job religiously, and savor time and enjoy.

Table 3: Insights of Teachers Assigned in the Last-Mile Schools

Clustered Themes	Emergent Themes
Help IP learners become somebody. Help IP learners achieve their dreams in life. Help IP learners have a better life. Double your effort to help the IP learners. Love teaching and embrace IP learners' diversity. Teach IP learners from the heart. Aspire to help the IP learners. Love the community and extend help to IP learners.	Extend Help to IP Learners
Everything happened for a reason. There is a blessing in every trial. It is a blessing to teach in the last-mile school. Teaching in the last-mile school is a gift from God. When feeling down, think of your purpose being destined for the last mile school.	A Blessing in Disguise
Do not complain because learners are struggling too. The life of learners is way difficult than yours. Always put your shoes on the shoes of parents and learners. Keep on fighting and avoid complaining.	Stop Complaining
Teach students in an innovative and unique way. Have something to give without expecting anything in return. Touch the lives of learners and parents. Be an effective teacher in the last mile school. Go beyond the limit of traditional teaching, explore more.	Make a Difference
Perform the job well despite all the struggles.	Perform Job

Provide quality education. Work amazingly. Do one's best as a teacher. Motivate everyone to value work. Be motivated and perform job better.	Religiously
Enjoy life as a teacher in the last mile school. Savour time with learners. Spend quality time with learners and parents. Devote time to teaching.	Savour Time and Enjoy

5.3.1 Raised-Up Self-Confidence

Learners experienced increased self-confidence as they engaged in communicative activities, which led to a gradual growth in their ability to express themselves. This progress helped reduce communication anxiety and allowed them to build confidence in real-life interactions beyond the classroom. As a result, they participated more actively during lessons and felt empowered through consistent communicative practice. As such, participants Dahlia, Carnation and orchid shared these insights, and they said:

"Then basta among confident lang gyud gahinay-hinay ug taas then ang mga negative comments nila is gina make lang namo as a motivation..." (IDI_Dahlia_Lines #180-182)

(Our confidence is slowly building up, and we can treat all negative comments as a motivation.)

"Ahm, hindi na din po ako masyado mahiya pag naga communicate po ako sa labas." (IDI_Carnation_Lines #796-797)

(I tend to not feel shy anymore if I communicate outside of school.)

"I gained the confidence to talk with other people..." (IDI_Orchid_Line #1190)

A significant outcome of implementing the communicative approach with participants was its substantial positive impact on their self-confidence, emerging as a central theme. This approach empowered them to become more active and engaged learners by fostering a sense of assurance in their communication skills. Many participants expressed that it enabled them to articulate their thoughts more confidently, leading to better interactions with their peers and increased participation in class activities.

Additionally, as students gain confidence in expressing themselves, their communication skills naturally develop. This, in turn, positively influences their grasp of grammar and vocabulary, as they are more inclined to experiment with language and learn from real-life interactions. The practical application of language in communicative situations provides a contextual and meaningful foundation for language learning, allowing students to communicate effectively in various real-life scenarios. In essence,

the communicative approach nurtures linguistic proficiency and equips students with the confidence and skills needed for successful communication beyond the classroom (Sitorus, 2019; Siu, 2022; ThSolissa & Wariunsora, 2022; Puli Quito, 2023).

5.3.2 Promote Authentic Language Use

Another notable outcome related to the impact of the communicative approach, as narrated by the participants, is its effectiveness in facilitating effective communication in real-life situations, which emerged as one of the themes. The activities utilized encouraged social interaction among learners, leading participants to express motivation to enhance their speaking skills. Despite initial nervousness, they feel compelled to overcome challenges and improve their language proficiency. With this, participants Dandelion, Santan and Everlasting shared that their weakness was an opportunity to develop their communication skills as they said:

“As a student because I could use it in various causes. Speaking competitions, on a... not only in our school but outside of our school to represent our... our school.” (IDI_Dandelion_Lines #598-600)

(It has a significant impact on me as a student because I could use it in various ways, like speaking competitions, not only in our school but also outside, to represent our school.)

“It also helps me in my real-life context, everyday life, communications, not only in the school but to all other people. Ahm... to strangers, ahm, and to my friends, ahm... also to the public.” (IDI_Dandelion_Lines #618-620)

(Well, it will also help me in real-life contexts, like in my everyday life endeavors, like communicating not only in school but also with other people outside school, like strangers, my friends, and the public.)

“When we approach people to communicate, we can understand their thoughts and point of views.” (FGD_Santan_Lines #2262-2263)

“Like sa messenger po arang naga may friends po tayo na englishera... ganon ganyan... Sa pag study po ng English parang mas ma uhhh...matulungan po tayo na mas mapadali ang pag communicate kahit chat lang po.” (FGD_Everlasting_Lines #2285-2290)

(Like the messenger, we befriend people who speak English. Studying English helps, and communicating is more straightforward, even through chat only.)

Additionally, the participants noted that when they could communicate effectively, they achieved self-determination. Self-sufficiency is essential for individuals,

particularly for learners grappling with talking in front of many people. Those who have cultivated self-determination are more adept at assuming increased responsibility and control, leveraging goal-setting, problem-solving, and decision-making skills. Moreover, as students experiencing frustration demonstrate initiative, engage in proactive planning, and exhibit effective decision-making, it transforms how their peers perceive them and the expectations others hold for them (Ryan & Deci, 2019; Chiu, 2022).

5.3.3 Avenue to Overcome Grammatical Errors

Learners demonstrated grammar improvement through self-correction as they became more aware of their language use during communicative activities. They gradually overcame their fear of using English, learning to express themselves more freely and confidently. Constructive feedback from teachers and peers played a vital role in this process, helping them refine their skills and build trust in their abilities. As a result, their confidence in speaking English when communicating with others significantly increased. On this note, Participants Tulip and Gumamela said:

*"kunyare naa koy mali sa pag ano Ma'am... sa pag speak or na-wrong grammar, murag mas...*clears throat* gusto nako Ma'am na naay mag correct sa akoy kay para... kanang mas makalearn gud."* (IDI_Tulip_Lines #400-403)

(For example, I get things wrong when I speak with bad grammar. I like it best when someone corrects me because I see it as a learning experience.)

"It helps us use grammar correctly in talking to another person. For-uhh-for example, in umm. may. foreigner." (FGD_Gumamela_Lines #2267-2268)

(It helps us use grammar correctly when talking to another person. For example, when talking to a foreigner.)

These responses from the participants it highlighted how the communicative approach provides a supportive framework for learners to identify and improve grammatical errors. Encouraging constructive feedback from teachers and peers fosters a positive attitude toward correction and continuous learning. Participants' openness to receiving and using feedback reflects a growth-oriented mindset, which is crucial in gradually improving grammar skills. Ultimately, the communicative approach enhances fluency and confidence and facilitates more accurate and effective language use.

5.3.4 Encourage Active Participation

Learners expressed their ideas in English more confidently as they engaged in various classroom activities that gave them the freedom to share their thoughts. This openness encouraged increased participation and collaboration, allowing them to interact meaningfully with their peers. Through group work and interactive tasks, they were able

to improve their communication skills while practicing real-life language use in a supportive environment. Participants Carnation and Marigold shared their experiences on this theme when they recount:

“Kasi na... kasi pag naga engage po ako sa... sa mga activities, is mafeel ko po na may freedom po ako na mag share po ng mga ideas ko. Yun po.” (IDI_Carnation_Lines #781-782)

(Whenever I engage in activities, I feel that I have the freedom to share my ideas, and whatever I have in my mind, I can already share with others.)

“Mas maka-share pa kog more ideas Ma’am kapag sa group...” (IDI_Marigold_Lines #1008)

(I was able to share my ideas better whenever I participated in group activities.)

In conclusion, this theme highlighted how the communicative approach effectively fosters active participation among learners by creating a supportive environment where making mistakes is viewed as part of the learning journey. As participants gradually became more comfortable and open to engaging in class activities, they developed greater confidence and communication skills. This positive shift enhanced their classroom involvement and allowed them to express themselves freely beyond the school setting. It also encouraged more meaningful communication with others.

5.3.5 Improve Language Level

Learners experienced noticeable improvement in their language level as they developed their speaking skills and enhanced their overall understanding of the English language. This progress fostered a sense of achievement, which led to increased enjoyment and sustained interest in the subject, motivating them to engage more actively in learning activities. Participants Dandelion, Tulip and Daisy shared their views this way:

“Yes, Ma’am kay...nakatabang siya sa pag improve ug pag kanang... pag improve sa akoang language level...” (IDI_Tulip_Lines #377-378)

(Yes, Ma’am, it helped me to improve my language level.)

*“Yes. Ahm... by engaging in these activities, I could ahm...*long pause*...I could develop my language speaking, ahm...in oral recitations, reportings or hmm some various activities that we’re having. It could help me to enhance my speaking and ahm, to have ahm... and for me, to use appropriate grammars as well.” (IDI_Dandelion_Lines #607-611)*

(Yes. By engaging in these activities, I could develop my language level by participating in oral recitations, reporting, or various activities that we're having. It could also help me enhance my speaking and use appropriate grammar.)

"Sa ano... naging positive attitude ko po, naging positive attitude ko po talaga yung pag ah...pagre-raise ko po ng ano, ng kamay pag gusto ko pong bumasa or gusto ko pong um— mag answer sa Eng— sa ano parti—favorite sa ano sa English kasi naging favorite ko din yun kasi na subject noon kasi naka improve din talaga siya ng ano ko, ng language ko. Then, then nagiging..." (IDI_Daisy_Lines #1729-1734)

(I become positive whenever I raised my hand when I want to read and answer the question. Then English becomes my favorite subject now. It really offers me improvement in the use of the language.)

The communicative activities used in class provided a chance to apply previously learned skills, and the participants eagerly anticipated additional learning opportunities. This perceived progress encouraged them to continue practicing and further enhance their language communication skills.

While learners develop communication skills, they achieve fluency. Fluency is the measure of how effortlessly a learner can articulate their ideas. In other words, it gauges their ability to express themselves verbally or in writing seamlessly, without pauses, hesitations, or needing to consult dictionaries. A proficient language learner can effortlessly generate and engage with language smoothly and authentically. Although occasional errors may arise, expressing themselves verbally and in writing poses no difficulty for them (Firmansyah, 2018; Rose *et al.*, 2020).

5.3.6 Effective Way to Conquer Public Speaking

Learners overcame their fear of public speaking as they developed their skills through participation in various competitions, which provided valuable opportunities to build confidence. These experiences also enabled them to apply their communication skills practically in daily life, further strengthening their ability to express themselves effectively in different contexts. Participants Lily, Dama de Noche and Gumamela said:

"So, ano, it is really effective for me kay as a person namay ano nga fear of... sa public speaking, I am able to conquer my fears tapos last ahm... last... two weeks ago, nag join ako ng competition sa Robinson about Statistics and I join the impromptu speech, which really helped me to...even though I did not place, pero it helped me to...to develop my skills in English and public speaking." (IDI_Lily_Lines #1522-1526)

(So, it is effective for me. As a person afraid of public speaking, I can conquer my fears. Two weeks ago, I joined a competition at Robinsons about Statistics and

participated in an impromptu speech, which helped me. Even though I did not place, it helped me develop my English and public speaking skills.)

"Mag-maka help siya sa umm.sa. future mam if example if mag boost ang imuhang confidence maam na maging public speaker like kato." (FGD_DamadeNoche_Lines #2277-2280)

(If you are ever given a chance to be a public speaker, it will help you prepare for future engagements.)

"By communicative approach ummm...it gives the public na gi hostan niyo mo po ng enjoyment po na hindi boring ang pag talk niya." (FGD_Gumamela_Lines #2341-2342)

(By taking a communicative approach, you will give the public enjoyment listening to your hosting. They will not get bored when you talk.)

Their responses show how the communicative approach fosters meaningful social interaction while helping learners confront and gradually overcome their fear of public speaking. Despite initial nervousness, participants experienced personal growth as the approach offered a safe and encouraging space to practice. Over time, they gained confidence, allowing them to express themselves more clearly and face communicative challenges with greater assurance and resilience. Many of them shared that frequent speaking opportunities lessened their anxiety and helped them become more comfortable using the language in front of others. This growing self-assurance extended beyond the classroom, influencing their overall attitude toward communication in daily life.

Additionally, the communicative approach creates a friendly and natural learning environment, making it important to be widely implemented. When students are provided with an environment that allows them ample opportunities to use English in the classroom, they have a better chance of mastering the language through communication, not just in the classroom but outside the context (Giday & Sarangi, 2019).

6. Conclusions

6.1 Implication for Practice

The results of this study have three significant implications. These include the participants' views, feelings, and how the communicative approach affected their lives as learners.

The first central theme describes the participants' views on their experiences using the communicative approach. The second theme concerns the participants' feelings about using the communicative approach in their English class. Lastly, the third theme concerns how the communicative approach affects their life as learners and individuals outside school. This study found that the approach benefits learners in almost all English

language learning aspects. It significantly increased their confidence, improved their communicative skills, and offered an interactive language learning environment where their English language difficulty was addressed, thereby promoting real-life applications of the English language where learners can communicate real meaning.

Additionally, as students gain confidence in expressing themselves, their communication skills naturally develop. This, in turn, positively influences their grasp of grammar and vocabulary, as they are more inclined to experiment with language and learn from real-life interactions. The practical application of language in communicative situations provides a contextual foundation for language learning. In essence, the communicative approach nurtures linguistic proficiency and equips students with the confidence and skills needed for successful communication beyond the classroom (Uzoma & Ibrahim, 2018; Ghafar, 2023).

The themes discussed in this manuscript highlight how the communicative approach supports both emotional and academic growth. From building confidence and promoting participation to overcoming language difficulties and developing a growth mindset, the participants' experiences affirm that language learning is most effective when it is interactive and student-centered. This is supported by Triwibowo (2023), who found that Communicative Language Teaching fosters an engaging environment where learners actively participate in discussions and role-plays, leading to increased motivation, confidence, and ownership of learning. These insights underscore the communicative approach's power to enhance language skills while fostering meaningful, lifelong learning.

The findings of this study revealed that the communicative approach significantly enhances learners' interest and classroom participation, underscoring vital considerations for educators. The students' experiences highlight the value of creating interactive and learner-centered environments where they feel safe to express themselves. On this note, teachers are encouraged to design tasks beyond rote learning—activities like role-plays, discussions, and collaborative projects that mirror real-life scenarios. Integrating technology into this approach can enrich the learning experience by providing immediate feedback, encouraging collaboration, and supporting diverse learning styles. Ultimately, similar findings from the Giday and Sarangi (2019) study and Rombalski (2021) show that the communicative approach offers a holistic pathway for learners to become more confident, engaged, and motivated to use the language meaningfully inside and outside the classroom.

6.2 Concluding Remarks

Using language in authentic communicative situations creates a meaningful foundation for language learning. The communicative approach goes beyond developing linguistic proficiency; it equips students with the confidence and practical skills needed for effective communication inside and outside the classroom. By engaging in real-life interactions, students enhance their ability to express themselves naturally, adapt to

different social and professional settings, and quickly navigate diverse communication challenges.

The communicative approach in English classes transforms language learning by engaging learners in meaningful communication and improving both skills and practical use. It promotes active participation, collaboration, and critical thinking in a student-centered environment. By practicing real-life scenarios, students build self-confidence and develop practical skills for real-world communication. This method also fosters a growth mindset, helping learners embrace mistakes and reduce anxiety in a supportive, interactive environment.

As a teacher, using language in real communicative situations has helped me understand that it is about improving proficiency and building learners' confidence and practical skills. The communicative approach has encouraged me to be more engaged, collaborative, and thoughtful in my teaching. By focusing on meaningful contexts, I can make learning more enjoyable for my students while preparing them for effective communication in real-world situations.

Conflict of Interest Statement

The researcher declares that there are no conflicts of interest.

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