

English Speaking Confidence, Oral Communication Anxiety, and Willingness to Communicate of Grade 9 Learners in Tabon M. Estrella National High School, Bislig City Division: A Descriptive-Relational Survey as Basis for a Communicative English Enhancement Program

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ABSTRACT

This study determined the levels of English speaking confidence, oral communication anxiety, and willingness to communicate among Grade 9 learners of Tabon M. Estrella National High School, Bislig City Division, during School Year 2025-2026, and used the findings as basis for a Communicative English Enhancement Program. A quantitative descriptive-relational survey design was employed. The target population consisted of 229 Grade 9 learners, of whom 197 provided valid and analyzable responses, representing an 86.03% response rate. Data were gathered through a researcher-made 60-item questionnaire administered through Google Forms using a 4-point Likert scale. Internal consistency was excellent for English Speaking Confidence, Oral Communication Anxiety, Willingness to Communicate, and the overall

questionnaire. Weighted mean and standard deviation were used for descriptive analysis, while Pearson product-moment correlation tested relationships at the .05 level. Learners demonstrated High English-Speaking Confidence, High Oral Communication Anxiety, and Very High Willingness to Communicate. Confidence was weakly and negatively related to anxiety, strongly and positively related to willingness to communicate, and anxiety was very weakly and negatively related to willingness to communicate. The findings indicate that learners may remain highly willing to communicate despite anxiety, while speaking confidence is especially important to communicative readiness. A school-based enhancement program emphasizing confidence-building, anxiety reduction, peer-supported speaking, structured reporting, and sustained practice was therefore proposed.

Keywords: *English speaking confidence, oral communication anxiety, willingness to communicate, Grade 9 learners, descriptive-relational survey, communicative English enhancement*

INTRODUCTION

Willingness to communicate in English is a central concern in language education because learners may possess vocabulary and grammatical knowledge yet still avoid speaking when classroom opportunities arise. Oral participation is shaped not only by linguistic competence but also by learners' confidence, anxiety, perceived communicative competence, and readiness to enter interaction. The L2 willingness-to-communicate model positions confidence and communication anxiety among the immediate psychological conditions that influence

whether learners choose to speak (MacIntyre et al., 1998; Oxford, 2024). For junior high school learners, these conditions are especially visible in oral recitation, group discussion, class reporting, spontaneous responses, and everyday classroom exchanges.

English speaking confidence reflects learners' belief that they can express themselves successfully during oral tasks. Self-efficacy theory explains that judgments of capability shape choice, effort, persistence, and performance (Bandura, 1997). In language classrooms, perceived competence is closely connected with communication behavior: learners who believe they can speak are more likely to volunteer responses, sustain interaction, and persist despite mistakes (MacIntyre et al., 1998; Peng & Woodrow, 2010). At the same time, confidence is not fixed; classroom experience, feedback, task structure, and opportunities for successful communication can strengthen or weaken it (Dörnyei & Ryan, 2015).

Oral communication anxiety can constrain this readiness to participate. Foreign language classroom anxiety includes communication apprehension and fear of negative evaluation, while anxiety during speaking can interfere with attention, word retrieval, fluency, and performance (Horwitz et al., 1986; MacIntyre & Gardner, 1994). Learners may know what they want to say but hesitate because they fear grammar or pronunciation errors, classmates' judgments, or unprepared speaking. Meta-analytic evidence further links language anxiety with weaker learning outcomes, underscoring its educational relevance beyond momentary nervousness (Botes et al., 2020; Teimouri et al., 2019).

Philippine and Asian studies reinforce the need to examine these affective variables in context. Camero and Javier (2025) reported a significant negative association between speaking anxiety and speaking self-efficacy among Filipino English majors, while Misuari-Dahoroy and Palma (2024) found that speaking anxiety was significantly related to willingness to communicate in a Philippine setting. International classroom research likewise shows that communication confidence and classroom environment are related to willingness to communicate (Peng & Woodrow, 2010), and that learners with higher L2 confidence tend to report greater willingness across communicative contexts (Lee & Hsieh, 2019).

Despite this body of work, many investigations focus on university, adult, or broader EFL populations. There remains a need for localized evidence from junior high school learners whose daily English communication is embedded in teacher questioning, peer interaction, reporting, and routine classroom participation. The present study addressed this gap at Tabon M. Estrella National High School, Bislig City Division, by describing Grade 9 learners' English speaking confidence, oral communication anxiety, and willingness to communicate and by testing the relationships among these variables. The findings were then used to develop a Communicative English Enhancement Program responsive to the learners' demonstrated strengths and needs.

Literature Review

English Speaking Confidence and Classroom Participation

English speaking confidence refers to learners' perceived capability to use English effectively in oral classroom situations. Bandura's (1997) self-efficacy theory provides a useful foundation because beliefs about capability influence whether individuals attempt a task, how much effort they invest, and whether they persist when difficulties occur. Applied to language learning, perceived competence and L2 confidence are important conditions for entering communication; learners who judge themselves capable of speaking are more likely to answer questions, explain ideas, and participate in classroom interaction (MacIntyre et al., 1998; Clément, 1980).

Classroom context also shapes confidence. Peng and Woodrow (2010) showed that communication confidence and classroom environment were important components of willingness to communicate in an EFL classroom model. Kang (2005) and Cao and Philp (2006) further demonstrated that willingness to speak can vary with immediate situational factors such as group size, interlocutor, task, security, and responsibility. These findings support the study's classroom-based dimensions of confidence in oral recitation, group discussion, class reporting or presentation, expressing ideas, and everyday English interaction.

Confidence is therefore both an individual belief and an instructional concern. Dörnyei and Ryan (2015) emphasized that learner self-beliefs and affective variables are responsive to experience, while Lee and Hsieh

(2019) found that higher L2 confidence was associated with greater willingness to communicate across in-class, out-of-class, and digital settings. For Grade 9 learners, repeated low-risk opportunities to speak, prepare, collaborate, and receive supportive feedback may help strengthen confidence and increase meaningful English use.

Oral Communication Anxiety and Speaking Performance

Oral communication anxiety involves fear, tension, nervousness, or discomfort when learners are expected to speak English. Horwitz et al. (1986) conceptualized foreign language classroom anxiety as a distinct language-learning phenomenon involving communication apprehension, test anxiety, and fear of negative evaluation. MacIntyre and Gardner (1994) further showed that language anxiety can affect cognitive processing, suggesting that anxiety may disrupt the organization and production of a response even when relevant language knowledge is available.

Anxiety is shaped by both linguistic and social pressures. Learners may worry about grammar and pronunciation errors, being judged by classmates, speaking without preparation, or performing publicly. Dewaele and MacIntyre (2014) highlighted the importance of emotional experience in language classrooms, while Gkonou et al. (2017) emphasized that anxiety is influenced by learner beliefs, classroom practices, teacher response, and social interaction. These perspectives support the study's five anxiety dimensions: fear of language errors, fear of negative evaluation, nervousness during oral activities, hesitation, and anxiety in spontaneous communication.

Empirical evidence indicates that speaking anxiety can be educationally consequential. Botes et al. (2020) found a moderate negative association between foreign language classroom anxiety and academic achievement across 59 studies, and Teimouri et al. (2019) likewise documented a negative relationship between second-language anxiety and achievement. In the Philippine context, Camero and Javier (2025) found that greater speaking anxiety was associated with lower speaking self-efficacy. Such findings support instructional approaches that reduce threat, normalize errors, provide preparation and rehearsal, and use constructive rather than punitive feedback.

Willingness to Communicate in the L2 Classroom

Willingness to communicate (WTC) refers to learners' readiness to enter second-language communication when an opportunity arises. MacIntyre et al. (1998) conceptualized L2 WTC as a situational readiness influenced by perceived communicative competence, anxiety, motivation, interpersonal conditions, and broader social factors. Oxford (2024) further presents WTC as dynamic and context-sensitive, reflecting social-psychological, ecological, cultural, and interactional influences rather than a fixed learner trait.

Classroom WTC is strongly connected with interactional opportunities. Pair and group work can offer less threatening spaces for speaking because learners can rehearse ideas, negotiate meaning, and receive peer support before whole-class performance. Philp et al. (2014) and Sato and Ballinger (2016) describe peer interaction as an important context for second-language development, while Peng (2012) highlights the ecological role of classroom environment in shaping learners' readiness to communicate. These findings support the study's focus on willingness to answer questions, initiate conversations, participate in pair or group tasks, speak during classroom activities, and improve through practice.

WTC is especially important because language competence develops through use. Learners who are willing to communicate gain more opportunities to test language, build fluency, receive feedback, and strengthen confidence. Lee and Hsieh (2019) found that L2 confidence was associated with WTC across multiple communication settings, while Misuari-Dahoroy and Palma (2024) reported a significant association between speaking anxiety and WTC in a Philippine context. These relationships justify examining confidence, anxiety, and WTC together rather than as isolated classroom variables.

Interrelationships and Communicative Support

The literature consistently suggests that confidence and anxiety are related but not simply opposite constructs. Greater confidence can make oral participation more likely, while anxiety can discourage communication; however, learners may still choose to speak despite nervousness when motivation, peer support, task structure, or perceived value is strong. MacIntyre et al. (1998) place perceived competence and anxiety within the same WTC framework, and Dewaele and MacIntyre (2014) similarly show that positive and negative emotions can coexist in language learning. This makes it important to examine the strength and direction of relationships empirically within a specific school context.

Instructional support can address both sides of this relationship. Communicative approaches emphasize meaningful interaction, learner participation, and language use for authentic purposes rather than accuracy alone (Richards, 2006). Peer-supported communication, rehearsal, task-based speaking, constructive feedback, and gradual exposure can provide learners with successful communication experiences while reducing performance pressure (Mercer & Dörnyei, 2020; Gao, 2024). Such practices are especially relevant when learners report high willingness to communicate but continue to experience anxiety.

For the present study, Self-Efficacy Theory (Bandura, 1997), Foreign Language Classroom Anxiety Theory (Horwitz et al., 1986), and the L2 Willingness to Communicate Model (MacIntyre et al., 1998) were integrated to explain the three principal variables. The framework assumes that learners' beliefs about their speaking ability and their emotional reactions to oral communication are associated with their readiness to use English. The resulting evidence was intended to guide a school-based Communicative English Enhancement Program that strengthens confidence, reduces anxiety, and sustains active English communication.

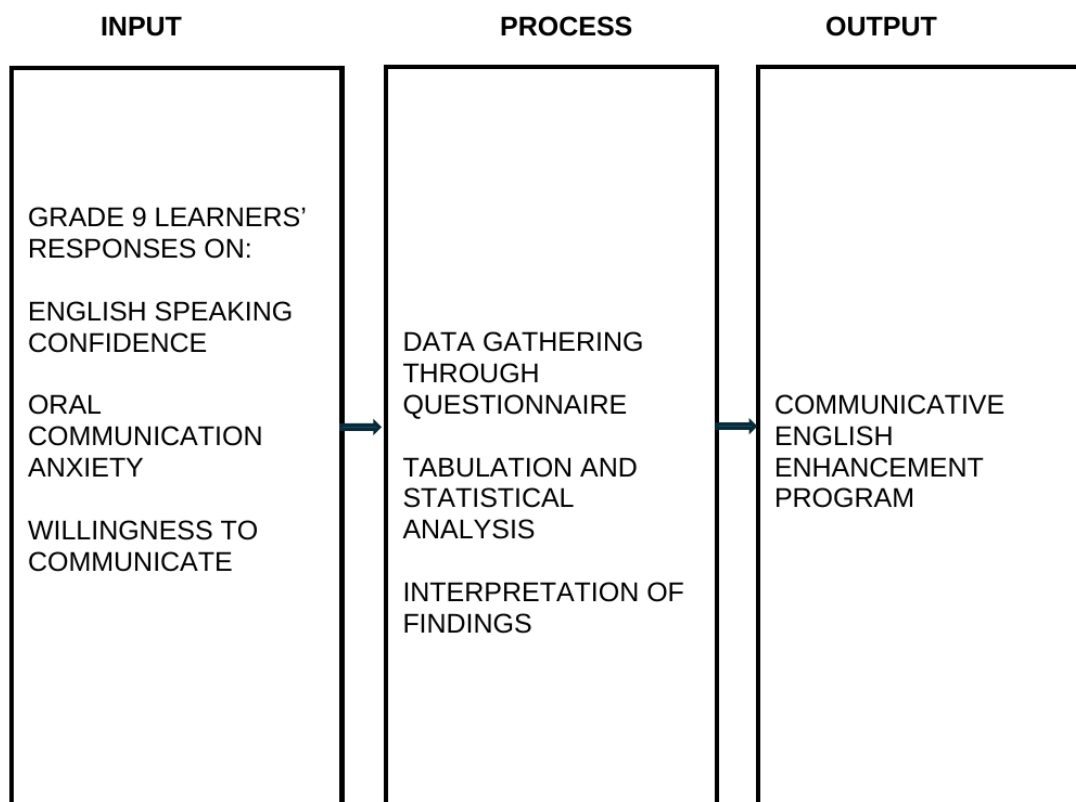


Figure 1. *Schematic Diagram of the Study*

METHODS

Research Design

The study employed a quantitative descriptive-relational survey design. The descriptive component was used to determine the levels of English speaking confidence, oral communication anxiety, and willingness to communicate, while the relational component examined whether statistically significant relationships existed among the variables. No intervention or manipulation was introduced; the design was intended to describe existing learner perceptions and examine associations using structured questionnaire data (Creswell & Creswell, 2018; Fraenkel et al., 2019).

English speaking confidence was examined across oral recitation, group discussion, class reporting or presentation, expression of ideas, and everyday classroom interaction. Oral communication anxiety was examined through fear of grammar and pronunciation errors, fear of negative evaluation, nervousness during oral activities, hesitation, and spontaneous communication anxiety. Willingness to communicate was examined through answering questions, initiating conversations, pair or group speaking tasks, classroom activities, and willingness to improve through practice.

Research Locale

The study was conducted at Tabon M. Estrella National High School in Barangay Tabon, Bislig City, Surigao del Sur, under the Schools Division of Bislig City, during School Year 2025-2026. The school serves junior and senior high school learners and was the immediate setting in which Grade 9 learners experienced English classroom instruction, peer interaction, reporting, recitation, and other communication-related tasks. The

locale was selected because it directly matched the population and classroom context specified in the research problem.

Participants and Sampling Technique

The target population comprised 229 Grade 9 learners enrolled at Tabon M. Estrella National High School. The questionnaire was made available to the Grade 9 population, and 197 valid and analyzable responses were obtained, equivalent to 86.03% of the population. The final respondents included 107 males (54.31%) and 90 females (45.69%); 52 learners were 14 years old (26.40%), 116 were 15 (58.88%), and 29 were 16 (14.72%). The source thesis did not report a random-sampling procedure; accordingly, the final analytic group is reported as the 197 valid respondents obtained from the target Grade 9 population.

Research Instrument

Data were collected using a researcher-made 60-item English Speaking Confidence, Oral Communication Anxiety, and Willingness to Communicate Questionnaire administered through Google Forms. The instrument contained three 20-item parts, with four items for each of five dimensions under each major variable. Responses used a 4-point Likert scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. Mean scores from 3.26-4.00 were interpreted as Very High (or Very High Anxiety), 2.51-3.25 as High, 1.76-2.50 as Low, and 1.00-1.75 as Very Low.

The questionnaire was reviewed for alignment with the study problem, variables, and dimensions. Internal consistency was assessed using Cronbach's alpha and was excellent for English Speaking Confidence (alpha = .965), Oral Communication Anxiety (alpha = .971), Willingness to Communicate (alpha = .959), and the overall 60-item questionnaire (alpha = .942). During data checking, a duplicated set of four A5 items on everyday English classroom interaction was identified in the Google Form. To remain aligned with the validated 60-item instrument, only the first A5 set was scored and the duplicate set was excluded from the final analysis.

Data Gathering Procedure

Before data gathering, the researcher secured permission from the concerned authorities and coordinated with the school head and teachers. The Grade 9 learners were informed about the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. The questionnaire was distributed through Google Forms, and responses were automatically recorded and subsequently downloaded for checking, cleaning, coding, and statistical analysis.

The dataset was screened for completeness and usability. After excluding the duplicated A5 item set from scoring, 197 valid responses were retained. Data were organized according to the three major variables and their dimensions, and only summarized results were used for analysis and reporting.

Data Analysis

Weighted mean and standard deviation were used to describe English speaking confidence, oral communication anxiety, and willingness to communicate at both dimension and overall levels. Pearson product-moment correlation was used to determine the direction, strength, and statistical significance of the relationships between English speaking confidence and oral communication anxiety, English speaking confidence and willingness to communicate, and oral communication anxiety and willingness to communicate. Statistical significance was evaluated at alpha = .05. The descriptive and relational findings were also used as the empirical basis for designing the proposed Communicative English Enhancement Program.

Ethical Consideration

The study observed the ethical safeguards stated in the thesis for school-based research involving minors. Participation was voluntary; names and identifying information were not used in the final analysis; learner responses were treated confidentially and reported only in summarized form; and the data were used only for research purposes. The researcher also secured school approval and coordinated the administration of the survey

with the appropriate school personnel, consistent with child-protection and ethical-data-handling considerations cited in the source (Department of Education, 2015; UNICEF, 2021).

RESULTS AND DISCUSSION

Respondent Profile

The final dataset consisted of 197 Grade 9 learners out of the target population of 229, producing an 86.03% response rate. The respondents were predominantly 15 years old (58.88%), followed by 14-year-olds (26.40%) and 16-year-olds (14.72%). Males comprised 54.31% of valid responses and females 45.69%. These characteristics provide context for interpreting the findings but were not used as grouping variables in the principal relational analyses reported in the thesis.

Table 1. Profile of the Valid Grade 9 Respondents

Characteristic	Category	n	%
Sex	Male	107	54.31
Sex	Female	90	45.69
Age	14 years	52	26.40
Age	15 years	116	58.88
Age	16 years	29	14.72
Total	Valid responses	197	100.00

Note. Target Grade 9 population = 229; valid responses = 197 (86.03%).

English Speaking Confidence

Grade 9 learners demonstrated High English Speaking Confidence overall ($M = 3.04$, $SD = 0.53$). Everyday English classroom interaction received the highest mean ($M = 3.24$), suggesting that learners felt most comfortable in routine exchanges such as responding, greeting, requesting, and interacting with teachers or peers. Confidence in group discussion ($M = 3.05$) and expressing ideas in English ($M = 3.01$) were also High, indicating that peer-supported and collaborative settings provided relatively favorable contexts for English use. These patterns are consistent with research showing that communication confidence and classroom interactional conditions contribute to learners' readiness to participate (Cao & Philp, 2006; Peng & Woodrow, 2010).

Confidence in oral recitation and class reporting or presentation both obtained the lowest dimension mean ($M = 2.95$), although still interpreted as High. The source further identified readiness to speak when called for oral recitation as the lowest item ($M = 2.73$). This suggests that public, teacher-initiated, or performance-oriented speaking may be more demanding than routine interaction. From a self-efficacy perspective, structured opportunities for successful speaking, rehearsal, and supportive feedback can help strengthen learners' belief that they can manage these tasks (Bandura, 1997).

Table 2. Level of English-Speaking Confidence

Dimension	Mean	SD	Interpretation
Confidence in Oral Recitation	2.95	0.56	High
Confidence in Group Discussion	3.05	0.63	High
Confidence in Class Reporting or Presentation	2.95	0.59	High
Confidence in Expressing Ideas in English	3.01	0.60	High
Confidence in Everyday English Classroom Interaction	3.24	0.57	High
Overall	3.04	0.53	High

Oral Communication Anxiety

Despite their generally high confidence, learners also reported High Oral Communication Anxiety overall ($M = 3.06$, $SD = 0.59$). Fear of committing grammar and pronunciation errors was the strongest anxiety dimension ($M = 3.16$), followed by nervousness during oral activities ($M = 3.12$). These results indicate that accuracy pressure and oral performance conditions were prominent sources of discomfort. Horwitz et al. (1986) and MacIntyre and Gardner (1994) explain that communication apprehension, fear of evaluation, and anxiety-related

processing difficulties can interfere with oral performance even when learners possess the underlying knowledge to respond.

Anxiety in spontaneous English communication ($M = 3.05$), hesitation in speaking English in class ($M = 3.01$), and fear of negative evaluation from classmates ($M = 2.95$) were likewise High. The pattern suggests that learner anxiety was not limited to one type of task but extended across accuracy, immediacy, public performance, and peer evaluation. This supports the need for non-threatening correction, preparation time, peer rehearsal, gradual exposure, and emotionally supportive classroom routines (Dewaele & MacIntyre, 2014; Gkonou et al., 2017).

Table 3. Level of Oral Communication Anxiety

Dimension	Mean	SD	Interpretation
Fear of Grammar and Pronunciation Errors	3.16	0.63	High Anxiety
Fear of Negative Evaluation from Classmates	2.95	0.75	High Anxiety
Nervousness During Oral Activities	3.12	0.58	High Anxiety
Hesitation in Speaking English in Class	3.01	0.66	High Anxiety
Anxiety in Spontaneous English Communication	3.05	0.66	High Anxiety
Overall	3.06	0.59	High Anxiety

Willingness to Communicate

The learners demonstrated Very High Willingness to Communicate overall ($M = 3.31$, $SD = 0.44$). Willingness to improve English communication through practice was highest ($M = 3.45$), and the source identified “I am willing to practice speaking English more often” as the highest item ($M = 3.53$). Willingness to participate in pair or group speaking tasks was also Very High ($M = 3.33$). These findings suggest that the learners were strongly motivated to improve and were especially receptive to practice-oriented and peer-supported communication opportunities (Philp et al., 2014; Sato & Ballinger, 2016).

Willingness to initiate English conversations ($M = 3.26$), speak English during classroom activities ($M = 3.26$), and answer questions in English ($M = 3.25$) were interpreted as High. The contrast between very high willingness to practice and somewhat lower willingness to answer teacher questions parallels the confidence findings, where oral recitation was among the lower dimensions. This indicates that learners' motivation to communicate can be used as a foundation for structured activities that progressively build confidence in more public or spontaneous speaking situations (MacIntyre et al., 1998; Oxford, 2024).

Table 4. Level of Willingness to Communicate

Dimension	Mean	SD	Interpretation
Willingness to Answer Questions in English	3.25	0.53	High
Willingness to Initiate English Conversations	3.26	0.50	High
Willingness to Participate in Pair/Group Tasks	3.33	0.50	Very High
Willingness to Speak During Classroom Activities	3.26	0.50	High
Willingness to Improve Through Practice	3.45	0.54	Very High
Overall	3.31	0.44	Very High

Relationships Among the Study Variables

All three tested relationships were statistically significant. English speaking confidence was weakly and negatively related to oral communication anxiety ($r = -.251$, $p < .001$), indicating that learners with greater confidence tended to report lower anxiety, although the weak magnitude suggests that anxiety was also associated with other conditions not measured by confidence alone. This interpretation is consistent with language-anxiety theory, which recognizes the influence of fear of errors, evaluation, task demands, and communication context (Horwitz et al., 1986; MacIntyre & Gardner, 1994).

The strongest association was between English speaking confidence and willingness to communicate ($r = .729$, $p < .001$), a significant strong positive relationship. This result supports the L2 WTC model, in which perceived communicative competence and confidence are major antecedents of readiness to communicate (MacIntyre et al., 1998; Peng & Woodrow, 2010). Oral communication anxiety was also significantly related to

willingness to communicate, but the relationship was very weak and negative ($r = -.170$, $p = .017$). Thus, anxiety slightly reduced communicative readiness, yet many learners remained highly willing to speak and improve despite reporting anxiety. This combination—High Anxiety alongside Very High WTC—is one of the most practically important patterns in the study.

Table 5. *Pearson Correlations Among the Major Variables*

Variables Correlated	r	p-value	Interpretation
Speaking Confidence - Oral Communication Anxiety	-.251	< .001	Weak negative, significant
Speaking Confidence - Willingness to Communicate	.729	< .001	Strong positive, significant
Oral Communication Anxiety - Willingness to Communicate	-.170	.017	Very weak negative, significant

Note. N = 197; alpha = .05. All three null hypotheses were rejected in the source thesis.

Proposed Communicative English Enhancement Program

The program was developed directly from the descriptive and relational findings. Priority areas included oral recitation and reporting confidence, grammar and pronunciation anxiety, nervousness during oral activities, and the need to sustain learners' already high willingness to practice. Consistent with communicative and learner-supportive approaches, the program emphasizes guided speaking, rehearsal, peer interaction, classroom English routines, and constructive feedback rather than accuracy pressure alone (Richards, 2006; Mercer & Dörnyei, 2020; Gao, 2024).

Table 6. *Core Components of the Communicative English Enhancement Program*

Component	Key Activities	Expected Output
Confidence-Building Oral Recitation	Guided questions, sentence starters, wait time, supportive feedback	Greater readiness to answer in English
Structured Reporting and Presentation	Templates, pair rehearsal, short presentations, gradual audience expansion	Improved reporting and presentation confidence
Grammar and Pronunciation Support	Short drills, vocabulary scaffolds, pronunciation practice, non-threatening correction	Reduced fear of language errors
Anxiety-Reducing Peer Communication	Pair talk, small-group discussion, peer rehearsal, cooperative speaking	Lower nervousness and stronger participation
Spontaneous Communication Routines	Greetings, quick-response prompts, requests, role-play, one-minute speaking	Improved spontaneous English use
Practice and feedback for WTC	Regular practice, feedback circles, reflection, encouragement	Sustained willingness and motivation

The program therefore treats confidence-building and anxiety reduction as complementary rather than competing aims. Learners' very high willingness to improve provides a favorable motivational base, while structured low-pressure communication can help convert that willingness into more frequent and confident classroom English use. Implementation may be monitored through participation records, teacher observations, activity outputs, reflection sheets, and follow-up learner responses, as recommended in the source thesis.

CONCLUSION

The Grade 9 learners demonstrated a distinctive affective-communicative profile: High English Speaking Confidence, High Oral Communication Anxiety, and Very High Willingness to Communicate. They were most confident in everyday classroom interaction and most willing to improve through practice, but comparatively less confident in oral recitation and class reporting. Grammar and pronunciation errors and nervousness during oral activities were the most prominent anxiety concerns.

The relational findings clarify how these variables coexist. Greater confidence was associated with lower anxiety and, more importantly, with substantially greater willingness to communicate. Anxiety was significantly but only very weakly associated with lower willingness to communicate, showing that learners could remain strongly motivated to speak despite feeling nervous. The findings therefore support an instructional response that builds successful speaking experiences, reduces threat and accuracy pressure, and preserves learners' motivation to communicate.

The study contributes school-level evidence for understanding Grade 9 classroom communication in Tabon M. Estrella National High School. The proposed Communicative English Enhancement Program translates the findings into structured oral recitation, reporting, peer communication, spontaneous English routines, grammar and pronunciation support, and sustained practice, thereby linking assessment directly with school-based communicative support.

Recommendation

Tabon M. Estrella National High School may implement and monitor the proposed Communicative English Enhancement Program as part of English learning support, school improvement planning, LAC activities, or learner-development initiatives. Priority should be given to guided oral recitation and reporting, non-threatening grammar and pronunciation support, pair and group rehearsal, spontaneous English routines, and constructive feedback. English teachers may use preparation time, sentence starters, vocabulary scaffolds, learner choice, positive reinforcement, and flexible peer-supported tasks to strengthen confidence while reducing anxiety.

School leaders and the English coordinator may provide time, materials, and monitoring mechanisms for regular communicative practice, while parents and guardians may encourage simple home-based English conversations, reading aloud, and supportive practice without excessive correction. Learners should be encouraged to sustain their willingness to communicate by participating actively, accepting feedback, and viewing mistakes as part of language development.

Future research may replicate the study across other grade levels or schools, include additional variables such as classroom engagement, teacher support, peer climate, motivation, home language exposure, or observed speaking performance, and evaluate the proposed program through an intervention or quasi-experimental design. Such studies can determine whether the school-based activities produce measurable changes in confidence, anxiety, and actual communication behavior over time.

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