

Oral Language Proficiency of Grade 12 Technical Vocational Livelihood Students: Basis for Development of Functional Communicative Framework

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Publication Date: 2026/05/07

Abstract: The main objective of this study is to assess the oral language proficiency of Grade 12 Technical-Vocational-Livelihood (TVL) students as a basis for developing a functional communicative framework. It focused on assessing how well TVL learners express themselves orally in English in academic and technical-vocational contexts. A quantitative descriptive research design was used to present the findings through a performance-based rubric and a frequency survey questionnaire. The sample population of this research is composed of 10 students of each specialization in the TVL track, which was made through random sampling. The study revealed that the Grade 12 TVL students showed a high level in terms of pronunciation and articulation, indicating that students can enunciate the words clearly and make the speech understandable. However, the performance in fluency, grammar and structure, and vocabulary use ranged from low to moderate, reflecting difficulties in maintaining smooth, accurate, and coherent oral communication. Furthermore, students reported experiencing challenges such as hesitation, fear of making mistakes, nervousness, limited fluency, and difficulty organizing ideas, which occurred from “sometimes” to “often” across all specializations. The results imply that the communicative competence of TVL students is still developing and not yet fully aligned with academic and workplace communication demands. These limitations may affect their ability to effectively explain technical procedures and engage in professional interactions. With this, the study proposed a functional communicative framework that integrates oral language development into technical-vocational instruction to enhance students’ communication skills and better prepare them for real-world applications.

Keywords: Oral Language Proficiency, TVL Students, Communicative Competence, Oral Communication, Functional Communicative Framework.

How to Cite: Micah Ann P. Faculanan (2026) Oral Language Proficiency of Grade 12 Technical Vocational Livelihood Students: Basis for Development of Functional Communicative Framework. *International Journal of Innovative Science and Research Technology*, 11(4), 3488-3495. <https://doi.org/10.38124/ijisrt/26apr1401>

I. INTRODUCTION

People often communicate their ideas and feelings through oral language. Oral language is the most common form of conversing with everyone; it lets people share their thoughts, feelings, and experiences. Oral language plays a vital role in education, especially in the use of the English language in teaching and learning. It helps students to be equipped in communication, broadens their access to information, and fosters critical thinking and cultural understanding. However, the importance of oral language is unrecognized for students whose focus is on their skills in education. As an educator, it is essential to assess students’ oral language proficiency to identify their weaknesses and support their readiness for the tertiary level, since it is a foundational skill for success in both higher education and the modern workforce.

This need is reinforced by Republic No. 10533, or the Enhanced Basic Education Act of 2013, which mandates the K to 12 curriculum and emphasizes the strengthening of language proficiency and communication skills of senior high school students, including those in the Technical-Vocational and Livelihood (TVL) track. Furthermore, DepEd Order No. 21, s. 2019, and DepEd order No. 31, s. 2012, provides guidelines on the implementation of the K to 12 program, ensuring that graduates acquire not only technical skills but also core competencies such as functional literacy, language, and communication proficiency, which are essential for workplace readiness and lifelong learning, particularly for those in the TVL track, who are expected to enter the workforce directly after graduation.

Yet, in line with these mandates, there are still concerns regarding students’ actual language proficiency. Cabigon

(2015), in an article published in the Philippine Daily Inquirer, highlighted a growing concern regarding the declining English proficiency among Filipinos, which has significantly affected industries that heavily rely on effective English communication skills. These industries, such as business process outsourcing (BPO), tourism, and international trade often require employees who can communicate fluently and professionally in English. However, due to the decreasing command of the language among job seekers, many of these positions remain unfilled, as echoed by Tima (2018). This mismatch between job requirements and language competence presents a serious challenge for the country's economic growth and global competitiveness.

Oral communication skills of Filipinos, alongside their overall English language proficiency, are declining. This illustrates that despite exposure to the English language, Filipino learners may encounter challenges in enhancing their English proficiency, particularly in oral communication skills (Pangket, 2019).

This is a challenge that teachers should take into consideration. Classroom teachers, then, play a crucial role in identifying issues within the classroom environment. They are tasked with enhancing learners' language proficiency as they control how content is presented, the level of learner involvement, and the selection of learning activities and materials. Therefore, their assessment is significant (Syomwene, 2016). To address this, a structured approach to learning, known as scaffolding, is essential. This involves providing support to learners as they gradually build their skills, which is particularly useful for developing oral language proficiency.

The Philippine educational system upholds English as a second language and an important medium of instruction across all strands in senior high school. In Ligao National High School, there is a noticeable gap in the oral communication skills of Grade 12 TVL students. In the Rapid Literacy Assessment that was conducted in the school year 2025-2026, there were 207 identified as struggling readers in the TVL Strand. These results pose a problem with their oral language proficiency. Further, as an educator conducting this research and teaching English, it was observed that many of these students experience difficulty in expressing their ideas clearly, organizing their thoughts coherently, and using appropriate vocabulary and grammatical structures during oral communication. Their opportunities to practice and refine English reading and speaking abilities, especially in real-world or classroom contexts such as discussions, group activities, and presentations, remain limited. This raises concerns about their preparedness for workplace communication and technical interactions.

➤ *Objective of the Study*

The main purpose of this study is to help the TVL students improve their oral language proficiency, especially their communication skills in English. Many students continue to face challenges in speaking with confidence, constructing grammatically correct sentences, and expressing

their thoughts clearly in various communicative situations. That is why this study is crucial because there is a pressing, unaddressed need to bridge the gap between their technical expertise and the essential soft skills required for employment. The TVL strand was chosen since most of these students are joining the workforce right after graduation, where good communication is just as important as technical skills. Unlike other strands that are often oriented toward pursuing higher education, TVL students are being prepared for direct employment where effective communication with employers, colleagues, and clients is essential. By focusing on key components of oral proficiency such as pronunciation, fluency, grammar, and vocabulary use, this research directly responds to the challenges students face in preparing for interviews, workplace interactions, and professional advancement. Furthermore, the findings will empower teachers by providing them with a clearer understanding of students' specific oral communication needs, which will, in turn, help them design more interactive and engaging speaking activities. Finally, this will address a real and pressing educational gap by providing a research-based solution for the learners.

➤ *Statement of the Problem*

This study aimed to assess the oral language proficiency of Grade 12 Technical-Vocational-Livelihood (TVL) students as a basis for developing a functional communicative framework.

Specifically, this study sought to answer the following questions:

- What is the level of oral language proficiency of Grade 12 TVL students based on the result of Technical Vocational Livelihood – Oral Proficiency Assessment for Language (TVL-OPAL) in terms of:
 - ✓ Pronunciation and Articulation
 - ✓ Fluency
 - ✓ Grammar and Structure
 - ✓ Vocabulary Use
- What are the common difficulties of Grade 12 TVL students encounter when expressing themselves orally in English?
- What are the implications of the findings for communicative competence in technical vocational education?
- What communication framework can be developed based on the findings of the study?

II. METHODOLOGY

➤ *Research Design*

This study utilized a quantitative-descriptive research design to assess the oral language proficiency of Grade 12 TVL students in Ligao National High School. This allowed students to have a deeper and more comprehensive understanding of their English communication skills.

Quantitative descriptive research is a widely used approach in educational research that focuses on the systematic collection and analysis of numerical data to describe existing conditions or phenomena. It emphasizes objective measurement and utilizes statistical techniques to provide an accurate and clear representation of the variables under study without manipulating them (Creswell & Creswell, 2018). This method is particularly appropriate when the goal is to determine the current status of a group, such as assessing students’ oral language proficiency levels. Furthermore, descriptive research enables researchers to identify patterns, frequencies, and trends that can serve as a basis for developing interventions or instructional frameworks (Polit & Beck, 2017).

Quantitative data were gathered through an oral performance-based rubric and checklist to determine the students’ common difficulties when expressing themselves orally in English. The rubric assessed specific aspects of oral communication such as pronunciation and articulation, fluency, grammar and structure, and vocabulary use.

➤ *Population and Sample of the Study*

The population of this study was comprised of Grade 12 Technical Vocational Livelihood Students enrolled in the academic year 2025-2026 at Ligao National High School. The respondents of this study were selected using stratified random sampling, with an equal number of participants from each specialization.

To maintain fairness and randomness in selecting respondents, ten (10) students were randomly selected in each specialization, namely, Beauty Care, Bartending, Dressmaking, Computer System Servicing, Electrical

Installation and Maintenance, and Electronic Products Assembly and Servicing.

➤ *Instrumentation*

The primary data gathering tool for this study is the TVL OPAL, which stands for Technical Vocational Livelihood – Oral Proficiency Assessment for Language. This tool was a research-based assessment designed to evaluate the speaking skills of Grade 12 TVL students. It focused on key components of oral communication such as pronunciation, fluency, grammar and structure, and vocabulary use, which are essential for effective communication in both academic and workplace settings. It was anchored in established language proficiency frameworks, such as the IELTS Speaking Band Descriptors, to ensure alignment with recognized standards. Relevant indicators, including pronunciation, fluency, grammar and structure, and vocabulary use, were used in the rubrics, however the questions were contextualized to suit the learners’ context.

The second tool used was a checklist, which gathered information on the common difficulties Grade 12 TVL students encountered when expressing themselves orally in English.

III. RESULTS AND DISCUSSION

This chapter presents the tables, results, analysis, and interpretation of the data gathered. It discusses the oral language proficiency of Grade 12 Technical Vocational-Livelihood (TVL) students and examines the findings in relation to the research objectives. The data are organized and analyzed to provide a clear understanding of the students’ communication skills, which serve as the basis for the proposed functional communicative framework.

Table 1 Pronunciation and Articulation

Specialization	Mean Proficiency Score (MPS)	Proficiency Level (PL)
Bartending	15.9	High
Beauty Care	15.5	High
Computer Software Servicing	15.6	High
Dressmaking	13.3	High
Electrical Installation and Maintenance	15.5	High
Electronic Products Assembly and Servicing	14.2	High
OVERALL	15	High

Legend: 1-4 -Very Low; 5-8-Low; 9-12- Moderate; 13-16-High; 17-20- Very High

The table above presents the Grade 12 TVL Oral Proficiency in terms of Pronunciation and Articulation. Each specialization obtained a High level of oral language proficiency. The Mean Proficiency Scores (MPS) ranged from 13.3 (Dressmaking) to 15.9 (Bartending), with an overall mean of 15.0, which falls within the 13–16 range described as High. This shows that across different technical-vocational tracks, students are generally able to pronounce words clearly and articulate sounds accurately, making their oral speech understandable during communication tasks.

The results suggest a need for consistency in pronunciation performance among the various specializations, despite differences in technical focus. The Bartending, Computer Software Servicing, and Electrical Installation and Maintenance posted higher MPS because these areas frequently require verbal instructions, demonstrations, and customer or peer interactions. Even the lowest mean score, recorded in Dressmaking, still met the High descriptor, implying that students can communicate orally with minimal pronunciation errors that do not significantly hinder understanding. Overall, the findings reflect a solid foundation in basic oral production skills among TVL students.

The TVL learning environment effectively supports the development of pronunciation and articulation skills,

providing students with adequate opportunities to practice spoken English in practical and relevant contexts.

Table 2 Fluency

Specialization	Mean Proficiency Score (MPS)	Proficiency Level (PL)
Bartending	11.5	Moderate
Beauty Care	10.8	Low
Computer Software Servicing	11.5	Moderate
Dressmaking	10.5	Low
Electrical Installation and Maintenance	8.5	Low
Electronic Products Assembly and Servicing	10	Low
OVERALL	10.4	Low

Legend: 1-5 -Very Low; 6-10-Low; 11-15- Moderate; 16-20-High; 21-25- Very High

The table above on Fluency shows the overall level of oral language proficiency of Grade 12 TVL students in terms of fluency, with an overall Mean Proficiency Score (MPS) of 10.4, which is interpreted as Low. Among the specializations, Bartending and Computer Software Servicing obtained the highest MPS of 11.5, which falls under the Moderate level. In contrast, Beauty Care (10.8), Dressmaking (10.5), Electronic Products Assembly and Servicing (10.0), and Electrical Installation and Maintenance (8.5) were rated at the Low level. These results show that while some students can sustain speech with moderate ease, most are still having difficulties in maintaining smooth, continuous, and spontaneous oral expression.

The findings reveal noticeable variation across specializations, suggesting that fluency development may be influenced by the degree of oral interaction required in each

track. Specializations such as Bartending tend to involve repeated verbal exchanges, which may explain their relatively higher fluency scores. On the other hand, tracks like Electrical Installation and Maintenance and Electronic Products Assembly and Servicing are more task- and procedure-focused, with fewer opportunities for extended spoken interaction, possibly limiting students’ fluency practice. The overall Low level implies that students often pause, hesitate, or rely on fillers when speaking, which affects the natural flow of their oral communication.

With this, while the Grade 12 TVL students possess emerging fluency skills, there is still a need for more structured and sustained oral communication activities within TVL instruction to help students move from a Low to a Moderate level of fluency.

Table 3 Grammar and Structure

Specialization	Mean Proficiency Score (MPS)	Proficiency Level (PL)
Bartending	12.3	Low
Beauty Care	10.7	Low
Computer Software Servicing	12.2	Moderate
Dressmaking	11.1	Moderate
Electrical Installation and Maintenance	10.6	Low
Electronic Products Assembly and Servicing	10.6	Low
OVERALL	11.2	Moderate

The table presented above shows the level of oral language proficiency of Grade 12 TVL students in terms of grammar and structure across different specializations. The overall mean proficiency score (MPS) of 11.2 falls within the Moderate level, indicating that students generally demonstrate basic grammatical rules and sentence construction during oral communication. Among the specializations, Bartending (12.3), Computer Software Servicing (12.2), and Dressmaking (11.1) achieved Satisfactory ratings, suggesting a fair ability to form grammatically correct sentences despite minor errors. In contrast, Beauty Care (10.7), Electrical Installation and Maintenance (10.6), and Electronic Products Assembly and Servicing (10.6) were rated Low, which implies frequent grammatical lapses that may affect clarity and coherence in

spoken communication. This variation across specializations suggests differences in exposure to language use and opportunities for structured oral practice within technical contexts.

Interpreting the results, the moderate overall performance indicates that while students can communicate meaning effectively, there remains a need for focused grammar integration in TVL instruction, especially in specializations rated as developing. The contextualized grammar instruction embedded in technical and practical activities may enhance students’ oral language proficiency, leading to more accurate and confident communication aligned with workplace demands.

Table 4 Vocabulary Use

Specialization	Mean Proficiency Score (MPS)	Proficiency Level (PL)
Bartending	14.7	Moderate
Beauty Care	14.2	Moderate
Computer Software Servicing	14.4	Moderate
Dressmaking	11.1	Moderate
Electrical Installation and Maintenance	11.5	Moderate
Electronic Products Assembly and Servicing	11.4	Moderate
OVERALL	12.8	Moderate

The table above presents the level of oral language proficiency of Grade 12 TVL students in terms of vocabulary use across different specializations. The overall mean proficiency score of 12.8 indicates a Moderate level, suggesting that students generally possess an adequate range of vocabulary to express ideas in oral communication, particularly within familiar and technical contexts. Among the specializations, Bartending (14.7), Computer Software Servicing (14.4), and Beauty Care (14.2) obtained the highest mean scores, reflecting a stronger command of job-related and functional vocabulary. Meanwhile, Dressmaking (11.1), Electrical Installation and Maintenance (11.5), and Electronic Products Assembly and Servicing (11.4) also remained within the Moderate range, though at the lower end, which implies more limited lexical variety and occasional difficulty in selecting precise words during spoken tasks.

The moderate performance across all specializations indicates that Grade 12 TVL students can communicate ideas effectively using appropriate vocabulary, yet their vocabulary range may still be restricted.

Integrating intentional vocabulary-building strategies such as contextualized word instruction, oral practice, and task-based interactions into technical lessons can further strengthen students’ oral language proficiency and better prepare them for real-world workplace communication

➤ *Common Difficulties of Grade 12 TVL Students Encountered when Expressing Themselves Orally in English*

Table 5 Common Difficulties of Grade 12 TVL Students Encountered when Expressing Themselves Orally in English

Common Difficulties	BT		BC		CSS		DRS		EIM		EPAS		AWM	RANK
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI		
Pronouncing certain English sounds or words.	2.8	S	3.6	O	3.3	S	4.0	O	4.0	O	3.4	O	3.5	4.5
Limited vocabulary when trying to express ideas	2.7	S	3.7	O	2.6	S	3.5	O	3.9	O	3.8	O	3.4	9
Using correct grammar during conversations.	3.4	O	3.3	O	3.4	O	3.4	O	3.6	O	3.6	O	3.5	6
Mixing Filipino or other languages with English	3.4	O	3.8	O	3.4	O	3.2	S	3.5	O	3.0	S	3.4	8
Organizing thoughts in English before speaking.	3.3	S	3.6	O	3.1	S	4.3	A	2.8	S	4.1	O	3.5	9
Fear of making mistakes in front of others	4.1	O	3.9	O	3.7	O	3.9	O	3.5	O	3.3	S	3.7	1
Shyness or lack of confidence when speaking.	3.3	S	3.5	O	3.6	O	4.0	O	3.5	O	3.2	S	3.5	4.5
Nervousness or anxiety during oral recitations or presentations.	3.2	S	3.3	S	3.6	O	4.3	A	3.2	S	3.0	S	3.4	7
Maintaining eye contact or appropriate gestures	3.1	S	3.5	O	2.9	S	3.5	O	3.2	S	2.4	R	3.1	12
Feeling embarrassed when corrected by others.	2.9	S	3.1	S	2.9	S	3.3	S	2.8	S	2.2	R	2.9	15
Not enough English-speaking activities in class.	3.3	S	2.6	S	2.9	S	2.9	S	2.8	S	3.9	O	3.1	13
Fast-paced discussions that are hard to follow	2.9	S	3.0	S	2.7	S	3.8	O	3.5	O	3.9	O	3.3	10
Intimidated by more fluent speakers.	3.0	S	3.0	S	3.2	S	3.7	O	2.9	S	3.2	S	3.2	11
Noise or distractions during speaking tasks	2.8	S	2.9	S	3.2	S	2.9	S	3.3	S	3.2	S	3.1	14

Lack of opportunity to speak English in daily life	2.9	S	3.6	O	3.6	O	3.3	S	4.1	O	4.7	A	3.7	2
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Legend: 4.20-5.00- Always(A); 3.40-4.19-Often(O); 2.60-3.39- Sometimes(S); 1.80-2.59-Rarely(R); 1.00-1.79-Never(N)

The table presents the common difficulties encountered by Grade 12 Technical-Vocational-Livelihood (TVL) students when expressing themselves orally in English across different specializations. Overall, the average weighted means (AWM) indicate that most of the difficulties are experienced “Often” or “Sometimes” by the students, suggesting that oral communication in English remains a challenge for many TVL learners.

Among the identified difficulties, fear of making mistakes in front of others (AWM = 3.7) ranked first, indicating that psychological factors such as anxiety and fear significantly affect students’ willingness to speak English. Similarly, lack of opportunity to speak English in daily life (AWM = 3.7) ranked second, suggesting that students have limited exposure to authentic English communication outside the classroom. Other frequently encountered challenges include pronouncing certain English sounds or words (AWM = 3.5), organizing thoughts before speaking (AWM = 3.5), and shyness or lack of confidence when speaking (AWM = 3.5). These findings imply that both linguistic difficulties (pronunciation, vocabulary, grammar) and affective factors (confidence, anxiety) influence students’ oral language proficiency.

On the other hand, some difficulties were reported less frequently. These include maintaining eye contact or appropriate gestures (AWM = 3.1), noise or distractions during speaking tasks (AWM = 3.1), and feeling embarrassed when corrected by others (AWM = 2.9). Although these factors were only rated as “Sometimes,” they still contribute to communication barriers. Overall, the findings highlight the need for instructional strategies that promote confidence, increase opportunities for English-speaking practice, and strengthen students’ vocabulary and pronunciation skills, which may serve as a basis for developing a Functional Communicative Framework for TVL students.

IV. IMPLICATIONS OF THE FINDINGS FOR COMMUNICATIVE COMPETENCE IN TECHNICAL VOCATIONAL EDUCATION

The findings of the study indicate that the communicative competence of TVL students is still low and may not yet be sufficient to meet the demands of academic tasks and workplace communication. Difficulties in fluency, grammar and structure, vocabulary use, and organization of ideas suggest that many students struggle to express themselves clearly and confidently. These results show the need for more purposeful and consistent support in developing students’ oral communication skills within the TVL curriculum.

➤ *Implications of the Study:*

- Communication skills should be regularly incorporated into technical-vocational subjects so that students can

develop their language abilities while learning practical skills. This will help the students to see the importance of oral proficiency, especially in performing job-related tasks. In addition, incorporating communication tasks in TVL subjects encourages consistent exposure to language use, which can lead to continuous improvement in proficiency over time

- The teachers may employ activities such as demonstrations, role-playing, group discussions, and short presentations that are aligned with real-life and workplace situations. With these, it can help students understand deeper contexts where they can practice using English in a purposeful and engaging manner. Also, with those interactive activities, it can promote active participation, collaboration, and critical thinking, which further enhance both language and technical skills.
- Instruction should help students learn how to explain processes, give clear instructions, and engage in meaningful interactions relevant to their field. By giving instructions, these skills can improve their clarity and accuracy of communication. Furthermore, continuous practice in these areas enables learners to become more confident and competent in expressing technical concepts in English.
- Students need frequent and guided opportunities to practice speaking in English to gradually improve their fluency and confidence. Regular exposure to speaking tasks allows learners to become more comfortable using the language in different situations. With proper guidance and feedback from teachers, students can identify their strengths and areas for improvement.
- Enhancing students’ oral language proficiency can help them communicate more effectively in professional settings and better prepare them for future employment. Strong communication skills are highly valued in the workplace, as they enable individuals to collaborate with colleagues, interact with clients, and perform tasks efficiently. Developing these skills also increases students’ confidence in expressing their ideas and responding to various work-related situations.

➤ *Functional Communicative Framework: The Contextualized Oral Communication Framework*

Based on the findings of the study, which revealed that students demonstrated strengths in pronunciation but experienced difficulties in fluency, grammar, and vocabulary, the need for a more contextualized and functional approach to communication instruction became evident. The identified challenges in expressing ideas clearly and confidently in English served as the basis for designing this framework. Hence, the Contextualized Oral Communication Framework was formulated to address these gaps and to support students in becoming more effective and confident communicators in both academic and professional settings.

The Contextualized Oral Communication Framework shows how the oral language proficiency of Grade 12 Technical-Vocational Livelihood (TVL) students can be developed through contextualized and task-based communication activities aligned with their technical

specializations. It specifically targets the TVL track, emphasizing that technical mastery is incomplete without the ability to communicate effectively within that specific field.

➤ *The Contextualized Oral Communication Framework*

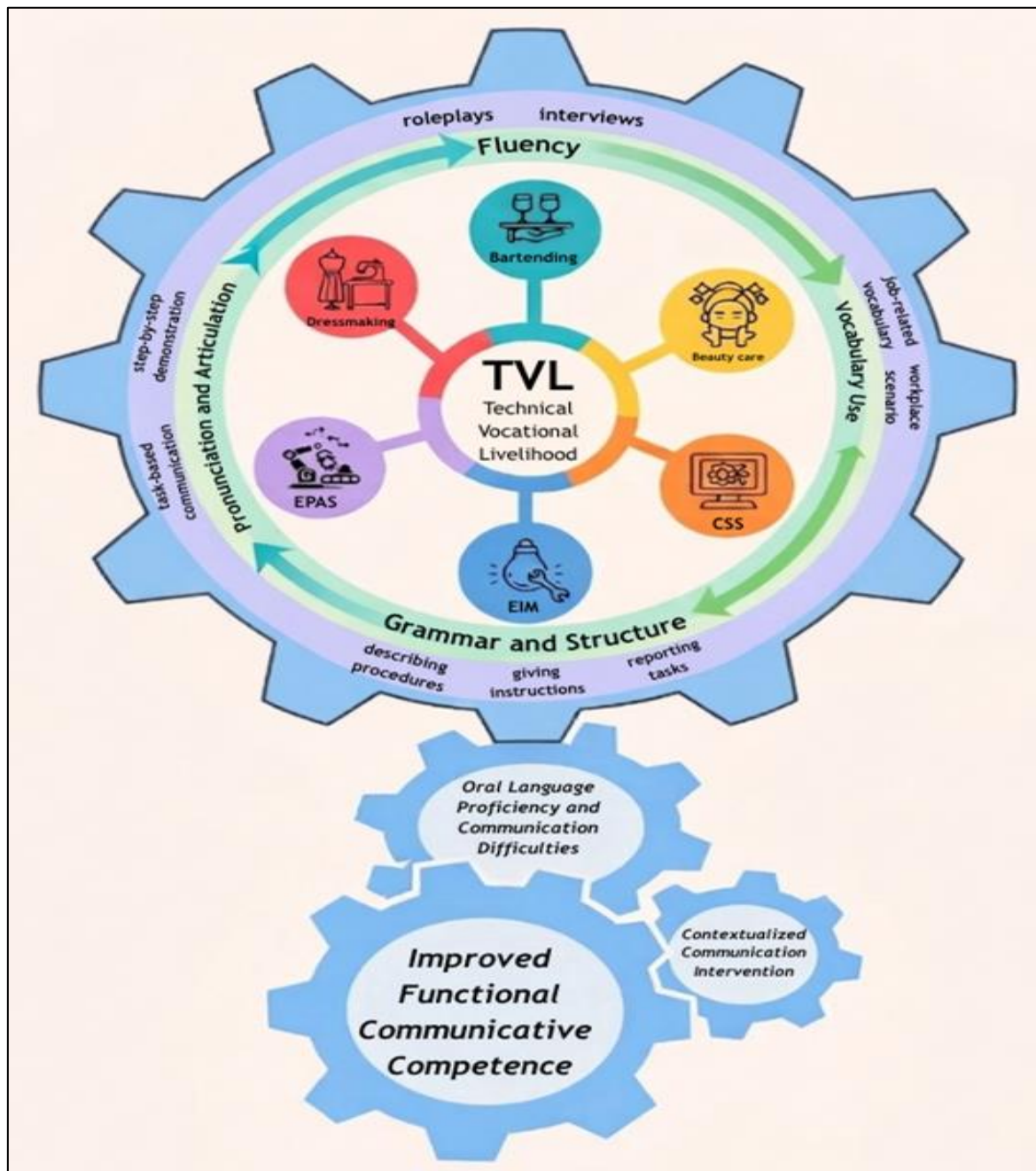


Fig 1 The Contextualized Oral Communication Framework

The framework centers on the TVL track along with its specialization. In the inner ring, it is surrounded by the four core components of oral language proficiency: Pronunciation and Articulation, Fluency, Grammar and Structure, and Vocabulary Use. Each component is linked to practical communication tasks relevant to vocational settings.

grammar and structure are strengthened through describing procedures, reporting tasks, and giving instructions, while vocabulary use focuses on job-related vocabulary and workplace scenarios. These components emphasize that language learning becomes more meaningful when it is connected to the learners' vocational contexts.

Pronunciation and articulation are enhanced through task-based communication and step-by-step demonstrations, fluency is developed through role plays and interviews,

The lower portion of the framework shows the process flow of the study. It begins with the assessment of oral language proficiency and communication difficulties among

TVL students. The findings from this assessment serve as the basis for designing contextualized communication interventions tailored to the learners' needs and specialization areas. These interventions include communicative activities, simulations, and task-based exercises that reflect real workplace communication. As students engage in these targeted strategies, they gradually develop improved speaking abilities that are functional and applicable to their future careers. Finally, the framework aims to achieve improved functional communicative competence, enabling students to communicate effectively in both academic and occupational environments.

According to Richards (2021), communicative language teaching becomes more effective when language instruction is linked to real-life tasks and professional contexts, allowing learners to practice language in meaningful situations. Similarly, Nguyen and Newton (2020) found that task-based communicative activities significantly improved learners' speaking fluency and vocabulary development because students were required to use language actively in realistic communication scenarios. These studies support the idea that integrating language skills with authentic vocational tasks helps learners develop practical communication abilities. Therefore, the Functional Communicative Framework aligns oral language instruction with TVL specializations to ensure that communication skills learned in school are relevant to workplace demands.

V. CONCLUSIONS AND RECOMMENDATIONS

The findings revealed that Grade 12 Technical-Vocational-Livelihood (TVL) students demonstrate strong pronunciation and articulation skills, indicating that they can produce clear and understandable speech. However, their performance in fluency, grammar, and vocabulary is limited, which affects their ability to communicate smoothly and accurately. This implies that while students possess the foundation of oral communication, their overall proficiency remains uneven and needs further development.

Students also experience common difficulties in oral expression such as hesitation, nervousness, fear of making mistakes, limited fluency, and difficulty in organizing ideas. These challenges occur from "sometimes" to "often" across all specializations and are largely influenced by emotional factors, which significantly affect their confidence and willingness to speak. This suggests that affective barriers play a crucial role in students' communication performance.

Moreover, the communicative competence of TVL students is still developing and not yet fully aligned with the demands of academic and workplace communication. Their limitations in fluency, grammatical accuracy, and confidence may hinder their ability to effectively explain technical procedures and actively participate in professional interactions. All things considered, there is a need to strengthen both linguistic and communicative aspects of learning among TVL students.

With these results, it is recommended that teachers incorporate targeted and varied speaking activities that enhance fluency, grammar, and vocabulary alongside pronunciation practice. They should also provide more opportunities for guided speaking tasks, presentations, and interactive activities to help reduce students' anxiety and build confidence. Furthermore, oral communication tasks should be aligned with real-life academic and workplace scenarios to make learning more meaningful and functional.

In addition, administrators and teachers are encouraged to implement a contextualized communicative framework that integrates oral language development into technical-vocational instruction. This will help students improve their communicative competence while simultaneously developing their technical skills, ultimately preparing them for future academic and professional demands.

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