

Basic Interpersonal Communication Skills, Cognitive Academic Language Proficiency, and Language Proficiency of Grade 10 Students

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Date received: May 30, 2025

Date revised: June 20, 2025

Date accepted: July 15, 2025

Originality: 95%

Grammarly Score: 99%

Similarity: 5%

Recommended citation:

Ballera, M., & Beup, E. (2025). Basic interpersonal communication skills, cognitive academic language proficiency, and language proficiency of grade 10 students. *Journal of Interdisciplinary Perspectives*, 3(8), 547-555. <https://doi.org/10.69569/jip.2025.468>

Abstract. This quantitative-correlational study aimed to determine the Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), and Language Proficiency levels of Grade 10 students at a public high school in the Capiz Division for the 2024-2025 school year. It also examined the relationships among these variables to gain a better understanding of how social and academic language skills contribute to overall language ability. A sample of study participants was drawn from a total population of 145 Grade 10 students using a stratified random sampling technique. Specifically, 105 out of 145 were involved in this investigation during the aforementioned academic period. Researcher-made tests were used to assess BICS and CALP. At the same time, an adapted version of the International English Language Testing System (IELTS) from Cambridge Exams Publishing (n.d.) measured overall language proficiency. The statistical tools used in the data analyses were frequency, percentage, mean, and standard deviation for descriptive statistics, while Pearson's r correlation was used for the inferential analysis. The inferential tests were set at an alpha level of 0.05. Analyzed data revealed that students have a "high" level of BICS, a "moderate" level of CALP, and a "moderate" level of overall language proficiency. Moreover, there is a moderately significant positive correlation between the students' BICS and CALP. Similarly, there is a moderately significant positive correlation between their BICS and Language Proficiency. However, there is no significant relationship between their CALP and Language Proficiency.

Keywords: Basic Interpersonal Communication Skills; Cognitive Academic Language Proficiency; Language acquisition; Language proficiency; Second language education.

1.0 Introduction

Language proficiency is essential in both academic and social settings. As noted by Asio and Quijano (2023), language serves as a means of communication that functions not only in written form but also in oral interactions, communicatively and contextually. Similarly, Cloud, Genesee, and Hamayan (2000) described language proficiency as the ability of an individual to communicate proficiently and appropriately in both spoken and written forms across various situations. This concept underscores the significance of language in both formal educational settings and everyday social interactions.

Genelza (2022) argues that achieving academic success is more feasible when individuals attain a higher level of English proficiency. This perspective is reinforced by Kamaşak and Sahan (2023), who demonstrated that students' language skills strongly predict their success in courses taught through English-medium instruction (EMI).

Similarly, research by Rose et al. (2019) revealed that students' command of English in Japanese universities significantly impacted their performance in EMI-based international business courses. Furthermore, Barkaoui's (2025) long-term study showed that students with higher English proficiency scores consistently achieved better GPAs over a ten-semester period in Canadian universities. Collectively, these studies underscore the significant impact of language competence on academic achievement within contemporary educational frameworks.

Beyond academic outcomes, proficiency in English is crucial for engaging in effective social interaction in today's interconnected world. Mastery of the language not only facilitates understanding of educational materials but also supports meaningful communication across varied social contexts. Actual language competence extends beyond mere fluency or grammatical accuracy; it encompasses the ability to communicate effectively in group settings and everyday life. Students who are confident using English both in academic and informal environments tend to improve their skills more steadily over time (Yu et al., 2024). Similarly, Yun (2024) found that high school students with lower English proficiency often faced challenges engaging fully in school and community activities. These findings highlight the crucial role that language skills play in fostering inclusive participation in diverse cultural environments.

Cummins' (1979) widely recognized framework distinguishes two key types of language ability: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS covers the conversational language used in daily interactions, often supported by gestures and tone, and typically develops within one to two years. In contrast, CALP encompasses the complex language abilities required for academic tasks, such as critical thinking, reasoning, and the use of specialized vocabulary, which typically takes five to seven years to develop fully.

The Philippines is known as one of the countries with the highest number of English speakers globally, with millions of its citizens possessing some degree of English fluency. English remains one of the country's official languages and is widely used in commerce and law, serving as the primary language for teaching and learning. Despite its significant status, Filipino students continue to face challenges in achieving complete proficiency in English (EF EPI, 2023).

Within the Philippine education system, English is instructed both as a subject and used as the language of instruction across disciplines. By Grade 10, students are expected to demonstrate conversational fluency and begin developing the specialized language skills needed to achieve academic success in senior high school and beyond. However, studies continue to highlight a gap in students' English proficiency. Although the Philippines placed 20th out of 113 countries, this still marked a decline from its 13th-place standing in 2016, reflecting a downward trend in national English competence (EF EPI, 2023). Cervantes (2023) reported that only 47% of Filipinos consider themselves competent in the English language. Similarly, Muyalde (2018) found that even students with strong metacognitive learning strategies still struggled with grammar and reading comprehension. These findings suggest that proficiency in BICS does not automatically translate to proficiency in CALP.

Furthermore, NSW Education (2024) emphasizes that a student's conversational fluency can mask difficulties in academic language use, particularly in tasks that require higher-order thinking and formal writing. Some educators mistakenly believe that students must first master conversational English before being introduced to academic language, which can inadvertently hinder the development of CALP (Schleppegrell, 2004).

Although considerable research exists on language learning, few studies specifically examine how junior high school students develop and apply both BICS and CALP. Many treat language proficiency as a single construct, overlooking the important distinctions between everyday communication and the more advanced demands of academic language. This gap limits our perception of how students' language skills evolve and what instructional strategies best support their development.

This research aims to examine how Grade 10 students utilize English in both everyday conversations and academic settings. It aims to evaluate how well students use English in everyday conversations and more formal academic tasks by examining their interpersonal communication skills and academic language proficiency, along with their overall language competence. The research aims to highlight the students' strengths and identify the challenges they encounter, to refine instructional approaches to more effectively support their language development. By examining both everyday social language skills and the growth of academic English, this study

offers valuable insights that can enhance language teaching and better support students' learning advancement during junior high school.

2.0 Methodology

2.1 Research Design

The research used a correlational method and collected data through questionnaires. In quantitative research, surveys are a popular method for gathering information from groups. Creswell (2012, 2023) explains that this approach involves collecting numerical data from a selected sample to understand patterns, viewpoints, or behaviors present in a broader group. The correlational approach was chosen because it allowed the researcher to explore how certain key factors —specifically, the students' Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), and overall English proficiency —are related. This method suited the study well since, according to Creswell (2012), a correlational approach explores the relationships among different variables. For this study, BICS and CALP were treated as variables that might influence outcomes (independent variables), while the students' overall proficiency in English was considered the measured result (dependent variable).

2.2 Research Participants

The study included 105 Grade 10 students who participated as respondents. These students were randomly chosen from a larger group of 145 enrollees at a public high school within the Division of Capiz for the 2024–2025 school year. A stratified random sampling method was employed, in which the population was divided into distinct subgroups (sections), and a proportional sample was drawn from each subgroup. The necessary sample size was calculated using the Raosoft sample size calculator. Students' names were drawn randomly from slips placed in boxes corresponding to each section. The final sample consisted of 26 students each for Fitzgerald, Shakespeare, Milton, and Chaucer.

2.3 Research Instrument

The researcher employed three instruments to measure the study's variables. The first instrument consisted of a 46-item multiple-choice test created by the researcher to evaluate the students' Basic Interpersonal Communication Skills (BICS). Three English teachers validated this test and pilot-tested it on 30 Grade 10 students who were excluded from the actual research. Its reliability was ensured through item analysis, retaining items with a difficulty index between 0.20 and 0.80. and an index of discrimination between 0.20 and 1.00. Further validation through factor analysis led to the retention of items with a factor loading greater than 0.50. The second instrument, a Cognitive Academic Language Proficiency (CALP) Test, also consisted of 46 researcher-made multiple-choice items and underwent the same validation and reliability procedures as the BICS test. The third instrument used was the Language Proficiency Test, which was adapted from the International English Language Testing System (IELTS) developed by Cambridge Exams Publishing. This assessment included four components: Listening, Reading, Writing, and Speaking, and was scored and interpreted using the IELTS Band Score criteria. Similar to the BICS and CALP assessments, this tool underwent validation by three educators and underwent preliminary testing with Grade 10 students who did not participate in the primary research. To confirm its accuracy and consistency, the instrument underwent item and factor analysis, and only those questions that satisfied the necessary criteria were kept in the final form.

2.4 Data Gathering Procedure

Authorization to carry out the research was obtained from the Dean of the Graduate School of Filamer Christian University, the Capiz Division Superintendent, and the School Principal. Consent forms were distributed and signed by both the students and their parents. The paper assessments were conducted face-to-face during regular class sessions. Students were given a total of three hours to complete the tests, with the last 15 minutes allotted for the speaking component of the Language Proficiency assessment.

2.5 Data Analysis Procedure

The collected data were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS), applying a range of statistical techniques. Initially, descriptive statistics such as frequency, percentage, mean, and standard deviation were used. Frequency and percentage helped outline the demographic profile of the respondents. At the same time, the mean was computed to assess the levels of Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), and overall English language proficiency. The standard deviation measures the dispersion and consistency of the scores. To explore the relationship among BICS,

CALP, and language proficiency, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used, with a significance level of 0.05.

2.6 Ethical Considerations

The study was conducted in accordance with strict ethical guidelines. Before data collection, official permission was secured from the relevant institutional and school authorities. Both students and their parents voluntarily provided consent, ensuring participation was entirely optional. To safeguard the privacy of participants, all information was treated anonymously and used exclusively for research purposes. The participants were informed about the purpose of the study and assured that they could opt out at any time without facing any adverse consequences. In addition, all data gathered was kept strictly confidential and intended exclusively for educational use and research reporting.

3.0 Results and Discussion

3.1 Demographic Data of the Respondents

Understanding the demographic distribution of respondents is essential for ensuring balanced representation and improving the reliability of the results across different sections. Table 1 presents the distribution of respondents by section. Out of the total population, 26 students were selected from Fitzgerald, 26 from Shakespeare, 27 from Milton, and 26 from Chaucer, totaling 105 respondents from a population of 145 Grade 10 students.

Table 1. *Distribution of respondents in terms of section*

Section	N	n
Fitzgerald	35	26
Shakespeare	37	26
Milton	38	27
Chaucer	35	26
Total	145	105

3.2 Descriptive Results

Basic Interpersonal Communication Skills (BICS) of Grade 10 Students

Table 2 illustrates the Basic Interpersonal Communication Skills (BICS) of Grade 10 students. The findings indicate that the students have a high level of BICS, with a score of 30.21 and a standard deviation of 11.20.

Table 2. *Mean and Standard Deviation of Basic Interpersonal Communication Skills (BICS) of Grade 10 Students*

Variable	Mean	Description	SD
Basic Interpersonal Communication Skills (BICS) of Grade 10 Students	30.21	High	11.20

Note: 36.81–46.00 Very High, 27.61–36.80 High, 18.41–27.60 Moderate, 9.21–18.40 Low, 0.00–9.20 Very Low

A high level of Basic Interpersonal Communication Skills (BICS) shows that students are confident and effective in everyday conversations. Most students can easily follow and participate in everyday conversations, such as greeting others, sharing personal experiences, or engaging in casual chats. These skills are essential for navigating informal situations, engaging in small talk, and feeling at ease during friendly discussions. As a result, they can communicate clearly and confidently in a variety of social settings.

A good command of BICS means that many students feel at ease using simple English when talking with their classmates, teachers, and others in their daily environment. They can share their thoughts, make sense of various situations, ask meaningful questions, and give thoughtful responses. All of these point to a strong base in their spoken English skills. This confidence likely comes from regular exposure to English in different environments. In school, for example, English is used not only during lessons but also in group work, casual exchanges with teachers, and informal conversations among students. Outside school, many students naturally use English during peer interactions, especially in group projects and casual conversations.

Additionally, through everyday classroom talk and informal discussions, the researcher observed that many students frequently engage with English-language content on digital tools, including social networking sites, video streaming services, internet-based games, and various other online media. These activities are a regular part of their daily lives, offering repeated encounters with conversational English in relatable, practical situations. This consistent exposure provides chances to imitate, improve listening skills, and practice speaking spontaneously, all of which help strengthen their interpersonal communication skills. Together, the mix of classroom learning, peer interactions, and digital media use creates a rich language environment that supports comfortable and

practical English use in daily life, which likely explains the high BICS levels found in the study. These results align well with Cummins’ (1981) idea that BICS typically develops within six months to two years of language exposure. The students’ conversational skills seem to be progressing as expected, supporting Cummins’ view that social fluency grows gradually through ongoing interaction and exposure.

Baker (2001) also explains that BICS involves language requiring less mental effort, making it easier to acquire compared to the more complex Cognitive Academic Language Proficiency (CALP). When Cummins made this distinction between BICS and CALP, he was not establishing a hierarchical order where cognitive/academic language would be considered superior to communication skills. Instead, he was illustrating that different sociocultural contexts necessitate different patterns and registers of expectations for appropriateness in language and thinking (Baker 2001, cited by Dwivedi 2021). This supports Cummins’ earlier work, which emphasizes how social engagement contributes to the formation of everyday linguistic skills. In summary, this study’s outcomes reinforce the idea that regular exposure to English-speaking environments plays a key role in enhancing students’ everyday communication skills.

Cognitive Academic Language Proficiency (CALP) of Grade 10 Students

Table 3 presents the Cognitive Academic Language Proficiency (CALP) levels of Grade 10 students, indicating that their proficiency is at a moderate level, with a mean score of 25.08 and a standard deviation of 11.42.

Table 3. Mean and Standard Deviation of Cognitive Academic Language Proficiency (CALP) of Grade 10 Students

Variable	Mean	Description	SD
Cognitive Academic Language Proficiency (CALP) of Grade 10 Students	25.08	Moderate	11.42

Note: 36.81-46.00 Very High, 27.61-36.80 High, 18.41-27.60 Moderate, 9.21-18.40 Low, 0.00-9.20 Very Low

The Grade 10 students displayed a moderate level of Cognitive Academic Language Proficiency (CALP), suggesting they have a basic grasp of academic English but still face some challenges. While they can participate in scholarly conversations, they often struggle to understand complex concepts, interpret specialized texts, and apply critical thinking skills. These challenges can limit students' ability to process information, connect ideas, and express themselves clearly, whether they are speaking or writing. At this stage, their academic language abilities are still developing. Many students find it challenging to grasp specialized subject matter, organize their ideas clearly, or complete assignments that require critical thinking and the use of technical vocabulary.

There are a few reasons behind this. Based on what has been observed in the classroom, students usually feel at ease with everyday conversations but find it harder to engage with more challenging academic topics or abstract concepts. This could be because they do not get many chances to practice higher-level thinking or use formal academic language. In class, they are often more engaged in relaxed, informal activities; however, their participation tends to drop when they face tasks such as structured writing, text analysis, or deeper discussions. Some students also hold back from speaking up, unsure how to clearly express their ideas in academic English. This suggests their confidence and skills in this area are still growing.

Other key factors include the type of support they receive, the teaching methods employed, and how frequently they encounter tasks that require them to use more advanced academic language. Outside of school, many students may also lack exposure to academic English, especially if their home or community environment does not offer the same opportunities for language practice. As a result, they may rely mainly on the language input provided in school, which can limit the pace of their academic language acquisition. These conditions, observed by the researcher over time, help explain why their academic language proficiency is not yet as strong or as developed as their interpersonal communication skills.

The findings of this study support Cummins’ (1981) claim that while BICS may develop within six months to two years, CALP takes considerably more time to reach full proficiency. The observed moderate CALP level supports Cummins’(1981) distinction between the capability to express oneself fluidly in everyday conversations and the capacity to communicate proficiently in academic or formal settings, highlighting the significance of continuous support in learning the language. This highlights the importance of supporting students in transitioning from everyday communication to mastering the complexities of academic language. Dwivedi (2021) similarly affirms that CALP requires a lengthy learning curve, several times as long as the two to three years it takes for an English Language Learner (ELL) to attain conversational proficiency. Supporting this, Shalehah and Rahmawati (2025) emphasize that students across proficiency levels struggle with academic English and that regular opportunities

to use and practice it in various classroom contexts are essential for strengthening CALP. These results underscore the importance of ongoing language instruction in helping students transition from casual conversation to the more complex language necessary in academic settings.

Language Proficiency of Grade 10 Students

Table 4 illustrates the English language proficiency of Grade 10 students. Findings indicate that their proficiency falls within the "moderate" range, with a mean score of 4.44 and a standard deviation of 1.11.

Table 4. Mean and Standard Deviation of Language Proficiency of Grade 10 Students

Variable	Mean	Description	SD
Language Proficiency of Grade 10 Students	4.44	High	1.11

Note: 7.21-9.00 Very High, 5.41-7.20 High, 3.61-5.40 Moderate, 1.81-3.00 Low, 1.00-1.80 Very Low

The language proficiency of Grade 10 learners typically performs at an average level, indicating that they are still developing both their everyday conversational English and their more formal academic language skills. Many students show growing confidence in their ability to use and understand English in a variety of settings, ranging from casual conversations to formal academic discussions. This indicates increasing assurance in their English skills, although there is still room to improve both their fluency and accuracy.

In the classroom, most students have sufficient English proficiency to follow lessons, respond to teachers’ questions, and handle routine tasks. However, they often face challenges with more complex academic activities such as writing structured essays, analyzing difficult texts, or articulating abstract ideas. These difficulties may be linked to differences in the level and quality of language support and exposure that each student experiences. While English is regularly used during lessons, not all students consistently receive feedback or encouragement to develop more advanced language skills. Typically, students who feel more confident engage more actively with challenging tasks, while those with less confidence tend to be more reserved, especially during speaking exercises or group work.

Outside of formal education, students’ use of English varies widely. Some improve their skills through watching English-language media, self-study, or digital learning resources, while others depend mainly on classroom instruction. This variation partly explains why many students manage everyday conversational English well but struggle with academic English, which requires specialized vocabulary and organized expression.

The findings suggest steady improvement in students’ English abilities, which depends mainly on the frequency and quality of their English exposure, as well as their motivation to learn. This observation aligns with the IELTS Band Descriptors, which describe intermediate users as capable of handling simple communication but still challenged by the complexity of academic language.

These results also support Cummins’ (1981) distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The students’ progress reflects growth in both casual conversation and academic language use. This finding is further confirmed by Sebial et al. (2024), who discovered a strong correlation between English proficiency and social communication among senior high school students in the Philippines. Their study highlights how frequent informal use of English helps learners build confidence and communication skills, naturally enhancing BICS.

Moreover, the study aligns with Canale’s (1983) view that actual language competence involves more than knowing grammar and vocabulary: it requires the ability to use language appropriately in different real-life situations. Bacus (2023) also stresses that rich, meaningful interactions in language-rich environments are essential for developing strong communication skills.

Finally, these insights correspond with Vygotsky’s (1978) Sociocultural Theory, which emphasizes the role of social interaction, teacher guidance, and collaborative learning in supporting both cognitive and language development. Through supported learning and peer cooperation, students advance within their Zone of Proximal Development, gradually improving their language abilities with structured help and encouragement.

3.3 Inferential Result

Table 5 shows the relationship between the levels of Basic Interpersonal Communication Skills (BICS), Cognitive

Academic Language Proficiency (CALP), and overall Language Proficiency of Grade 10 students. The findings indicate a moderate positive significant correlation between BICS and CALP ($r = .342$, $p < .05$). Similarly, a moderate positive significant correlation was observed between BICS and Language Proficiency ($r = .304$, $p < .05$). However, no significant relationship was found between CALP and Language Proficiency ($r = .144$, $p = .142$).

Table 5. *Pearson's r between the variables of Grade 10 Students*

Variables	r	Sig
Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)	.342*	.000
Basic Interpersonal Communication Skills (BICS) and Language Proficiency	.304*	.002
Cognitive Academic Language Proficiency (CALP) and Language Proficiency	.144ns	.142

* $p < 0.05$ significant @5% alpha level; ns $p > 0.05$ not significant @5% alpha level

The study's results reveal a moderate positive correlation between BICS and CALP, with a correlation coefficient of $r = .342$ and a significance level of $p < .001$. This suggests that students who exhibit strong conversational fluency in English are also more likely to achieve higher academic language proficiency. Since BICS pertains to everyday communication skills, its significant relationship with CALP suggests that comfort in using English socially may facilitate the acquisition and refinement of academic language over time. This finding can be explained by the students' noticeable behaviors and day-to-day experiences. Based on the researcher's observation, students are regularly engaged with English during both schoolwork and informal conversations, whether in class discussions, on online platforms, during peer interactions, or through the media they consume. Many of them participate in activities that involve speaking English, such as group projects, school events, and social media exchanges, where casual English is frequently used. Due to this regular exposure, their interpersonal use of the language is likely to strengthen their grasp of more formal academic English. It was also noted that students who are more comfortable speaking English in social situations tend to approach academic tasks, such as writing, presenting, and reading, with greater confidence. This illustrates how their routine use of language in daily life supports the development of their proficiency in academic contexts. This finding supports Cummins' 1979 theory, which highlights both the distinction and the interconnectedness of BICS and CALP in language acquisition. The findings from this study suggest that learners' proficiency in BICS may contribute to the development of their CALP. Essentially, learners who demonstrate proficiency in casual English conversations are better equipped to tackle academic language challenges. This relationship highlights that comfort with social language can act as a stepping stone for developing more formal academic language skills, supporting the idea that skills in everyday communication can promote greater academic language competence.

The study also found a moderately significant positive relationship between BICS and overall language proficiency, reinforcing the idea that strong interpersonal communication skills contribute to language development, with a correlation coefficient of $r = .304$ and a significance level of $p = .002$. This implies that learners who exhibit high interpersonal communication skills are more likely to demonstrate better overall language proficiency. It reinforces the idea that frequent use of the English language in social settings contributes not only to conversational fluency but also to the broader development of language skills, as students who engage in daily communication practice often see improvements in their overall language ability. This result can be attributed to the students' typical exposure to English and their everyday language habits. As observed by the researcher, many of them regularly use English outside of formal lessons, whether chatting with classmates, participating in group tasks, browsing online content, or interacting on social media. These day-to-day experiences offer them frequent opportunities to practice English in authentic contexts. As students continue to use English regularly, their ability to express themselves improves, not only in terms of daily conversation but also in grammar usage, vocabulary range, and overall self-assurance. Students' ease with informal English conversation seems to positively influence their overall language development, impacting both their speaking and writing abilities. There is a statistically significant connection between these language skills. However, its moderate strength suggests that other factors, such as organized teaching methods, availability of academic reading materials, and consistent practice in comprehension, are also crucial in building well-rounded language proficiency.

A significant finding from the research is the absence of a statistically significant relationship between CALP and overall language proficiency, with a correlation coefficient of $r = 0.144$ and a p-value of 0.142. This suggests that while CALP is important for academic success, it may not fully capture a learner's complete range of language abilities. One explanation is that CALP is primarily associated with formal academic contexts, where learners encounter specialized vocabulary and complex linguistic structures. In contrast, general language skills are developed through a broader range of experiences, including informal interactions and everyday language use.

This distinction is reflected in student performance, where many are comfortable using English in social and informal situations but face challenges with tasks that require advanced thinking or sophisticated language skills, such as writing formal essays, interpreting complex texts, or following detailed instructions. Outside the classroom, opportunities to practice academic English are limited, with communication primarily revolving around simpler, everyday exchanges. This trend indicates that students' environments often favor the development of social language over academic language proficiency.

It is also important to recognize that language learning occurs in various contexts. Beyond formal education, learners acquire language through exposure to media, cultural engagement, and peer interactions. Therefore, overall language proficiency involves a broad set of skills that extend beyond what CALP measures. These insights suggest that learners may be proficient in everyday conversations without necessarily mastering academic language, highlighting a key challenge in second language acquisition.

In summary, the study found that BICS plays a significant role in supporting both CALP and overall English proficiency. The results showed a moderate, statistically significant correlation between BICS and CALP, as well as between BICS and overall proficiency, leading to the rejection of the null hypotheses in both cases. This indicates that everyday communication skills contribute not only to academic language development but also to broader communicative competence. Conversely, no significant correlation was observed between CALP and overall proficiency, which led to the acceptance of the null hypothesis. This means that although academic language is crucial for formal education, it does not entirely represent a learner's overall communicative capacity. Overall, the findings underscore the importance of integrating both conversational and academic language instruction to enable students to develop English skills effectively for academic and real-life success.

4.0 Conclusion

This research offers a meaningful understanding of the English language abilities demonstrated by Grade 10 students, highlighting the difference between their strong social communication skills and their developing academic language abilities. The results highlight how strong interpersonal communication (BICS) supports both classroom participation and peer interaction, but also point to a notable shortfall in CALP that could pose challenges to academic achievement.

The outcomes of this study indicate an urgent call for teachers and curriculum planners to implement focused strategies aimed at strengthening students' academic language use. Enhancing CALP through carefully designed, content-based instruction can better prepare learners for the demands of senior high school and higher education. For example, integrating academic vocabulary tasks into science or social studies lessons can help reinforce subject-specific terms in meaningful contexts. Group activities such as structured debates, evidence-based writing tasks, or concept mapping exercises may also strengthen learners' control over academic registers.

In addition, the findings suggest that casual exposure to English alone does not adequately equip students for academic tasks, for what is needed are deliberate, consistent opportunities to engage in formal, subject-specific communication. This implies that classroom environments must be intentional in modeling and encouraging extended academic discourse, particularly in written outputs and oral presentations across disciplines.

For policy and practice, educational stakeholders should consider integrating language development goals into subject instruction, fostering both conversational and academic proficiency. A possible policy direction might involve revising curriculum guides to include explicit academic language benchmarks for each grade level or incorporating academic English outcomes into performance standards. Schools might also adopt school-wide language policies that support consistent development of CALP across all subject areas, not just in English classes.

Teacher training programs may also benefit from incorporating techniques that address the BICS-CALP divide. For instance, pre-service and in-service teachers can be trained to identify when students are relying on surface-level fluency and be equipped with scaffolding tools such as sentence frames, visual organizers, and modeled academic dialogues to help students extend their responses and deepen their comprehension.

Future research could investigate the effectiveness of specific interventions, such as academic language scaffolding, content-based language instruction, or technology-enhanced learning tools, in bridging the gap between interpersonal and academic English skills. Research may also explore how tools such as digital

portfolios, AI-based writing feedback, or interactive academic games support CALP acquisition in diverse classroom settings. Longitudinal studies may also examine how early CALP development influences long-term academic achievement and language competence.

5.0 Contribution of Authors

Author 1: conceptualization, data gathering, data analysis, interpretation of findings, full manuscript writing.
Author 2: research design refinement, final manuscript review, constructive feedback.

6.0 Funding

No external funding agency supported the completion of this research. The researchers personally covered all expenses related to the study's conduct.

7.0 Conflict of Interest

The authors state that they have no financial or non-financial conflicts of interest related to the content of this article.

8.0 Acknowledgment

The researcher extends sincere gratitude to all who supported this endeavor in spirit.

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