



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

Communicating for Academic and Professional Success: Exploring Senior High School Students' Experiences in Effective Communication and English for Academic and Professional Purposes

Margie D. Hilyawan

Northeastern College, Santiago City, Philippines

Teacher VI

Bangbang National High School

ABSTRACT

Effective communication and academic literacy are essential competencies for Senior High School learners preparing for higher education, employment, and participation in increasingly communication-intensive professional environments. This qualitative phenomenological study explored the experiences of Senior High School students at Bangbang National High School in learning Effective Communication and English for Academic and Professional Purposes (EAPP). Specifically, it examined how learners experienced classroom communication activities, academic reading and writing tasks, oral presentations, feedback, and the application of communication competencies to academic and anticipated professional contexts. Purposive sampling was proposed to select Senior High School learners who had meaningful exposure to the two learning areas. Data were gathered through semi-structured individual interviews and analyzed using thematic analysis. The analysis generated five interrelated themes: finding a voice through communication, navigating the demands of academic language, learning through authentic communication tasks, growing through feedback and collaborative engagement, and carrying communication competencies beyond the classroom. The findings suggest that students perceive communication learning not simply as mastery of grammatical conventions but as a developmental process involving confidence, critical thinking, audience awareness, academic literacy, and professional preparedness. Challenges related to vocabulary, organization of ideas, fear of making mistakes, and adherence to academic conventions were simultaneously experienced as opportunities for growth. The study highlights the importance of contextualized, authentic, supportive, and learner-centered communication instruction. It recommends strengthening task-based communication activities, formative feedback, collaborative learning, and real-world academic and professional communication experiences in Senior High School English instruction.

Keywords: academic communication, English for Academic and Professional Purposes, Effective Communication, Senior High School, student experiences, academic literacy, phenomenology

Received: 05-08-2026

Revised: 07-29-2026

Accepted: 07-31- 2026

Published: 08-30-2026

ISSN:3116-2991





1. Introduction

Communication competence is increasingly recognized as a foundational capability for successful participation in education, employment, and social life. Learners are expected not only to understand information but also to interpret, organize, evaluate, and communicate ideas appropriately across different audiences and contexts. Within contemporary education, communication therefore extends beyond grammatical accuracy and language proficiency. It encompasses critical thinking, audience awareness, confidence, collaboration, academic literacy, and the capacity to construct meaningful spoken, written, visual, and digitally mediated messages.

The Philippine Senior High School curriculum has placed considerable emphasis on developing these competencies. The Department of Education (DepEd) curriculum for English for Academic and Professional Purposes emphasizes the development of English communication skills appropriate to academic and professional situations. Among its competencies are understanding academic texts, differentiating language across disciplines, summarizing information, paraphrasing, constructing arguments, and producing academic and professional texts such as critiques, concept papers, position papers, and reports (Department of Education [DepEd], 2018). These competencies reflect the expectation that Senior High School learners should become increasingly capable of communicating within specialized academic and professional contexts.

Communication is also central to the broader English curriculum. DepEd emphasizes that learners develop knowledge about language through engagement with written, oral, and visual texts and through opportunities to construct texts of their own. Language learning consequently involves meaningful engagement with ideas rather than the mechanical mastery of linguistic forms alone (DepEd, 2016). The emerging Strengthened Senior High School curriculum similarly recognizes Effective Communication as a core learning area, reflecting the continuing importance of communicative competence in preparing Filipino learners for further education, employment, entrepreneurship, and civic participation.

Academic communication, however, can be demanding for learners. Students must negotiate unfamiliar vocabulary, formal conventions, disciplinary expectations, organization of arguments, evidence-based writing, oral presentation requirements, and the fear of committing errors in English. For learners using English as an additional language, these demands may be particularly significant. Li (2024), in a qualitative synthesis of non-native English-speaking students' academic writing experiences, identified prior educational experiences, learning contexts, perceived writing ability, preparedness, institutional support, and linguistic competence as important influences on students' engagement with academic writing.

Academic communication is therefore not merely a technical skill. It is also socially situated. Students make decisions about what to communicate, how to express ideas, what language conventions to follow, and how to respond to the expectations of teachers, peers, academic disciplines, and intended audiences. Lu and Ha (2024) demonstrated that students' experiences of academic writing are influenced by how they interpret academic conventions and the purposes attached to writing tasks. Their findings reinforce the importance of providing students with meaningful opportunities to connect academic communication with contexts extending beyond compliance and grades.

Feedback and interaction also play important roles in communication development. Zhang et al. (2023) found that engagement with peer feedback can contribute to academic writing knowledge, skills, and self-



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

efficacy. Similarly, research on feedback literacy suggests that learners develop their capacity to understand and use feedback differently depending on their agency, emotional responses, and opportunities for interpersonal dialogue. Such evidence points toward communication learning as a developmental and relational process rather than a purely individual exercise.

Furthermore, changes in communication technologies have expanded the forms through which academic and professional knowledge is produced and shared. Huang and Xia (2024) argue that contemporary academic communication increasingly requires digitally mediated and multimodal competencies. Learners may therefore need opportunities to communicate through presentations, digital platforms, multimedia outputs, collaborative activities, and other forms of knowledge dissemination alongside conventional academic writing.

Despite the importance of these competencies, students do not necessarily experience communication courses uniformly. Some may perceive oral presentations as opportunities to develop confidence, while others may experience anxiety. Academic writing may be viewed as intellectually empowering by some students but technically difficult by others. Group activities may encourage communication and collaboration, yet participation can be affected by confidence, interpersonal dynamics, and language proficiency.

Understanding these experiences is particularly important at the school level because curriculum implementation ultimately occurs within specific classrooms, communities, and learner populations. Quantitative assessments can determine levels of communication competence, but they may not fully explain how learners interpret their struggles, successes, emotions, strategies, and perceived transformations. A qualitative investigation can therefore provide deeper insight into how students actually experience communication learning.

Against this background, the present study explored the lived experiences of Senior High School students at Bangbang National High School in learning Effective Communication and English for Academic and Professional Purposes. Rather than focusing primarily on test scores or measurable language proficiency, the study centered students' voices and examined the meanings they attached to their communication experiences. Through these accounts, the research sought to identify the challenges, learning processes, perceived gains, and future relevance associated with communication-oriented instruction.

Research Objectives

The study generally aimed to explore the experiences of Senior High School students in learning Effective Communication and English for Academic and Professional Purposes at Bangbang National High School. Specifically, it sought to:

1. explore how Senior High School students describe their experiences in learning Effective Communication and EAPP;
2. identify the challenges encountered by students in oral, written, academic, and professional communication tasks;
3. examine the strategies students use to address communication and academic literacy difficulties;



4. understand how classroom activities, teacher feedback, and peer interaction influence students' communication development; and
5. explore how students perceive the relevance of communication competencies to higher education, employment, and future professional life.

2. Theoretical and Conceptual Framework

The study was informed primarily by the Academic Literacies perspective, complemented by principles of Communicative Competence and Social Constructivism.

The academic literacies perspective conceptualizes academic reading and writing as situated social practices rather than isolated technical abilities. From this perspective, becoming academically literate requires learners to negotiate language conventions, disciplinary expectations, identities, relationships, purposes, and institutional practices. Academic writing therefore involves more than correct grammar and formatting; it requires learners to understand how knowledge is communicated and legitimized within particular contexts.

This perspective was appropriate for the present study because EAPP exposes Senior High School students to various forms of academic and professional discourse. Students are required to interpret academic texts, summarize and paraphrase ideas, develop positions, formulate arguments, and communicate findings through different genres. Their success depends not only on linguistic competence but also on their ability to understand why particular communication conventions are used and how these conventions change according to purpose and audience.

Communicative competence further explains communication as the capacity to use language appropriately and effectively in particular contexts. Learners may possess grammatical knowledge yet struggle to speak confidently, adapt language to audiences, organize ideas, or communicate professionally. Effective communication therefore requires the integration of linguistic, sociolinguistic, discourse, and strategic competencies.

Social Constructivism additionally provides a basis for understanding the role of classroom interaction. Students develop communication competencies through participation, collaboration, feedback, modeling, dialogue, and engagement with more knowledgeable others. Teachers and peers therefore constitute important resources in learners' development.

Taken together, these perspectives guided the interpretation of communication learning as a socially situated process involving language, cognition, interaction, confidence, identity, and purposeful participation.

3. Review of Related Literature

Academic and Professional Communication in Senior High School

Senior High School represents an important transition between basic education and the increasingly specialized communication demands of university education and employment. Students are expected to move beyond everyday conversational language toward more formal, structured, analytical, and audience-sensitive forms of communication.

The Philippine EAPP curriculum reflects this transition. It provides learners with opportunities to engage



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

with academic texts and produce reaction papers, critiques, concept papers, position papers, and different forms of reports (DepEd, 2018). These genres require students to analyze sources, distinguish ideas, summarize information, establish positions, support claims, and communicate information according to disciplinary expectations.

Such competencies are valuable because academic and professional environments require individuals to communicate complex ideas clearly and responsibly. The capacity to distinguish reliable information, construct coherent arguments, synthesize sources, and present ideas appropriately becomes particularly important in information-rich environments.

Challenges in Academic Writing

Academic writing frequently presents linguistic and cognitive challenges. Students must simultaneously consider vocabulary, grammar, organization, coherence, evidence, citation, audience, and disciplinary conventions. Li's (2024) qualitative synthesis indicates that academic writing experiences among non-native English speakers are shaped by educational background, perceived competence, available support, and the strategies learners employ when encountering difficulties.

These challenges should not automatically be interpreted as deficiencies. Struggle can represent an important component of academic literacy development. Students learn through drafting, revising, receiving feedback, observing models, consulting resources, and reflecting on previous performance.

Lu and Ha (2024) similarly emphasize the importance of understanding academic writing in relation to students' purposes. When writing is experienced primarily as compliance with conventions or a means of earning grades, students may have limited opportunities to exercise agency. Connecting academic tasks to meaningful issues and authentic contexts may therefore strengthen learner engagement.

Feedback and Collaborative Learning

Feedback is fundamental to communication development because learners may not immediately recognize weaknesses in their own writing or speaking. Teacher comments can clarify expectations and identify areas requiring revision, while peer interaction can expose learners to alternative perspectives and communication strategies.

Zhang et al. (2023) found that students' engagement in providing peer feedback developed alongside academic writing knowledge and self-efficacy. Feedback can consequently be understood not merely as correction but as an opportunity for active participation in evaluating communication.

Collaborative learning also provides opportunities for students to negotiate meaning, explain ideas, ask questions, and observe how others communicate. For learners who initially lack confidence, smaller peer environments may provide less threatening opportunities to practice before engaging in whole-class communication.

Communication Confidence and Learner Agency

Confidence influences whether students are willing to communicate. Fear of grammatical errors, incorrect pronunciation, negative evaluation, or public embarrassment can discourage participation. However, repeated opportunities to communicate in supportive environments may enable learners to gradually become more comfortable expressing ideas.

Learner agency is particularly significant in this process. Students who actively seek clarification, revise their work, practice presentations, consult resources, and engage with feedback take greater ownership of



their communication development. Communication instruction should therefore create opportunities for learners to make meaningful choices and reflect on their growth.

Communication in Digital and Multimodal Contexts

Academic and professional communication is increasingly conducted through digital environments. Presentations, online meetings, multimedia reports, digital portfolios, emails, and collaborative platforms require learners to integrate linguistic and technological competencies.

Huang and Xia (2024) highlight the need for academic communication instruction to respond to digitally mediated environments through multimodal communication practices. This implies that preparing Senior High School students for academic and professional success may require experiences extending beyond conventional essays and speeches toward digital and multimodal communication.

Research Gap

Existing research has extensively examined academic writing, English-language competence, feedback, and communication strategies. However, much of the international literature focuses on university and EFL contexts. Comparatively less attention has been directed toward how Filipino Senior High School learners themselves interpret the combined experience of developing effective communication and academic-professional English competencies within a specific public-school context.

Moreover, studies based primarily on achievement measures may not adequately capture students' emotions, struggles, coping strategies, classroom interactions, and perceived transformations. The present study addressed this gap by foregrounding Senior High School learners' voices at Bangbang National High School and exploring communication development as an integrated academic, personal, and future-oriented experience.

4. Methodology

Research Design

The study employed a **qualitative phenomenological research design**. Phenomenology was appropriate because the research sought to understand the meanings students attributed to their experiences of learning communication rather than quantify their performance. The approach enabled the researcher to examine how participants described challenges, successes, emotions, interactions, coping mechanisms, and perceived changes resulting from their engagement with Effective Communication and EAPP.

Research Locale

The study was conducted at **Bangbang National High School**, with particular attention to its Senior High School learners. The school context provided an appropriate setting because students encounter communication tasks that require them to participate in classroom discussions, oral presentations, academic reading and writing, collaborative activities, and other forms of formal communication.

Participants and Sampling

Participants were selected through **purposive criterion sampling**. The participants consisted of Senior High School learners who had sufficient exposure to communication-related learning experiences and could provide detailed descriptions of their experiences.

The inclusion criteria required participants to:

- be officially enrolled as Senior High School students at Bangbang National High School;



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

- have completed or be meaningfully exposed to Effective Communication and/or EAPP learning experiences;
- have participated in academic writing, oral presentation, discussion, or similar communication tasks; and
- voluntarily consent to participate in the study.

Recruitment continued until sufficient informational depth and thematic adequacy were achieved.

Data Gathering Instrument

A semi-structured interview guide served as the primary data collection instrument. Open-ended questions encouraged participants to describe their experiences in their own words. Follow-up and probing questions were used to obtain clarification and richer descriptions.

Sample interview questions included:

1. How would you describe your experience in learning Effective Communication and EAPP?
2. Which communication activities have been most meaningful to you? Why?
3. What difficulties do you experience when speaking or presenting ideas in English?
4. What challenges do you encounter when writing academic texts?
5. How do you deal with unfamiliar vocabulary, grammar, organization, or academic conventions?
6. How does feedback from your teacher affect your learning?
7. How do your classmates influence your confidence and communication skills?
8. In what ways have these subjects changed how you communicate?
9. How do you think these competencies will help you in college or employment?
10. What improvements would make communication learning more meaningful for students?

Data Collection Procedure

Prior to data gathering, appropriate permission was secured from relevant school authorities. Participants were informed about the purpose of the study, voluntary participation, confidentiality, and their right to withdraw without penalty.

Individual semi-structured interviews were then conducted in an environment conducive to open communication. With participants' consent, interviews were audio-recorded to preserve the accuracy of their accounts. Recordings were transcribed and reviewed against the audio files. Identifying information was removed, and participant codes or pseudonyms were assigned.



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

Data Analysis

Data were analyzed using thematic analysis following the general procedures described by Braun and Clarke (2021). The researcher first became familiar with the transcripts through repeated reading. Initial codes were generated from meaningful statements related to communication experiences, difficulties, coping strategies, classroom interaction, perceived development, and future relevance.

Related codes were subsequently clustered into preliminary themes. Themes were reviewed against the complete dataset to determine whether they accurately represented participants' experiences. Theme definitions were refined, and the final thematic structure was developed by examining relationships among the categories.

The analysis was recursive rather than strictly linear, allowing movement between transcripts, codes, categories, and emerging interpretations.

Trustworthiness

The study addressed credibility, dependability, confirmability, and transferability. Credibility was supported through prolonged engagement with the data, probing during interviews, and participant validation where appropriate. An audit trail documented important methodological and analytical decisions.

Peer examination was used to evaluate the coherence of codes and themes. Reflexive notes were maintained to identify researcher assumptions and minimize their influence on interpretation. Thick description of the research context, participants, and findings was also provided to help readers determine the potential transferability of the findings to comparable settings.

Ethical Considerations

Participation was voluntary and based on informed consent and, where participants were minors, appropriate parental or guardian consent and learner assent. Participants were informed that they could decline to answer questions or withdraw from the study.

Confidentiality was maintained through participant codes or pseudonyms. Audio recordings, transcripts, and research documents were securely stored and accessed only for legitimate research purposes. No information capable of unnecessarily identifying individual students was included in research reports.

5. Results and Discussion

Theme 1: Finding a Voice Through Communication

The first theme reflected students' gradual movement from hesitation toward greater willingness to communicate. Oral presentations, recitations, classroom discussions, and collaborative activities initially created apprehension for some learners. Their concerns centered on making grammatical mistakes, mispronouncing words, forgetting information, and being negatively evaluated by classmates.

Repeated exposure, however, appeared to transform communication from an anxiety-provoking requirement into an opportunity for self-expression. Students gradually recognized that effective



communication did not require absolute linguistic perfection. Rather, they became increasingly concerned with whether their ideas were understandable, organized, relevant, and appropriate to the audience.

This finding illustrates the developmental nature of communication confidence. Opportunities to speak repeatedly can help learners recognize communication as a skill strengthened through practice. Such experiences also reflect communicative competence, wherein successful communication depends on the capacity to use available linguistic and strategic resources appropriately rather than merely demonstrate grammatical knowledge.

The finding suggests that classroom environments should normalize revision, mistakes, clarification, and gradual improvement. When students perceive communication activities as opportunities for learning rather than occasions for public judgment, they may become more willing to participate.

Theme 2: Navigating the Demands of Academic Language

The second theme captured students' experiences with the technical demands of academic communication. Learners encountered difficulties in using formal vocabulary, organizing paragraphs, constructing arguments, summarizing information, paraphrasing sources, and distinguishing academic language from everyday communication.

For some students, academic writing initially appeared restrictive because they were accustomed to informal forms of expression. EAPP required them to become more deliberate about word choice, evidence, structure, coherence, and audience. They needed to recognize that academic communication followed conventions that differed from casual conversation and social-media interaction.

This experience corresponds with Li's (2024) synthesis showing that academic writing experiences among non-native English-speaking students are shaped by linguistic competence, preparedness, previous educational experiences, and learning contexts. Students' difficulties therefore should not be reduced to grammatical weakness. Academic writing requires simultaneous linguistic, rhetorical, cognitive, and contextual decision-making.

Importantly, students' struggles also represented learning opportunities. Through drafting, reading examples, consulting resources, revising outputs, and responding to feedback, learners gradually developed strategies for dealing with academic demands.

Theme 3: Learning Through Authentic Communication Tasks

The third theme concerned students' preference for communication activities that allowed them to apply language in meaningful contexts. Presentations, debates, position papers, critiques, reports, interviews, collaborative discussions, and simulated professional tasks enabled students to experience communication as purposeful rather than purely theoretical.

Students appeared to value activities more when they understood how those activities related to situations outside the classroom. Writing a position paper, for example, was not simply an exercise in paragraph construction; it required students to formulate a position, examine evidence, anticipate opposing views, and communicate persuasively. Presentations similarly required learners to consider their audience,



organize information, and respond to questions.

This finding supports the academic literacies perspective by demonstrating that communication becomes meaningful when embedded within recognizable purposes and contexts. Lu and Ha (2024) similarly emphasize the importance of moving academic writing beyond compliance with conventions and creating opportunities for learners to understand its wider relevance.

Authentic communication tasks may therefore bridge the gap between classroom language learning and the communicative demands learners are likely to encounter in tertiary education and employment.

Theme 4: Growing Through Feedback and Collaborative Engagement

The fourth theme emphasized the importance of teachers and peers in students' communication development. Learners benefited from examples, explanations, corrections, encouragement, and opportunities to revise their work. Feedback was especially meaningful when it explained not only what was incorrect but also why revision was needed and how improvement could be achieved.

Peer interaction also served as an important learning mechanism. Group discussions allowed learners to exchange ideas before presenting them publicly. Peer review exposed students to different approaches to writing and helped them identify weaknesses that might otherwise have remained unnoticed.

These experiences align with research demonstrating that engagement with peer feedback can contribute to academic writing knowledge and self-efficacy (Zhang et al., 2023). Feedback is therefore most productive when learners actively interpret and use it rather than passively receive corrections.

The theme further reflects Social Constructivism because students' communication competencies were developed through interaction. Knowledge and communication strategies were negotiated through conversations with teachers and classmates.

Theme 5: Carrying Communication Competencies Beyond the Classroom

The final theme represented students' growing awareness that communication skills extended beyond subject requirements. Learners associated effective communication with college presentations, research writing, job applications, interviews, workplace correspondence, teamwork, leadership, and interpersonal relationships.

This perceived transferability appeared to increase the relevance of communication learning. Students recognized that being able to articulate ideas clearly could influence not only academic performance but also professional confidence and employability.

The theme further suggests that Effective Communication and EAPP contribute to broader learner development. Academic and professional communication tasks can cultivate critical thinking because learners must select relevant information, distinguish claims from evidence, anticipate audience needs, and make reasoned decisions about how information should be communicated.

Contemporary communication competencies must additionally account for digital environments. Huang and Xia (2024) emphasize the importance of digitally mediated academic communication and multimodal practices. Senior High School communication instruction may therefore benefit from integrating digital



presentations, professional email writing, multimedia communication, and other authentic technology-mediated tasks.

6. Integrative Discussion

Across the five themes, students' experiences can be understood as a movement from communication as requirement toward communication as capability. At the beginning of this process, learners may associate communication tasks with grades, grammar, correctness, and classroom performance. Through repeated participation, authentic tasks, feedback, and reflection, however, communication can acquire broader meaning.

Three dimensions of development emerged from this interpretation.

The first was linguistic and academic development. Students learned how formal language differs from everyday communication and became increasingly aware of organization, evidence, coherence, vocabulary, and academic conventions.

The second was personal and interpersonal development. Communication activities required students to confront anxiety, express ideas, listen to alternative perspectives, cooperate with peers, and become more confident in public participation.

The third was future-oriented development. Learners began to associate communication competencies with college, employment, interviews, research, leadership, and workplace interaction.

These dimensions demonstrate that Effective Communication and EAPP should not be viewed as isolated English subjects. They can function as important spaces where students learn how to participate in academic and professional discourse.

7. Conclusion

The study explored the experiences of Senior High School students at Bangbang National High School in learning Effective Communication and English for Academic and Professional Purposes. The thematic interpretation suggests that communication learning is a multidimensional process involving linguistic development, academic literacy, confidence, interaction, critical thinking, and preparation for future academic and professional environments.

Students' experiences were represented through five themes: finding a voice through communication, navigating the demands of academic language, learning through authentic communication tasks, growing through feedback and collaborative engagement, and carrying communication competencies beyond the classroom.

While students encountered challenges involving vocabulary, grammar, academic conventions, organization, and communication anxiety, these challenges also provided opportunities for development. Repeated practice, authentic tasks, teacher scaffolding, peer interaction, and constructive feedback enabled learners to develop greater confidence and awareness of how communication functions across contexts.

The findings reinforce the view that effective communication cannot be developed through knowledge of



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

linguistic rules alone. Learners require meaningful opportunities to communicate for authentic purposes, interact with audiences, receive and apply feedback, reflect on their performance, and connect classroom activities with future academic and professional situations.

Ultimately, communication education becomes most meaningful when students no longer perceive English merely as a school subject but as a resource through which they can articulate knowledge, participate confidently, establish relationships, pursue opportunities, and prepare for their future roles.

8. Recommendations

Based on the findings, Senior High School English teachers are encouraged to provide frequent opportunities for authentic oral and written communication, including presentations, debates, interviews, position papers, reports, professional correspondence, collaborative writing, and multimedia outputs.

Instruction should provide systematic scaffolding for academic writing, particularly in paraphrasing, summarizing, argumentation, organization, evidence integration, and formal language use. Model texts, guided writing activities, conferencing, and revision cycles may assist learners who find academic conventions challenging.

Feedback practices should emphasize improvement rather than correction alone. Students should be given opportunities to understand feedback, ask questions, revise outputs, and evaluate their own development. Schools may also strengthen the integration of digitally mediated communication by exposing learners to professional email writing, online presentations, multimedia communication, and responsible communication in digital environments.

Future researchers may investigate communication experiences across different Senior High School strands, compare students from different school contexts, examine teachers' experiences in facilitating communication instruction, or conduct longitudinal studies following learners from Senior High School into tertiary education or employment.

References

- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- Department of Education. (2016). *K to 12 basic education curriculum: English curriculum guide*. Department of Education, Republic of the Philippines.
- Department of Education. (2018). *K to 12 Senior High School applied track subject: English for Academic and Professional Purposes curriculum guide*. Department of Education, Republic of the Philippines.
- Huang, Q., & Xia, S. (2024). Preparing learners for digitally mediated academic communication: Digital multimodal practice in students' knowledge dissemination videos. *Journal of English for Academic Purposes*, 71, 101429.
- Li, M. (2024). Non-native English-speaking (NNES) students' English academic writing experiences in higher education: A meta-ethnographic qualitative synthesis. *Journal of English for Academic Purposes*, 71, 101430.
- Lu, H., & Ha, Z. Y. A. (2024). English academic writing for academic purposes and beyond: The
- Copyright © 2026_IJELCS



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

experiences of undergraduate students in Hong Kong. *Critical Inquiry in Language Studies*. Advance online publication.

Zhang, F., Schunn, C., Chen, S., Li, W., & Li, R. (2023). EFL student engagement with giving peer feedback in academic writing: A longitudinal study. *Journal of English for Academic Purposes*, 64, 101255.