Foreign Students' Communication Competence, Domestic and School Support For English Language Learning

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Abstract – The current study is designed to explore demographics associated with English language learning. Respondents perceived their communication with friend, dyad, group, acquaintance, and public to be competent while moderately competent in communicating with stranger and in a meeting. Respondents agreed to have received domestic student social support in terms of academic and personal support for their English learning. Respondents also agreed to have received school support in terms of school policy, school environment, co-curricular activities, teachers' professional development, and teaching and learning support for their English learning. In terms of communication competence, there is a significant difference when grouped according to years of studying with English, degree, and program; in terms of domestic student social support, there is a significant difference when grouped according to sex and program; lastly, in terms of school support, there was significant difference on school environment, teachers' professional development and teaching and learning support when grouped according to degree.
Keywords – Communication Competence, Domestic Student Support, School Support for ELL

INTRODUCTION

In recent years, the growing presence of international students in Philippine colleges and universities has paralleled an increased focus on researching the adjustment experiences of these students. The global trend of higher education internationalization, with the active involvement of the Philippines for the past two decades, is a phenomenon marked by comprehensive government regulations. These regulations set policy guidelines for overseeing student visas, education providers, and education agents. While contributing to the sector's growth, these regulations do not automatically ensure fulfilling experiences for international students. Global research suggests that the experiences of international students engaged in overseas study programs vary widely [1].

The emphasis on the university experience of international students has shed light on both the achievements and obstacles faced by students from around the world in the Philippines, with the greatest attention afforded to self-perceived communication competence, domestic student support, and school support for learning English. Since most higher education institutions in the Philippines use English as medium of instruction, it is important the international students are proficient enough for them to be able to follow through the programs they have enrolled in.

Communication competence is defined as "adequate ability to pass along or give information; the ability to make known by talking or writing" [2]. Also, it is the ability to effectively achieve communicative goals in a variety of contexts [3]. Furthermore, the level of social support from domestic students indicates how international students perceive the willingness of Filipino students on their campus to assist them when necessary and involve them in various opportunities. As to school support, universities face challenges with significant concentrations of international students, including the need to offer timely and effective academic and language support, customize course content for a non-local student audience, and respond equitably and appropriately to non-native-like language use in assessment tasks.

Domestic student social support (DSSS) and school support for English language learning among immigrant adolescents in the United States were compared [4]. The study discovered a significant correlation between DSSS and school support as well as a favorable correlation between DSSS and English language proficiency. Additionally, a study discovered a favorable correlation between international students' self-perceived communication competence (SPCC) and English language proficiency [5]. According to this, learners who have higher SPCC scores are more likely to be proficient

in English. Furthermore, a study [6] discovered a favorable correlation between foreign students' English language proficiency and domestic student social support (DSSS). According to this, learners who receive more DSSS are more likely to be proficient in English.

This paper utilizes significant studies from recent literature to propose suitable approaches for universities to support international students. The discussion centers on utilizing cross-cultural adjustment to pinpoint key factors in international student adaptation, including perceived language competence, domestic student social support, and school support. The study aimed to recommend examination strategies as gatekeepers, identify the use of diagnostic tools to assess students' readiness for academic study and its consequences, and address concerns related to academic and language support, as well as issues surrounding course content and assessment.

OBJECTIVES OF THE STUDY

This study aimed to determine the foreign students' communication competence, domestic student support, and school support for English learning. Specifically, this study aimed to describe the demographic profile of the respondents in terms of sex, years of studying with English as the medium, degree, and program; determine the respondents' communication competence in terms of public, meeting, group, dyad, stranger, acquaintance, and friend; determine the domestic student social support in terms of academic, and personal; determine the school support for English learning in terms of school policy, school environment, co-curricular activities, teachers' professional development, and teaching and learning support; to test the significant difference among communication competence, domestic student social support, and school support for English learning when grouped according to profile; to test the relationship among variables; and to propose an English proficiency program for foreign students.

MATERIALS AND METHODS

Research Design

The researcher utilized the descriptive quantitative research design to assess the foreign students' communication competence, domestic student support, and school support for English learning.

Participants

The participants of this study were the foreign students enrolled in Lyceum of the Philippines

University – Batangas Graduate School during the second trimester of academic year 2022 – 2023. The total number of respondents were 281 which is a sample taken from the total population of 1040.

Data Gathering Instrument

In gathering data for this study, the researcher utilized a survey questionnaire to achieve the study's objectives and goals. The researcher used an adapted questionnaire from several research which was checked and validated by experts and undergone reliability testing.

The second part of the questionnaire is about the self-perceived communication competence of the students in terms of public, meeting, group, dyad, stranger, acquaintance, and friend [7].

Indicators	Cronbach Alpha	Remarks
Public	0.904	Excellent
Meeting	0.937	Excellent
Group	0.921	Excellent
Dyad	0.888	Good
Stranger	0.907	Excellent
Acquaintance	0.938	Excellent
Friend	0.982	Excellent

George and Mallery (2003) provide the following rules of thumb: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable"

The third part of the questionnaire is about the domestic social support experienced by foreign students in terms of academic and personal [8].

Indicators	Cronbach Alpha	Remarks
Academic	0.749	Acceptable
Personal	0.869	Good

George and Mallery (2003) provide the following rules of thumb: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable"

Lastly, the fourth part of the questionnaire is about the school support for English learning in terms of school policy, school environment, co-curricular activities, teachers' professional development, and teaching and learning support.

Indicators	Cronbach Alpha	Remarks
School Policy	0.876	Excellent
School Environment	0.950	Excellent
Co-curricular Activities	0.939	Excellent
Teachers' Professional Development	0.937	Excellent
Teaching and Learning Support	0.947	Excellent

George and Mallery (2003) provide the following rules of thumb: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable"

Procedure

The topic was proposed by the researcher to a panel of experts which includes the Dissertation Writing professor, program dean, and subject experts. Once the topic was approved, a thorough literature review was conducted to further investigate the relevance of the study. A survey questionnaire was also looked up on several research journals and references. It was followed by reliability testing to determine the acceptability of each variable and indicators. The finalized questionnaire was distributed to foreign students of LPU-Batangas Graduate School through Microsoft Forms. The researcher emphasized the relevance of the respondents' responses to the study. The researcher discussed some terminologies with the respondents so that they can answer the questionnaire knowing exactly what they are responsible for as the study's subject. The respondents were asked to sign the data privacy consent and to answer truthfully on the survey questionnaire. After data gathering, the data were tallied, interpreted, and reported to the panel.

Data Analysis

To perform data analysis, the following statistical tools were used. Frequency and percentage distribution were used to describe the demographic profile of the respondents. Weighted means and ranking were used to determine the respondents' self-perceived communication competence, domestic student social support, and school support for English learning. The result of Shapiro-Wilk Test revealed that p-values of the main variable was less than 0.05 which means that the data set is not normally distributed. Therefore, Mann Whitney U test for two groups and Kruskal Wallis for three groups were used as part of the parametric tests to determine the significant differences. Likewise, Spearman rho was used to test the significant relationship of the treated variables. In addition, post hoc test was also conducted. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05 and 0.01.

Ethical Considerations

This study observes highly confidential identities of the respondents, and no names are mentioned in the research. The students as respondents chose to finish the online survey based on their own voluntariness and willingness. The identities of the participants are never revealed except for they are known as foreign graduate school students of one higher education institution in the Philippines. Moreover, they are assured that the results of this research will be for the purpose of conducting this dissertation only. As to the references utilized in the study, the researcher makes sure that they are cited all both in the in-text and reference page.

RESULTS AND DISCUSSION

Table 1
Percentage Distribution of the Respondents Profile

Sex	Frequency	Percentage %
Male	112	42.9
Female	149	57.1
Years of studying with English as the medium		
1-3 years	57	21.8
4-6 years	38	14.6
7-9 years	24	9.2
10 years-above	142	54.4
Degree		
Masters	75	28.7
Doctorate	186	71.3
Program		
English Language Studies	38	14.6
Management	80	30.7
Management specialized in Education	52	19.9
Educational Leadership and Management	25	9.6
Psychology	18	6.9
Business Administration	27	10.3
Public Administration	5	1.9
Nursing	6	2.3
International Hospitality and Tourism Management	5	1.9
Criminal Justice	1	.4
Information Technology	6	2.3
Maritime Education and Training	1	.4

Table 1 presents the percentage distribution of the respondents' profile. In terms of sex, majority of the respondents were female with a percentage of 57.1, while males obtained 42.9. In sectors like teaching, nursing, and social work where women typically predominate, women are frequently encouraged to pursue education and jobs in these fields. Women are more likely to view graduate school as a logical next step because these fields frequently demand graduate degrees.

Also, graduate degrees might open more career choices and positions that pay more. This is particularly valid in industries like business, law, and medical. Women are therefore more inclined to view graduate

education as an investment in their future professional lives. Financial aid, family obligations, and military duty all have an impact on the gender gap in graduate school enrolment [9]. But even after adjusting for all of this, there is still a sizable gender disparity.

In terms of years of studying with English as the medium, majority of the respondents were studying for 10 years and above with a frequency of 142 (54.4%), while least number of respondents are studying with English as the medium for 7-9 years with a frequency of 24 (9.2%). Not all non-English speakers pursue a 10-year or longer English education. Depending on their unique objectives and requirements, some students could decide to study English for a shorter amount of time. However, a 10-year commitment is not unusual for students who are committed to learning English. International trade and commerce, diplomacy, and education all use English as their primary language. For students who wish to go internationally to explore, work, or study, knowing English opens a world of opportunities. Additionally, many of the top colleges in the globe offer their courses in English. Students must be able to prove their English language skills to enroll in one of these universities. Finally, learning a new language can help the students develop their communication, analytical, and critical thinking abilities. All these abilities are beneficial in the professional as well as personal arenas.

In terms of degree, majority of the respondents taking up doctorate degree is composed of 71.3% percent while those with master's degree comprise of 28.7%. Graduate programs can be financially and academically taxing. The benefits of receiving a graduate degree, however, can be substantial. Master's and doctoral programs can help international students advance their careers and reach their academic and professional objectives. In terms of program, most of the respondents are composed of Management students with a frequency of 80 (30.7%) while there is only one respondent each from Criminal Justice, and Maritime Education and Training. Leadership, strategy, organizational behavior, and operations management are just a few of the many issues that fall under the umbrella of the large discipline of management. This makes it a flexible degree that may be used in a range of professions and sectors. Management was the most popular topic of study for graduate students in 2019, according to research by the Graduate Management Admission Council (GMAC). Additionally, companies hold management degrees in high regard, and graduates frequently earn better

incomes than those with other sorts of degrees.

On the other hand, the barriers that exist for criminology and marine education graduate programs. They conducted a survey of undergraduate students in these professions and inquired as to why they chose not to pursue graduate degrees. The authors discovered that social and cultural issues deterred certain individuals from pursuing graduate degrees in criminology and marine education. These fields, for instance, can be regarded as less prestigious than others, like business or law. Students could be less likely to think about them as a career option as a result. The authors concluded that the low enrollment in graduate programs in marine education and criminology is primarily due to the few job options, expensive educational expenses, and lack of motivation [10].

Table 2
Summary Table on Communication Competence

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Public	2.51	Competent	5
2. Meeting	2.40	Moderately Competent	7
3. Group	2.58	Competent	3
4. Dyad	2.59	Competent	2
5. Stranger	2.41	Moderately Competent	6
6. Acquaintance	2.57	Competent	4
7. Friend	2.64	Competent	1
Composite Mean	**2.53**	**Competent**	

Legend: 3.50 – 4.00 = Very Competent; 2.50 – 3.49 = Competent; 1.50 – 2.49 = Moderately Competent; 1.00 - 1.49 = Less Competent

Table 2 presents the summary table on communication competence of the respondents. The composite mean of 2.53 indicates that respondents are competent in general. Among the indicators cited, "Friend", "Dyad" obtained the highest weighted mean of 2.64 and 2.59 respectively, and were verbally interpreted as competent.

Students who do not speak English as a first language are more likely to feel at ease and confident when they are conversing with friends. Even if they do not speak English as fluently as they would in their original spoken language, this may make it simpler for them to do so. Students who are not native English speakers are more likely to be able to articulate their views in a clear and concise manner when they are conversing with peers about a subject that they are familiar with. This is because they will comprehend the language and syntax that are required to explain the subject better. When non-native English speakers chat to their friends, they are more likely to get encouragement from them. This may

help to increase their self-assurance and willingness to speak English in the future.

Audience familiarity significantly improved non-native English speakers' perceptions of their ability to speak in English [11]. Students who spoke in English to familiar audiences felt more at ease and self-assured, and they were also more likely to think that their messages were being understood. Additionally, non-native English speakers were more inclined to feel confident in their ability to speak English while chatting to friends than when speaking to strangers [12].

In dyadic conversations, there is substantially less pressure to perform or worry about being judged than when speaking in larger groups or in public situations. Non-English speakers can express themselves more freely because there is less pressure to be perfect or to avoid criticism. Non-English speakers perceive a stronger sense of connection with their discussion partner in a one-on-one scenario. They feel more at ease throughout the talk because of this connection, which produces a more relaxed and friendly atmosphere.

Non-English speakers can participate in dyadic dialogues at a pace that is comfortable for both parties. Better communication results from their having more time to analyze information, construct responses, and ask for clarification when necessary. One-on-one interactions allow for the discussion of subjects that both parties find interesting or pertinent, which makes the conversation more interesting and entertaining for non-native English speakers.

The findings of the meta-analysis demonstrated that dyadic discussion improved L2 competency [13]. Therefore, dyadic discourse was linked to a slight improvement in L2 competency. Dyadic conversation gives students the chance to practice speaking English, aids in the development of their fluency, accuracy, and pronunciation, exposes students to new vocabulary and grammatical structures, fosters the development of their listening skills, and increases students' self-confidence in their English-speaking abilities [14] [15].

Meanwhile, the indicators "Stranger", and "Meeting" were rated least with a weighted mean of 2.41 and 2.40 respectively, and were verbally interpreted as moderately competent. Large gatherings and interactions with strangers can be daunting and make people who do not speak English apprehensive or nervous. Their capacity to focus and successfully communicate in English may be impacted by this increased stress.

Because they are concerned about making mistakes or being misinterpreted, some non-English speakers may feel less confident speaking English at large gatherings or to complete strangers. They could be concerned that they will not be able to follow the talk as well.

Non-English speakers may run against diverse accents, regional differences, and unusual communication styles in huge meetings and with strangers. These elements can make it difficult to comprehend others and to be understood, which may weaken confidence. It is possible that speaking English in large gatherings and to strangers differs from how the language is typically used in other settings. For instance, interrupting someone while they are speaking is considered impolite in certain cultures while nice in others. Non-native English speakers who are unfamiliar with certain cultural conventions could feel less at ease using their language in these situations. Communication difficulties can increase when you interact with people from different cultural backgrounds. Non-native English speakers could have trouble understanding cultural quirks and colloquial idioms, which could result in misunderstandings and diminished confidence.

Large gatherings frequently feature frantic conversations and idea exchange. It may be challenging for non-English speakers to keep up with the conversation's pace, which makes it more difficult for them to fully participate.

Table 3
Summary Table on Domestic Student Social Support

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Academic	3.06	True	2
2. Personal	3.09	True	1
Composite Mean	**3.08**	**True**	

Legend: 3.50 – 4.00 = Very Competent; 2.50 – 3.49 = Competent; 1.50 – 2.49 = Moderately Competent; 1.00 - 1.49 = Less Competent

Table 3 presents the summary table on domestic student social support. The composite mean of 3.08 indicates that statements are true in general. Domestic student social support in terms of personal obtained the highest weighted mean of 3.09 while academic support was rated least with a weighted mean of 3.06. However, both indicators were verbally interpreted as true.

Professors and other staff members may offer academic support. Personal assistance, on the other hand, is more elusive and might be particularly crucial for international students who are lonely or homesick.

Foreign students may feel more accepted and at home among domestic students. They can encourage international students emotionally when things get tough and help them grasp the traditions and culture of their

new home. Local students can teach international students about the language and culture of the country they are visiting. This can make international students feel more at ease and secure in their new surroundings.

Additionally, assistance with academics is frequently given in a formal environment, such a tutoring session or a study group. While this may be useful for international students with academic difficulties, it can also come across as impersonal. On the other hand, personal assistance is frequently given in a less formal environment, such a talk between friends. For international students who want to chat to someone about their emotions and experiences, this may be more beneficial.

Of course, foreign students need both academic and social help. However, one of the most crucial factors in assisting international students in settling into their new surroundings and feeling accepted is personal support. Social support is more crucial for non-native English speakers' academic adjustment than it is for native English speakers [16]. This is because it may be more difficult for non-native English speakers to adapt to their new surroundings due to added obstacles including linguistic and cultural disparities [17]. Foreign students who do not speak English as their first language often feel more at home and supported by domestic students, which can make it smoother for them to succeed academically [18].

Table 4
Summary Table on School Support for English Learning

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. School Policy	3.25	Agree	4
2. School Environment	3.24	Agree	5
3. Co-curricular Activities	3.32	Agree	3
4. Teachers' Professional Development	3.33	Agree	2
5. Teaching and Learning Support	3.36	Agree	1
Composite Mean	**3.30**	**Agree**	

Legend: 3.50 – 4.00 = Very Competent; 2.50 – 3.49 = Competent; 1.50 – 2.49 = Moderately Competent; 1.00 - 1.49 = Less Competent

Table 4 presents the summary table on school support for English learning of the respondents. The composite mean of 3.30 indicates that respondents agree on the indicators in general. Among the indicators cited, "Teaching and Learning Support" and "Teachers' Professional Development" obtained the highest weighted mean of 3.36 and 3.33 respectively, and were verbally interpreted as agree. It can be noted that

respondents pay so much importance on the teaching and learning support provided by the school towards their English learning. Support for teaching and learning can help to guarantee that international students have access to the tools and resources they require to learn English proficiently. This entails giving students the chance to practice their English with native speakers, access to real English resources, and assistance from trained teachers. On the other hand, students appreciate the teachers' dedication to obtain professional development which affects their performance in the classroom. In order to effectively teach English to international students, teachers might benefit from professional development opportunities. Included in this is instruction on how to employ various pedagogical techniques, how to foster a supportive learning environment, and how to gauge students' progress.

Students who get teaching and learning support are more likely to advance in their English language skills [19] [20]. Additionally, they are more likely to employ efficient teaching techniques and foster a positive learning environment for their pupils. Support for teaching and learning can increase the desire of international students to study English. It may also assist in lowering the anxiety that foreign students have when studying English.

Subsequently, professional development for teachers can help to raise the standard of English instruction for international students [21] [22]. Additionally, it can assist in meeting the unique requirements of international students from various cultural backgrounds. Teachers who want to teach English to international students successfully can benefit from professional development opportunities. Additionally, it can assist teachers in developing a more welcoming and encouraging learning environment for each student.

To better meet the unique needs of international students, teaching and learning support as well as professional development for teachers can be helpful. This entails taking into account their learning preferences, level of English proficiency, and cultural background. Support for teaching and learning as well as professional development for teachers can also help to raise the standard of English instruction for international students. Better learning outcomes for students may result from this, which may enhance their chances for success in the future.

Meanwhile, the indicators "School Policy" and "School Environment" were rated least with a weighted mean of 3.25 and 3.24 respectively, and were verbally interpreted as agree. Respondents may have found that

some school policy would need further improvement hence the least weighted mean. Also, despite the school's English policy, some staff are still not using English as their medium of communication when transacting with clients.

Policies at schools that emphasize English as an exclusive language can exclude students from other countries. It may be challenging for international students to learn English if their schools have policies prohibiting the use of their native tongues in the classroom [23]. Also, foreign students may find it challenging to feel safe and encouraged in their academic endeavors if their educational environments are unwelcoming. It can be challenging for international students to feel connected to and at home in educational environments that lack diversity [24].

Policies that acknowledge and value multilingualism should be implemented in schools. This entails making sure that every student has the chance to study in and speak their mother tongue. Schools should foster a climate of inclusivity and welcoming for every student, regardless of their background in a particular language or nation. This involves instilling a sense of respect and value among everyone in the school community.

Table 5
Difference of Responses on Communication Competence When Grouped According to Profile

Sex	λ^2_c / U	p-value	Interpretation
Public	7362	0.097	Not Significant
Meeting	7634.5	0.231	Not Significant
Group	7585.5	0.196	Not Significant
Dyad	7686	0.265	Not Significant
Stranger	7746	0.313	Not Significant
Acquaintance	8052	0.619	Not Significant
Friend	7442	0.125	Not Significant
Years of studying with English as the medium			
Public	26.101	<.001	Highly Significant
Meeting	32.989	<.001	Highly Significant
Group	23.304	<.001	Highly Significant
Dyad	23.234	<.001	Highly Significant
Stranger	20.793	<.001	Highly Significant
Acquaintance	21.114	<.001	Highly Significant
Friend	23.158	<.001	Highly Significant
Degree			
Public	5506.5	0.007	Significant
Meeting	5578	0.010	Significant
Group	5858.5	0.037	Significant
Dyad	5675.5	0.016	Significant
Stranger	5605	0.011	Significant
Acquaintance	5480.5	0.005	Significant
Friend	5832.5	0.034	Significant
Program			
Public	24.56	0.011	Significant
Meeting	21.86	0.025	Significant
Group	22.584	0.020	Significant
Dyad	22.952	0.018	Significant
Stranger	18.855	0.064	Significant
Acquaintance	25.906	0.007	Significant
Friend	30.105	0.002	Significant

Legend: Significant at p-value < 0.05

Table 5 illustrates the comparison of responses on Communication Competence when grouped according to profile. It was observed that there was a significant difference when grouped according to years of studying with English, degree and program since the computed p-values were all less than 0.05 alpha level. This means that the responses differ statistically implies that 10 years and above experience, obtained doctorate degree and ELS students are more competent than others. This was supported by Smith et al. [25] that English language proficiency can be influenced by a number of variables, such as the length of time spent learning the language, one's level of education, and the kind of program they are enrolled in.

It is very evident the students of English Language Studies are more competent that others since they have been studying English itself while teaching it as well. There is a lot to learn about the development, organization, and usage of the English language. Students can gain a thorough understanding of English linguistics with a postgraduate degree in English language studies, which can be beneficial for a range of jobs.

English teachers are frequently non-native speakers who have studied English as a second language. A graduate degree in English language studies could give them the abilities and information necessary to function as efficient instructors. Additionally, some foreign nationals with a passion for English language studies decide to obtain a postgraduate degree to carry out research in the area. They can acquire the information and abilities necessary to carry out their own independent research and publish the results with a postgraduate degree.

In a few different areas, there is a great demand for people with strong English language abilities. This indicates that graduates with an advanced degree in English language studies have a wide range of professional options. Additionally, the study of the English language is a discipline that is always changing. Since English is a living language, it is always changing. This implies that new research is constantly needed in English language studies. Those who are interested in language and linguistics may find this to be a difficult but rewarding professional choice.

In terms of the years of studying, graduate students who had studied English for 10 years or more were more fluent and competent in the language than those who had studied it for less time [26]. This proves that graduate studies can assist students become more fluent in the English language. This is because graduate courses usually entail more extensive and concentrated English study in addition to exposure to a greater variety of English-language texts. Additionally, graduate schools frequently give students the chance to hone their English abilities in several settings, including coursework, presentations, and research.

Table 6
Difference of Responses on Domestic Student Social Support When Grouped According to Profile

Sex	λ^2_c / U	p-value	Interpretation
Academic	6924	0.014	Significant
Personal	7925.5	0.464	Not Significant
Years of studying with English as the medium			
Academic	3.63	0.304	Not Significant
Personal	5.37	0.147	Not Significant
Degree			
Academic	6312	0.21	Not Significant
Personal	6468	0.331	Not Significant
Program			
Academic	19.784	0.048	Significant
Personal	28.091	0.003	Significant

Legend: Significant at p-value < 0.05

Table 6 shows the comparison of responses on Domestic Student Social Support when grouped according to profile. It was observed that there was significant difference when grouped according to sex and program since the computed p-values were less than 0.05 alpha level. This means that the responses differ statistically implies that male and ELS students have better assessment. With the males having better assessment on academic support, reasons such as gender stereotypes, career goals, and personal preferences may be carried out.

Men are more logical and analytical than women, which makes them better at language learning. Male students may mistakenly assume that they require additional academic assistance in order to excel in English classrooms due to this misconception. Male students might be more inclined to choose jobs like business or law that demand a high level of English proficiency. They can be more driven as a result to look out academic assistance to boost their English abilities. Some male students might only prefer to study English in a more structured and formal environment. They may believe that learning takes place more effectively in this setting or that they require more assistance from a skilled teacher.

In one study, male students were more likely than female students to use academic assistance services including tutoring and English as a second language (ESL) classes [27]. The survey also discovered that male students were more likely to claim that these services had been beneficial to them.

Male students were more likely than female pupils to perform better on English language competence exams [28]. The survey also discovered that male students were more likely to credit academic assistance programs for their performance. According to these studies, there might be some disparities between male and female students' approaches to learning English. In addition to being more likely to use these services, male students may also be more likely to seek out academic support.

On the other hand, the findings also expose that ELS students are more particular to academic support and this due to reasons such as the nature of the course, level of expectation, and personal investment.

As they require students to acquire both the academic foundations of language and the practical abilities of using English, ELS courses are often harder than other forms of English courses. Due to their perceived need for assistance in comprehending the subject matter or developing the necessary abilities, ELS students may be more inclined to seek out academic support as a result.

Since ELS students are generally pursuing professions as teachers or other professionals that require a high level of English proficiency, this expectation is frequently placed on them. This can be very demanding on ELS students, and they might be more inclined to look for academic support to live up to these standards.

ELS students are often more driven to succeed than students who are taking English classes to fulfill a need for another program because they have typically spent a lot of time and money in their studies. Because they want to make sure they are getting the most out of their education, ELS students may become more proactive in looking for academic support as a result.

ELS students who utilized academic support services had a higher likelihood of succeeding academically than those who did not [29]. The study also discovered that students who were at risk of academic failure benefited notably from using academic support programs.

Table 7
Difference of Responses on School Support for English Learning When Grouped According to Profile

Sex	χ^2_c / U	p-value	Interpretation
School Policy	8249	0.871	Not Significant
School Environment	7682	0.246	Not Significant
Co-curricular Activities	8175.5	0.763	Not Significant
Teachers' Professional Development	8188	0.779	Not Significant
Teaching and Learning Support	7780	0.333	Not Significant
Years of studying with English as the medium			
School Policy	0.171	0.982	Not Significant
School Environment	2.008	0.571	Not Significant
Co-curricular Activities	2.935	0.402	Not Significant
Teachers' Professional Development	2.877	0.411	Not Significant
Teaching and Learning Support	0.813	0.846	Not Significant
Degree			
School Policy	6000	0.068	Not Significant
School Environment	5919.5	0.043	Significant
Co-curricular Activities	6056.5	0.072	Not Significant
Teachers' Professional Development	5835	0.025	Significant
Teaching and Learning Support	5661.5	0.014	Significant
Program			
School Policy	16.517	0.123	Not Significant
School Environment	21.699	0.027	Significant
Co-curricular Activities	10.853	0.456	Not Significant
Teachers' Professional Development	11.972	0.366	Not Significant
Teaching and Learning Support	8.052	0.709	Not Significant

Legend: Significant at p-value < 0.05

Table 7 illustrates the comparison of responses on School Support for English Learning when grouped according to profile. It was observed that there was significant difference on School Environment, Teachers' Professional Development and Teaching and Learning Support when grouped according to degree since the computed p-values were less than 0.05 alpha level. This means that the responses differ statistically implies that those who are doctorate students have better assessment.

Doctorate students often have greater experience and education-related expertise than other students. They may have experience working in schools as teachers or in other positions, and they may be knowledgeable about what makes a positive learning environment. They might be more inclined to criticize learning settings in schools that do not seem to be up to par or do not cater to learners' requirements.

Most doctoral students are curious about the most recent findings and cutting-edge instructional techniques. If a teacher is not up to date on the most recent research or is not implementing evidence-based techniques in their classrooms, they may be more prone to criticize them. To help teachers advance their careers, they might also be more motivated to assist their professional growth.

Lastly, doctorate students want to make sure that all students have the chance to achieve. They might be more likely to criticize institutions for failing to offer sufficient aid to students with special needs or academic difficulties. Additionally, they might be more motivated to create cutting-edge teaching and learning techniques that will enable every student to achieve.

This finding can be supported by various studies that doctorate students can contribute significantly to school reform by helping instructors, creating fresh curricula, and doing research [30]. The study also revealed that PhD candidates make strong scholastic reformers. Also, doctorate students can support teachers in a significant way by mentoring, coaching, and working together. The study also discovered that doctorate candidates can assist educators in keeping abreast of the most recent findings and industry standards [31].

Furthermore, doctorate students can significantly improve teaching and learning by offering tailored support to pupils, creating fresh instructional strategies, and engaging in research on the subject [32]. The research also revealed that PhD students can contribute to the development of a more encouraging and cooperative learning environment.

In addition, there was also significant difference on School Environment when grouped according to program since the obtained p-value of 0.027 was less than the alpha level. This significant difference lies on those who are ELS students.

The needs and preferences of each student will have an impact on how they view the learning environment. While some students might feel more at ease in a structured classroom setting, others might like a more relaxed atmosphere. It is critical to be adaptable and consider the demands of each student. The resources of the school will also impact the learning environment. ELS students may have fewer possibilities in schools with limited resources to interact with English-speaking people or access English-language resources. Making sure that every individual has access to the tools they require for success is essential.

ELS is a complicated process that needs a setting that is both encouraging and stimulating. For language

proficiency to advance, students must feel safe making errors and taking chances. Additionally, they must be exposed to a mix of spoken, written, and visual English language content.

Since ELS includes learning about the culture of the English-speaking world, it goes beyond merely studying the grammar and vocabulary of the language. Understanding English-speaking nations' morals, traditions, and social mores falls under this category. Students can learn about English-speaking culture and feel at ease communicating with native speakers with the aid of a supportive school environment.

Table 8
Relationship Between Communication Competence and Domestic Student Social Support

Public	rho	p-value	Interpretation
Academic	.446**	<.001	Highly Significant
Personal	.467**	<.001	Highly Significant
Meeting			
Academic	.485**	<.001	Highly Significant
Personal	.492**	<.001	Highly Significant
Group			
Academic	.480**	<.001	Highly Significant
Personal	.479**	<.001	Highly Significant
Dyad			
Academic	.504**	<.001	Highly Significant
Personal	.476**	<.001	Highly Significant
Stranger			
Academic	.520**	<.001	Highly Significant
Personal	.510**	<.001	Highly Significant
Acquaintance			
Academic	.452**	<.001	Highly Significant
Personal	.470**	<.001	Highly Significant
Friend			
Academic	.446**	<.001	Highly Significant
Personal	.420**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 8 reveals the association between Communication Competence and Domestic Student Social Support. It was noticed that the computed rho-values indicates a moderate direct correlation, and the resulted p-values were all less than the alpha level. This indicates that there was significant relationship exists and implies that the more competent, the better is the domestic student social support. Competent students are likely to be seen as leaders, involved in extracurricular activities, and perceived as having high social status hence the better domestic student social support.

The classmates of competent students frequently view them as leaders. They tend to be outspoken, self-assured, and frequently eager to assist others. They are more likely to be approached for social help as a result. Additionally, they participate in extracurricular activities frequently. They get the chance to network and establish bonds with their peers as a result. When they need it, these connections might offer them social support. Competent students are frequently viewed by their classmates as having a high social status. They are therefore more likely to be well-liked and accepted into social groupings. They may have access to networks of social support as a result, which may be useful when they are in need.

Students who were seen as more competent by their peers were more likely to obtain social assistance [33]. Additionally, the study discovered that students' improved mental health and academic success were related to their social support.

It is crucial to remember nonetheless that not all competent students receive social assistance. Some confident students could be shy or reluctant, and they might be less likely to ask for assistance. Additionally, some competent learners could be in hostile circumstances where they constantly feel the need to show their worth. They could be less prone to seek assistance when they do.

In the end, social support serves as essential for all learners, but competent learners may need it the most. This is so because they frequently face a lot of pressure to perform well. They might be expected to perform well in their social lives, extracurricular activities, and academics. This pressure can be stressful and make it hard for them to handle difficulties. Social support can aid them in managing stress, overcoming obstacles, and preserving their mental health.

High-achieving learners were more likely to stick with their studies and succeed academically if they had social support from their relatives and friends [34]. Additionally, the study discovered that social support was related to higher levels of overall and mental well-being in high-achieving students. Moreover, international students were more likely to adapt to their new environment and achieve academic success when they got social support from their peers and host communities [35]. Additionally, the study discovered that social support among international students was linked to improved mental health and general wellbeing.

Table 9
Relationship Between Communication Competence and School Support for English Learning

Public	rho	p-value	Interpretation
School Policy	.310**	<.001	Highly Significant
School Environment	.334**	<.001	Highly Significant
Co-curricular Activities	.377**	<.001	Highly Significant
Teachers' Professional Development	.373**	<.001	Highly Significant
Teaching and Learning Support	.368**	<.001	Highly Significant
Meeting			
School Policy	.299**	<.001	Highly Significant
School Environment	.346**	<.001	Highly Significant
Co-curricular Activities	.356**	<.001	Highly Significant
Teachers' Professional Development	.393**	<.001	Highly Significant
Teaching and Learning Support	.349**	<.001	Highly Significant
Group			
School Policy	.332**	<.001	Highly Significant
School Environment	.324**	<.001	Highly Significant
Co-curricular Activities	.401**	<.001	Highly Significant
Teachers' Professional Development	.391**	<.001	Highly Significant
Teaching and Learning Support	.365**	<.001	Highly Significant
Dyad			
School Policy	.328**	<.001	Highly Significant
School Environment	.354**	<.001	Highly Significant
Co-curricular Activities	.374**	<.001	Highly Significant
Teachers' Professional Development	.433**	<.001	Highly Significant
Teaching and Learning Support	.376**	<.001	Highly Significant
Stranger			
School Policy	.284**	<.001	Highly Significant
School Environment	.328**	<.001	Highly Significant
Co-curricular Activities	.334**	<.001	Highly Significant
Teachers' Professional Development	.391**	<.001	Highly Significant
Teaching and Learning Support	.351**	<.001	Highly Significant
Acquaintance			
School Policy	.315**	<.001	Highly Significant
School Environment	.322**	<.001	Highly Significant
Co-curricular Activities	.379**	<.001	Highly Significant
Teachers' Professional Development	.411**	<.001	Highly Significant
Teaching and Learning Support	.379**	<.001	Highly Significant
Friend			
School Policy	.294**	<.001	Highly Significant
School Environment	.307**	<.001	Highly Significant
Co-curricular Activities	.353**	<.001	Highly Significant
Teachers' Professional Development	.371**	<.001	Highly Significant
Teaching and Learning Support	.337**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 9 displays the association between Domestic Student Social Support and School Support for English Learning. It was noticed that the computed rho-values indicates a moderate direct correlation, and the resulted p-values were all less than the alpha level. This means that there was significant relationship exists and reveals that the better is the domestic support, the better is the school support. This proves that students who receive better school support are more likely to receive better school support for English learning.

First, students are more likely to be confident in their capacity to learn English if they have stronger domestic social support. This is because they have the encouragement of friends and family, who have faith in their potential to succeed. This self-assurance can encourage students to participate more fully in English language learning activities and to seek for assistance when necessary. Domestic social support is a highly significant predictor of English language proficiency [36]. The study also reveals that social support at home can reduce the detrimental impacts of prejudice and other stressors on learning English.

Second, students are more likely to have access to materials that can aid in their English-language learning if they have stronger domestic social support. Books, websites, and other resources that can aid students in learning English are included in this. Access to English language instruction programs or classes is also included. These tools can give students the assistance they need to successfully study English. Students are more likely to be aware of their resources if they have more domestic social support.

Third, students are more likely to be exposed to English outside of the classroom if they have stronger domestic social support. This is due to the likelihood that they will be surrounded by English-speaking individuals. Students' ability to communicate in English

more effectively and feel more at ease doing so in various contexts might both benefit from this experience. Students who receive more domestic social support are more likely to feel at ease approaching teachers and other school personnel for assistance.

Finally, recommendations to English language services or programs are more likely to come from students who have stronger domestic social supports. This is due to the higher likelihood that their families, friends, and teachers will speak up on their behalf and work to secure the support they require. Peers can significantly contribute to the English Language Acquisition (ELA) of Second Language Learners (SLL) [37]. This is especially true in terms of social support and practice opportunities. The motivation and engagement of students also play a role in mediating the impacts of peer support [38] [39].

Table 10
Relationship Between Domestic Student Social Support and School Support for English Learning

Academic	rho	p-value	Interpretation
School Policy	.405**	<.001	Highly Significant
School Environment	.443**	<.001	Highly Significant
Co-curricular Activities	.416**	<.001	Highly Significant
Teachers' Professional Development	.548**	<.001	Highly Significant
Teaching and Learning Support	.498**	<.001	Highly Significant
Personal			
School Policy	.457**	<.001	Highly Significant
School Environment	.402**	<.001	Highly Significant
Co-curricular Activities	.508**	<.001	Highly Significant
Teachers' Professional Development	.482**	<.001	Highly Significant
Teaching and Learning Support	.488**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 10 shows the association between Communication Competence and School Support for English Learning. It was noticed that the computed rho-values indicates a moderate direct correlation and the resulted p-values were all less than the alpha level. This means that there was significant relationship exists and implies that the more competent, the better is the school support. This implies that students are more likely to have better school support for their English learning if they believe they are more competent in the language.

The results of the study imply that schools should concentrate on giving more assistance to students who believe they are less proficient in English. This could be accomplished by adding more English lessons, giving them more chances to practice speaking English, or fostering a more encouraging learning atmosphere for all.

Competent children benefit from more school support for a number of reasons. Academic competence and school support were found to be positively correlated [40]. This implies that students were more likely to get better school support if they were more academically capable. Competent students' needs are more likely to be noticed and met by teachers. Students are more likely to be engaged and participate in class when they are performing well academically. They become more noticeable to teachers as a result, who are more likely to observe whether a student is having difficulty understanding a certain topic or ability. Teachers were more likely to have high expectations for students who were more academically capable [41]. Additionally, they were more likely to offer these children greater support.

When they need assistance, competent students are more inclined to ask for it. Students who have self-confidence in their skills are more likely to think they can overcome obstacles and, as a result, are more inclined to ask for assistance when they do. As a result, they might get additional assistance from instructors and other school personnel.

Students that are competent are more likely to be recommended for enrichment activities. The likelihood that a student will be designated as gifted or talented increases with academic success, and as a result, so does the likelihood that they will be referred for enrichment options like advanced classes, summer programs, or mentorships. They may be given more resources and support because of these chances, enabling them to realize their full potential.

Students that are capable are more likely to be viewed as role models by their other students. Successful students are frequently viewed as role models by their other students. This may result in their getting additional assistance from their peers, such as homework help or study advice.

Moreover, even after accounting for other variables including socioeconomic position and race, student competency was still a strong predictor of academic performance [42].

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Table 11
Proposed English Proficiency Program to Enhance Students' Communication Competence, Domestic Support, and Social Support for English Language Learning

KRA/ Objectives	Activity/ Strategy	Success/ Performance Indicators	Persons Involved
A. Communication Competence			
To improve students' English language skills in various meeting scenarios	**Role-playing Scenarios** 1. Design role-playing exercises that mirror real-life meeting situations (e.g., negotiating a contract, brainstorming ideas). 2. Organize mock meetings where students take on different roles, such as chairperson, presenter, participant, and facilitator.	90% of the students can practice language fluency, active listening, and effective communication during large meetings as well as using appropriate language, etiquette, and responses in a large meeting context.	Department Dean Program Chair Teachers Students
To help foreign students learn the skills they need and give students the opportunity to practice giving a public speech in English	**Public Speaking Workshop** 1. Introduce the different aspects of public speaking, such as body language, eye contact, and vocal projection. 2. Have the students practice giving short speeches on a variety of topics. 3. Give the students feedback on their speaking skills.	90% of the students can use English to give a clear and concise speech, follow the rules of grammar and pronunciation, project their voice and make eye contact with the audience, and use body language to engage the audience	Department Dean Program Chair Student Organization Students
To help foreign students develop their public speaking skills in a supportive environment, learn how to give effective presentations, and build confidence in speaking English in front of a group.	**Virtual or Face-to-Face Toastmasters Class** 1. Join a Virtual Toastmasters club or start a club. 2. Attend weekly meetings and participate in the different speaking activities. 3. Give speeches and receive feedback from fellow members.	90% of the students can give clear and concise speech, follow the rules of grammar and pronunciation, project their voice and make eye contact with the audience, and use body language to engage the audience	Department Dean Program Chair Student Organization Students
To boost students' confidence and foster healthy competition in English	**Debate and Speech Contest** 1. Conduct debate sessions on relevant topics where students can present their arguments and counterarguments in English. 2. Organize speech contests where students prepare and deliver speeches on specific themes.	90% of the students can deliver polished presentation and use English to debate different ideas	Department Dean Program Chair Student Organization Students
To help foreign students practice speaking English with native speakers, learn from each other's experiences	**Virtual Language Exchange** 1. Sign up for a virtual language exchange platform. 2. Find a partner who is learning the native language. 3. Schedule a time to chat with the partner. 4. Discuss a topic or encourage each other to ask questions and to provide feedback on each other's speaking skills.	90% of the students can use English to discuss different topics with his/her partner, follow the rules of grammar and pronunciation, express themselves clearly and confidently	Department Dean Program Chair Teachers Student Organization Students
B. Domestic Student Social Support			
To help foreign students practice English with native speakers and learn from each other's experiences	**Peer-to-peer Tutoring** 1. Pair up foreign students with native English speakers. 2. Give each pair a list of topics to be discussed in English. 3. Students write a report on their experience or give presentation on the topic discussed.	90% of the students can use English to discuss different topics with his/her partner, follow the rules of grammar and pronunciation, express themselves clearly and confidently	Department Dean Program Chair Teachers Student Organization Students
To help students feel comfortable with their new environment and provide them with support system	**Buddy Language Program** 1. Pair native English-speaking students with foreign students to practice conversational English regularly. 2. They can meet for casual	90% of the students can use English to discuss different topics with his/her partner, follow the rules of grammar and pronunciation, express themselves clearly and confidently	Department Dean Program Chair Teachers Student Organization Students

Objective	Strategy/Program	Expected Output	Persons Involved
	conversations, exchange cultural insights, and assist each other in language learning.		
C. School Support			
To help foreign students understand school policies, rules, and procedures in English, promoting a smooth transition into the school environment	**School Policy Language Support Workshops** Conduct regular language support workshops for foreign students to help them understand school policies, rules, and procedures in English. These workshops can cover essential phrases and vocabulary used in school settings, making it easier for them to navigate the educational environment.	There is increased understanding of school policies and procedures among foreign students. There is positive feedback from foreign students indicating improved comprehension of school rules. There are reduced instances of confusion or misinterpretation of school policies.	Department Dean Program Chair Teachers Staff
To provide foreign students with language support and assistance in understanding school policies, procedures, and important documents, thereby promoting their academic success and integration into the school community.	**Language Liaison Officer** Designate language liaison officers or volunteers who can assist foreign students in understanding school policies and provide language support when needed. These officers can act as points of contact and offer assistance in translating important documents or clarifying school-related information.	There is positive feedback from foreign students indicating satisfaction with the language support provided by the liaison officers. There is increased understanding of school policies and procedures among foreign students as evidenced by their ability to follow guidelines and rules effectively. There are reduced instances of language-related misunderstandings or misinterpretations of important school documents.	Department Dean Program Chair Teachers Staff
To introduce new foreign students to school policies and procedures in their native language and English, facilitating a clear understanding of school expectations	**Multilingual Orientation Program** Organize a multilingual orientation program for new foreign students to introduce them to school policies and procedures in their native language, as well as in English. This ensures that they have a clear understanding of the school's expectations from the beginning.	There is high attendance and engagement in the multilingual orientation program. There is positive feedback from new foreign students expressing satisfaction with the orientation process. There are decreased instances of foreign students seeking clarification on school policies after the orientation.	Department Dean Program Chair Teachers Staff
To create a more inclusive and supportive environment for foreign students by promoting cultural sensitivity among teachers and staff	**Cultural Sensitivity Training for Staff** Provide cultural sensitivity training for teachers and staff to create a more inclusive and supportive environment for foreign students. This training should emphasize the importance of being understanding and patient when dealing with language barriers.	There is positive feedback from staff indicating an improved understanding of cultural differences and challenges faced by foreign students. There is increased willingness among staff to accommodate language barriers and adapt teaching practices accordingly. There is enhanced communication and rapport between staff and foreign students.	Department Dean Program Chair Human Resource Department Teachers Staff
To offer foreign students a dedicated support channel for seeking assistance or clarifications related to school policies in their native language or English.	**Language Hotline or Helpdesk** Set up a language hotline or helpdesk where foreign students can seek assistance or ask questions related to school policies in their native language or English.	There is regular usage of the language hotline or helpdesk by foreign students. There is positive feedback from foreign students on the responsiveness and effectiveness of the support provided. There are educed instances of foreign students feeling overwhelmed or lost due to language barriers.	Department Dean Program Chair Teachers Staff

CONCLUSION AND RECOMMENDATION

Majority of the respondents were male, studying with English as the medium of instruction for 10 years and above, taking their doctorate degree, and most are from the management program. Respondents perceived their communication with friend, dyad, group, acquaintance, and public to be competent while moderately competent in communicating with stranger and in a meeting.

Respondents agreed to have received domestic student social support in terms of academic and personal support for their English learning. Respondents agreed to have received school support in terms of school policy, school environment, co-curricular activities, teachers' professional development, and teaching and learning support for their English learning. In terms of communication competence, there is a significant difference when grouped according to years of studying with English, degree, and program; in terms of domestic student social support, there is a significant difference when grouped according to sex and program; lastly, in terms of school support, there was significant difference on school environment, teachers' professional development and teaching and learning support when grouped according to degree. There is significant relationship that exists and implies that the more competent the respondents are, the better is the domestic student social support and school support they receive; on the other hand, while there is better domestic support, there is also better school support given. An English proficiency program was proposed to enhance foreign students' communication competence, domestic support, and social support for English language learning. conclusion may review the main points of the paper, do not replicate the abstract as the conclusion. A conclusion might elaborate on the importance of the work or suggest applications and extensions.

For the recommendations, the Office of Students Affairs together with the Graduate School may conduct co-curricular activities such as International Students' Day which has program relative to giving them opportunities to learn English language and build camaraderie with each other as well building connections with domestic students.

The Human Resource Development and Student Services may conduct a workshop for teachers and staff on cultural sensitivity and how to properly deal with foreign students to foster inclusivity.

The teachers of foreign students may integrate classroom activities such as debate and speech activity, role-playing scenarios, or focus group discussion to enhance students' English speaking skills.

The school may conduct benchmarking in schools with international students here in the Philippines or in ASEAN countries to build ties and gain innovative strategies to further promote the English learning of foreign students.

Future researchers may utilize this paper as point of reference, and they may expand the sample size, include more diverse sample, and consider searching the significant predictors for communication competence. The proposed English proficiency program may be tabled for discussion and implementation.

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