Teachers Communication Strategies and Language Skills of Secondary Learners: Basis for a Proposed Upskilling program

Staycee Duyor Biag[*]

Teacher II, Department of Education, Maligaya High School, Quezon City, Philippines

Abstract: Effective communication among the teachers encourages student success and promotes a conducive learning environment. Thus, this study focused on determining the teachers' communication, strategies, and language skills of secondary learners which hopefully served as basis for a proposed upskilling program. Specifically, this analysis intensively dealt with the level of teachers' communication strategies as assessed by the school heads and department heads; master teachers and teachers themselves in terms of being concise, concrete, considerate, and clear. In this study the researcher employed descriptive quantitative method of research. The researcher utilized a self-made questionnaire as the main data gathering tool. This would be validated by the research experts. The statistical tools are the following: weighted mean; and correlation. The findings of the study revealed that respondents strongly agreed about the level of teachers' communication strategies in terms of being concise, concrete, considerate and clear. It was also revealed that there was no significant difference in the assessment of the two groups of respondents on the level of teachers 'communication strategies in terms of the above-mentioned variables. Meanwhile, the teachers strongly agreed about the level of language skills of learners in terms of preparation, confidence, clarity, and feedback. Moreover, there was no significant difference in the assessment between the level of language skills by the master teachers and teachers above the mentioned variables. On the other hand, there was a significant relationship between the level of the teacher's communication strategies and the language skills of the learners. In terms of conciseness, between the language skills of the learners, in terms of preparation, confidence, clarity and feedback. Thus, an upskilling program based on the communication model was created based on the results of the study.

Keywords: Communication model, Conciseness, Upskilling program.

1. Introduction

A teacher must possess effective communication skill, especially in dealing with the learners, this is because, they are the one who facilitates the teaching and learning process, and it is necessary that in delivering a message, the teacher must foster better communication, deeper understanding, and good interaction through modeling. In addition, Effective communication among the teachers encourages student success and promotes a conducive learning environment. Additionally, effective communication skills help teachers forge close bonds among all the stakeholders.

The ability to communicate effectively is crucial for teachers. They must be able to interact with students, other teachers, and parents effectively. Teachers who have effective communication skills can better understand their students and can build healthy relationships. Additionally, successful classroom management and conflict resolution can be facilitated by teachers with strong communication skills.

This was supported by Khan (2017), who explained that good communication skills of teacher are the basic need of academic success of students, and professional success of life. Teacher communicates more instructions orally in classroom to students. Teachers with poor communication skills may cause failure of students to learn and promote their academics. Students need to understand what is right, and what is wrong while it totally depends upon the communication skills of teachers which he/she adopts in classroom. Good communications minimize the potential of unkind feeling during the process of teaching. For learning, the learner must be attentive toward their teacher during the lecture.

De Gala and Ularte (2022), added that in order to cater to multiple intelligences of the learners and to help equip them with the necessary skills to meaningfully engage in a linguistically and culturally diverse world, different strategies must be provided by the teachers to develop the communicative competence of the learners. With a mission to equip learners with skills and competencies in a foreign language, providing them with greater opportunities through an enhanced research-based curriculum, a competent roster of teachers, supportive administrators, and strong collaboration with program partners

Thus, the teacher must communicate clearly and understandably, so that the learners can better understand the lesson, and learn from their teachers through modeling. The DepEd also recognizes that the quality of learning is greatly influenced by the quality of teaching. Similarly, the researcher, as one of the English teachers, also experience challenges in developing the language skills of the learners. Especially during the pandemic, wherein most of the learners attended the class, in a modular distance learning approach, as prescribed by DepEd Order No. 012's Basic Education Learning Continuity

*Corresponding author: jeazellesonsengnim@gmail.com

Table 1
The level of teachers' communication strategies as assessed by the school heads and department heads;
master teachers and teachers themselves in terms of being concise

Indicators	Teacher/MT		Principal/HT		Combined	
	WM	VI	WM	VI	WM	VI
2. Accurate, and on point.	3.62	SA	3.8	SA	3.71	SA
7. Highlight the key points of their message.	3.61	SA	3.73	SA	3.67	SA
8. Avoid using excessive and needless words, when communicating.	3.56	SA	3.73	SA	3.65	SA

Legend: OWM (Overall Weighted Mean), VI (Verbal Interpretation) 1.00-1.74- Strongly Disagree (SD),1.75-2.49Disagree (D), 2.50-3.24 Agree (A), 3.25-4.00 Strongly Agree (SA)

Table 2
The level of teachers' communication strategies as assessed by the school heads and department heads;
master teachers and teachers themselves in terms of being concrete

Indicators	Teacher/MT		Principal/HT		Combined	
	WM	VI	WM	VI	WM	VI
6. Provides a relevant and factual message, rather than being generic and vague.	3.67	SA	3.73	SA	3.7	SA
7. Uses an exact, appropriate, and concrete words, when communicating.	3.64	SA	3.83	SA	3.73	SA
8. Completes the clarity of thoughts and ideas when delivering a message.	3.66	SA	3.73	SA	3.7	SA
4. Establishes contact with the receiver.	3.67	SA	3.7	SA	3.69	SA

Legend: OWM (Overall Weighted Mean), VI (Verbal Interpretation) 1.00-1.74- Strongly Disagree (SD),1.75-2.49-Disagree (D), 2.50-3.24 Agree (A), 3.25-4.00 Strongly Agree (SA)

Table 3
The level of teachers' communication strategies as assessed by the school heads and department heads;
master teachers and teachers themselves in terms of being considerate

Indicators	Teacher/MT		Principal/HT		Combined	
	WM	VI	WM	VI	WM	VI
2. Producing a message that the audience can relate to.	3.66	SA	3.67	SA	3.67	SA
4. Ensuring that the self-respect of the audience is maintained, and their emotions are not at harm.	3.67	SA	3.67	SA	3.67	SA
7. Providing a message that is polite, friendly, professional, open and honest.	3.74	SA	3.73	SA	3.74	SA
8. Maintaining a friendly and neutral tone.	3.66	SA	3.73	SA	3.7	A

Legend: OWM (Overall Weighted Mean), VI (Verbal Interpretation) 1.00-1.74- Strongly Disagree (SD),1.75-2.49-Disagree (D), 2.50-3.24 Agree (A),3.25-4.00 Strongly Agree (SA)

Table 4
The level of teachers' communication strategies as assessed by the school heads and department heads;
master teachers and teachers themselves in terms of being clear

Indicators	Teacher/MT		Principal/HT		Combined	
	WM	VI	WM	VI	WM	VI
3. Using the most suitable language for your specific message, and the best form of communication.	3.67	SA	3.73	SA	3.7	SA
7. Providing a message that is supported with specific facts and figures.	3.62	SA	3.73	SA	3.68	SA
8. Using of words that are clear and that build the reputation.	3.61	SA	3.73	SA	3.67	SA
10. Checking for the precision and accurateness of facts and figures used in the message.	3.63	SA	3.73	SA	3.68	SA

Legend: OWM (Overall Weighted Mean), VI (Verbal Interpretation) 1.00-1.74- Strongly Disagree (SD),1.75-2.49-Disagree (D), 2.50-3.24 Agree (A),3.25-4.00 Strongly Agree (SA)

Plan (BE-LCP). 2020, that aimed to safeguard the health, safety, and well-being of instructors and students during COVID-19.

Table 1 reveals that most of the respondents strongly agreed about the conciseness of the teachers in communicating, with an overall weighted mean of 3.57. Moreover, statement number 2, ranked 1st with the highest weighted mean of 3.71, which means strongly agreed and revealed that the respondents agreed that the teacher, were accurate, and on point when communicating. It was followed by statement number 7, ranked 2nd with a weighted mean of 3.67, which means strongly agreed and revealed that the respondents agreed that the teachers, highlight the key points of their message. Moreover, statement number 8, ranked 3rd with a weighted mean of 3.65, which means strongly agreed and revealed that the respondents agreed that the teachers, avoid using excessive and needless words, when communicating.

Table 2 reveals that majority of the respondents strongly agreed about the concrete of the teachers in communicating, with an overall weighted mean of 3.65.

Moreover, statement number 7, ranked 1st with the highest weighted mean of 3.73, which means strongly agreed and revealed that the respondents agreed that the teachers used exact, appropriate, and concrete words, when communicating. It was followed by statement number 6 and 8, ranked 2nd, both got a weighted mean of 3.73, which means strongly agreed and revealed that the respondents agreed that the teachers, provided a relevant and factual message, rather than being generic and vague, and have clarity of thoughts and ideas when delivering a message.

Table 3 reveals that the majority of the respondents strongly agreed about the consideration of the teachers in communicating, with an overall weighted mean of 3.66.

Moreover, statement number 7, ranked 1st with the highest weighted mean of 3.74, which means strongly agreed and revealed that the respondents agreed that the teachers provided a polite, friendly, professional, open, and honest message. It was followed by statement number 8, ranked 2nd, and got a weighted mean of 3.70, which means strongly agreed and revealed that the respondents agreed that the teachers,

Table 5
The test of significant difference in the assessment of the two groups of respondents on the level of teachers' communication strategies in terms of being concise, concrete, considerate, and clear

Concise	Weighted Mean	Standard Deviation	Computed Z test value	Critical Z test value	Computed p-value	Decision	Interpretation
Teachers/MT	3.5	0.45	1.51	1.96	0.06	Accept Ho	No Significant Difference
Principal/HT	3.64	0.46					
Concrete	**Weighted Mean**	**Standard Deviation**	**Computed Z test value**	**Critical Z test value**	**Computed p-value**	**Decision**	**Interpretation**
Teachers/MT	3.6	0.44	1.2	1.96	0.22	Accept Ho	No Significant Difference
Principal/HT	3.69	0.33					
Considerate	**Weighted Mean**	**Standard Deviation**	**Computed Z test value**	**Critical Z test value**	**Computed p-value**	**Decision**	**Interpretation**
Teachers/MT	3.66	0.4	0.13	1.96	0.89	Accept Ho	No Significant Difference
Principal/HT	3.65	0.38					
Clear	**Weighted Mean**	**Standard Deviation**	**Computed Z test value**	**Critical Z test value**	**Computed p-value**	**Decision**	**Interpretation**
Teachers/MT	3.61	0.43	0.83	1.96	0.4	Accept Ho	No Significant Difference
Principal/HT	3.68	0.43					

5% Level of Significance at Two-tailed, p-value = 0.05, N=150

Table 6
The level of learners' language skills as assessed by the teachers and master teachers in terms of preparation

Indicators	Teachers		Master Teachers		Combined	
	WM	VI	WM	VI	WM	VI
2. Ensuring that they know their audience, before presenting.	3.51	SA	3.47	SA	3.49	SA
6. Giving their audience a presentation that is meaningful and well worth their time.	3.48	SA	3.47	SA	3.48	SA
8. Showing the need to be open-minded, when communicating.	3.5	SA	3.53	SA	3.51	SA
10. Having a clear goal every time they speak.	3.5	SA	3.47	SA	3.49	SA

Legend: OWM (Overall Weighted Mean), VI (Verbal Interpretation) 1.00-1.74- Strongly Disagree (SD),1.75-2.49-Disagree (D), 2.50-3.24 Agree (A),3.25-4.00 Strongly Agree (SA)

Table 7
The level of learners' language skills as assessed by the teachers and master teachers in terms of confidence

Indicators	Teachers		Master Teachers		Combined	
	WM	VI	WM	VI	WM	VI
7. Having more open communication with their peers.	3.49	SA	3.58	SA	3.53	SA
9. Enjoying social interactions and communication with others.	3.49	SA	3.47	SA	3.48	SA
10. Maintaining a strong sense of self-worth despite setbacks or perceived weaknesses.	3.55	SA	3.58	SA	3.56	SA

Legend: OWM (Overall Weighted Mean), VI (Verbal Interpretation) 1.00-1.74- Strongly Disagree (SD),1.75-2.49-Disagree (D), 2.50-3.24 Agree (A),3.25-4.00 Strongly Agree (SA)

Table 8
The level of learners' language skills as assessed by the teachers and master teachers in terms of clarity

Indicators	Teachers		Master Teachers		Combined	
	WM	VI	WM	VI	WM	VI
3. Keeping it simple and easy to understand when there are communicating, try to use language that is simple and easy to understand.	3.46	SA	3.53	SA	3.49	SA
5. Giving a clear and concise point to their audience.	3.48	SA	3.53	SA	3.5	SA
6. Using examples to illustrate your point, to make it more concrete and easier to understand.	3.5	SA	3.47	SA	3.49	SA
8. Patient with others and themselves when communicating.	3.47	SA	3.47	SA	3.47	SA

Legend: OWM (Overall Weighted Mean), VI (Verbal Interpretation) 1.00-1.74- Strongly Disagree (SD),1.75-2.49-Disagree (D), 2.50-3.24 Agree (A), 3.25-4.00 Strongly Agree (SA)

maintained a friendly and neutral tone. Moreover, statement number 2 and 4, ranked 3rd, and both got a weighted mean of 3.67, which means strongly agreed and revealed that the respondents agreed that the teachers, considered, the audience's viewpoints, background, mind-set, education level, and ensured that the self-respect of the audience is maintained, and their emotions are not at harm.

Moreover, statement number 3, ranked 1st with the highest weighted mean of 3.70, which means strongly agreed and revealed that the respondents agreed that the teachers, used the most suitable language for your specific message, and the best form of communication. It was followed by statement number 7 and 10, ranked 2nd, and both got a weighted mean of 3.68, which means strongly agreed and revealed that the respondents

agreed that the teachers, provided a message that is supported with specific facts and figures, and checked for the precision and accurateness of facts and figures used in the message.

The result of the study is supported by Dias (2021), who explained that effective communication is essential in every aspect of life, whether it be at home, at work, or with their friends. A person who can communicate effectively will always have an advantage when dealing with people. This includes being concise, concrete, considerate, and clear.

Table 6 reveals that the majority of the respondents strongly agreed about the level of communication skills of learners in terms of preparation, got an overall weighted mean of 3.44.

Moreover, statement number 8, ranked 1st with the highest weighted mean of 3.51, which means strongly agreed and

Table 9
The level of learners' language skills as assessed by the teachers and master teachers in terms of feedback

Indicators	Teachers		Master Teachers		Combined	
	WM	VI	WM	VI	WM	VI
1. Motivate them to do better in class.	3.61	SA	3.63	SA	3.62	SA
2. Help them to understand the lesson much better.	3.66	SA	3.58	SA	3.62	SA
3. Help them to deepen their understanding about the lesson.	3.67	SA	3.63	SA	3.65	SA
6. Engage, motivate, and improve their achievement in class.	3.67	SA	3.63	SA	3.65	SA
7. Pay attention to the ways they present information, to avoid misunderstanding.	3.69	SA	3.63	SA	3.66	SA

Legend: OWM (Overall Weighted Mean), VI (Verbal Interpretation) 1.00-1.74- Strongly Disagree (SD),1.75-2.49-Disagree (D), 2.50-3.24 Agree (A), 3.25-4.00 Strongly Agree (SA)

Table 10
The test of significant difference between the assessment of the two groups of respondents on the level of language skills by the master teachers and teachers based on preparation, confidence, clarity, and feedback

Preparation	Weighted Mean	Standard Deviation	Computed Z test value	Critical Z test value	Computed p-value	Decision	Interpretation
Teachers	3.46	0.52	0.32	1.96	0.74	Accept Ho	No Significant Difference
Master Teachers	3.42	0.59					
Confident	**Weighted Mean**	**Standard Deviation**	**Computed Z test value**	**Critical Z test value**	**Computed p-value**	**Decision**	**Interpretation**
Teachers/MT	3.46	0.5	0.39	1.96	0.69	Accept Ho	No Significant Difference
Principal/HT	3.41	0.52					
Clarity	**Weighted Mean**	**Standard Deviation**	**Computed Z test value**	**Critical Z test value**	**Computed p-value**	**Decision**	**Interpretation**
Teachers/MT	3.46	0.5	0.32	1.96	0.75	Accept Ho	No Significant Difference
Principal/HT	3.42	0.55					
Feedback	**Weighted Mean**	**Standard Deviation**	**Computed Z test value**	**Critical Z test value**	**Computed p-value**	**Decision**	**Interpretation**
Teachers/MT	3.64	0.49	0.59	1.96	0.56	Accept Ho	No Significant Difference
Principal/HT	3.58	0.45					

5% Level of Significance at Two-tailed, p-value = 0.05, N=150

Table 11
The test of significant relationship between the level of the teachers' communication strategies and the learners' level of language skills

Level of the teachers' communication strategies in terms of Concise VS Language Skills	Pearson	Critical	Computed p-value	Degree of Correlation	Decision	Interpretation
	r-value	r-value				
1. Preparation	0.61	0.16	0	SC	Reject Ho	Significant Relationship
2. Confidence	0.56	0.16	0	MC	Reject Ho	Significant Relationship
3. Clarity	0.59	0.16	0	MC	Reject Ho	Significant Relationship
4. Feedback	0.6	0.16	0	MC	Reject Ho	Significant Relationship
Overall	0.59	0.16	0	MC	Reject Ho	Significant Relationship

Legend: NC – Negligible Correlation (0.20 & below); WC – Weak Correlation (0.21 – 0.40); MC – Moderate Correlation (0.41 – 0.60);
SC – Strong Correlation (0.61 – 0.80); VSC – Very Strong Correlation (0.81 & above) df= 140-2 =138 CV = (1, 138, 0.05)=0.160

revealed that the respondents agreed that the learners, showed the need to be open-minded, when communicating. It was followed by statement number 2, and 10 ranked 2nd, and both got a weighted mean of 3.49, which means strongly agreed and revealed that the respondents agreed that the learners, ensured that they know their audience, before presenting and have a clear goal every time they speak.

Table 7 reveals that majority of the respondents strongly agreed about the level of confidence of learners in terms of preparation, got an overall weighted mean of 3.44.

Moreover, statement number 10, ranked 1st with the highest weighted mean of 3.56, which means strongly agreed and revealed that the respondents agreed that the learners maintained a strong sense of self-worth despite setbacks or perceived weaknesses. It was followed by statement number 7, ranked 2nd, and got a weighted mean of 3.53, which means strongly agreed and revealed that the respondents agreed that the learners, have more open communication with their peers. Moreover, statement number 9, ranked 3rd, and got a weighted mean of 3.48, which means strongly agreed and revealed that the respondents agreed that the learners enjoyed social

interactions and communication with others.

Table 8 reveals that majority of the respondents strongly agreed about the level of clarity of learners in terms of preparation, got an overall weighted mean of 3.44. Moreover, statement number 5, ranked 1st with the highest weighted mean of 3.53, which means strongly agreed and revealed that the respondents agreed that the learners, give a clear and concise point to their audience. It was followed by statement number 3 and 6, both ranked 2nd, and got a weighted mean of 3.49, which means strongly agreed and revealed that the respondents agreed that the learners, keep it simple and easy to understand when there are communicating, try to use language that is simple and easy to understand, and use examples to illustrate your point, to make it more concrete and easier to understand.

Table 9 reveals that majority of the respondents strongly agreed about the level of clarity of learners in terms of feedback, got an overall weighted mean of 3.61.

Moreover, statement number 7, ranked 1st with the highest weighted mean of 3.66, which means strongly agreed and revealed that the respondents agreed that the learners pay attention to the ways they present information, to avoid

misunderstanding.

It was followed by statement number 3 and 6, both ranked 2nd, and got a weighted mean of 3.65, which means strongly agreed and revealed that the respondents agreed that the learners, help them to deepen their understanding about the lesson, and engage, motivate, and improve their achievement in class.

The test of significant difference in the in the assessment of the two groups of respondents by the Master Teachers and Teachers on the level of learners' language skills based on preparation, confidence, clarity, and feedback which is presented in Table 10.

Table 10 reveals that there is no significant difference in the assessment by the master teachers and teachers on the level of learners' language skills based on preparation, confidence, clarity, and feedback. The result is supported by Herrity (2018) who mentioned that communication skills are abilities they use when giving and receiving different kinds of information.

Table 11 reveals that there is a significant relationship between the level of the teacher's communication strategies and the language skills of the learners. In terms of Conciseness, between the language skills of the learners, in terms of Preparation with an r-value of 0.61, Confidence with an r-value of 0.56; Clarity with an r-value of 0.59; and Feedback with an r-value of 0.60.

The result is supported by Brown (2022) who mentioned that to ensure that communication is the most efficient and engaging manner possible and thereby enhance their productivity at work, they need to follow effective communication. This will help the learners to effectively deliver the message. In relation to this, De Gala (2022), mentioned that to ensure effective communication the teacher may strategize the teaching and learning process through providing opportunities in learning a language or even a foreign language like Korean, which included the following: develop the learners' creativity in through allowing them to make a presentation online; Provide a learning guide that could help the students understand the lesson even at home; Use Google meet and Google Classroom in teaching online class; Let the learners appreciate Korean culture, through integrating Korean songs and dance in the lessons; and to Provide educational learning resources like YouTube in learning Korean Language.

2. Conclusions

In the light of the findings, the following conclusions are drawn:

1. The teachers' communication strategies as assessed by the school heads, department heads, master teachers and teachers in terms of being concise, concrete, considerate and clear must be given importance in teaching the language subject as it develops an effective communication skill by the teachers.
2. It was revealed that there was no significant difference on the assessment of the two groups of respondents on the level of teachers' communication strategies in terms of the above-mentioned variables.
3. It was revealed that the teachers, strongly agreed about

the level of learners' language skills in terms of preparation, confidence, clarity and feedback.
4. There was no significant difference in the assessment by the master teachers and teachers on the level of learners' language skills based on the aforementioned variables.
5. There was a significant relationship between the level of the teacher's communication strategies and the language skills of the learners. In terms of conciseness, between the language skills of the learners, in terms of preparation, confidence, clarity and feedback.
6. Based on the results of the study, there must be a proposal for an upskilling program using a communication model.

A. Recommendations

The following recommendations are hereto offered based on the findings and conclusions of this research study:

1. The students may serve this study as a guide for learners to realize that in order to improve their language skills, they must listen to their teachers, be confident in expressing themselves, and apply the correct strategies in delivering a message.
2. The language teachers may realize their important role in developing the language skills of the learners; it is recommended for them to explore more on studies about communication strategies though from the results their competencies are strong but still there is always a room for improvement. Teachers should continue attending related seminars to uplift their skills and build better relationships with the learners in teaching and learning deliveries to gain better achievement.
3. The master teachers may identify the weakness and strengths of teachers' communication strategies to coach them to improve their skills.
4. The school administrators from the school heads, department heads to the master teachers, subject coordinators and teachers may collaborate in developing more strategies in communication skills. Also, school heads may include the scheme in their school improvement plan and plan more upskilling program for teachers on the said skills.
5. The school supervisors may include the result of the study in making policies in the improvement of communication strategies of teachers and the language skills of the learners.
6. The researcher may apply the output of the study in her respective school, so that there will be an adoption of the program.
7. Future researchers may serve this study as their reference in conducting a study that is like the work of the researcher but with different features.
8. It is strongly recommended that the upskilling program based on the communication model be included and accepted in school improvement plans and programs to develop teachers' communication

strategies and learners' language abilities for an effective communication.

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