

# Teachers' Teaching Strategies in Developing Communication Skills Among Students

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## ABSTRACT

This study determined the teacher's teaching strategies and the level of student's communication skills in Zamboanga Peninsula Polytechnic State University-Vitali. A descriptive with correlation research design was utilized in this study involving 65 second year Bachelor of Industrial Technology major in Automotive Technology BINDTECH as respondents during this academic year 2025-2026.

It was found out that the teachers' teaching strategies in terms of classroom pedagogy and assessment was very high. Furthermore, the students' level of communication skills was very high. In addition, there was a significant relationship between the teachers' teaching strategies and the level of students' communications skills.

It was concluded that the teachers were generally very effective in using both classroom pedagogy and assessment to develop communication skills among students. Students possessed a very high level of communication skills.

Further, instructional approaches and assessment methods used in the classroom played a crucial role in enhancing learners' abilities to express ideas clearly, interact meaningfully, and engage actively in communicative tasks.

Furthermore, it was recommended that Zamboanga Peninsula Polytechnic State University Officials may strengthen institutional support programs that enhance instructors' pedagogical competence in developing students' communication skills. This may include organizing faculty development seminars, workshops, and training programs focused on effective teaching strategies, student-centered learning, and classroom communication. Campus Administrator may monitor and guide the implementation of diverse and innovative teaching strategies among faculty members. He may encourage instructors to foster a collaborative culture where they can share best practices in teaching communication skills across disciplines. Instructors/Visiting Lecturers may continuously employ and refine varied teaching strategies, such as inquiry-based learning, collaborative discussions, and reflective activities – that actively engage students in communication. Students may take initiative in practicing effective listening, adjusting their tone and language to different audiences, and expressing their ideas clearly and respectfully. Future Researchers may consider conducting similar studies in other higher education institutions to validate and expand the findings of this research. They may also explore other variables related to students' communication skills to provide a more comprehensive understanding of the factors influencing communication development.

## Acknowledgments

The researchers like to express their sincere gratitude to the following individuals for their valuable contributions and support throughout the completion of this research study:

First and foremost, I would extend my deepest appreciation to **Nelson Cabral**, the School president of Zamboanga Peninsula Polytechnic State University. His perseverance and unwavering support in the successful outcome of the study.

First and foremost, we extend my deepest appreciation to **Dr. Kier P. Dela Calzada**, the School Administrator of Zamboanga Peninsula Polytechnic State University Vitali External Delivering Unit. His unwavering support, guidance, and encouragement played a crucial role in the successful completion of this research.

We would also like to extend our heartfelt thanks to **Dr. Gloria I. Flores and Dr. Cindy May L. Pajarito** and , for his insightful feedback, constructive criticism, and guidance during the validation. His expertise and valuable inputs greatly contributed to the refinement and quality of this study.

We are also grateful to, **Dr. Ma. Elen C. Lualhati**, . Their expertise, scholarly advice, and constructive comments significantly enhanced the rigor and comprehensiveness of this research. Their valuable insights and recommendations have been invaluable in shaping the outcome of this study.

Special thanks go to our research adviser, **Dr. Ivy Lantaka**, for his unwavering support, invaluable guidance, and encouragement throughout the research process. His expertise, patience, and dedication to excellence have been instrumental in shaping this research and bringing it to fruition.

We are also grateful to our friends and family for their unwavering support, encouragement, and understanding during this challenging journey. Their presence, motivation, and belief in my abilities have been a constant source of inspiration.

Lastly, we would like to express our gratitude to all the participants and individuals who contributed their time and insights to this research. Without their cooperation and willingness to participate, this study would not have been possible.

## Chapter I

### INTRODUCTION

#### Background of the Study

Teaching strategy is a generalized plan for a lesson(s) which includes structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy". Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified, Lawton (2018).

McCroskey (2024) argues that students' communication competence requires both the performance of communication behaviors (such as speaking, listening, and responding) and the cognitive ability to recognize and select the most appropriate strategies for effective participation, McCroskey (2024).

In elementary education, a study in Indonesia conducted by Rosdianti, et.al., (2020) about "Teachers' Strategies in Developing and Measuring Students' Communication Skills" found that teachers who used discussion and presentation methods more often had students with better communication skills. The same study also noted that integrating communication skills assessment along with cognitive, affective, and psychomotor domains (not separating them) helped in giving more rounded feedback and improving communication performance.

It has been observed that in ZPPSU, instructors are employing varied teaching strategies in their instruction. Many instructors integrate interactive approaches such as discussions, presentations,

cooperative learning, and even role-playing to actively engage students in the learning process. Others make use of questioning techniques and feedback strategies to encourage students to think critically and express their ideas more confidently. In some cases, teachers also adapt communication strategies such as paraphrasing, code-switching, and the use of gestures to clarify lessons and sustain classroom interaction. These practices have contributed to creating opportunities for students to enhance their communication abilities both in academic and social contexts.

However, despite the presence of these varied strategies, there is limited research-based evidence documenting which specific teaching strategies are most commonly practiced by instructors in ZPPSU and how these strategies directly contribute to the development of students' communication skills. Furthermore, while communication skills are emphasized as a core competency for student success, there is little information available regarding the actual level of communication skills demonstrated by ZPPSU students. This creates a gap in understanding whether the strategies being used by teachers are truly effective in enhancing students' communication competence.

With these observations, the researchers embarked in this study to systematically examine the teaching strategies employed by ZPPSU instructors and to assess the corresponding level of students' communication skills.

#### **Statement of the problem:**

This study aimed to determine the teacher teaching strategies and student skills communication in Zamboanga Peninsula Polytechnic State University – Vitali, during the first semester of academic year 2025-2026.

Specifically, it sought to answer the following questions:

1. What are the teachers' teaching strategies in developing communication skills among students in terms of:
  - Classroom pedagogy
  - classroom assessment
1. What is the level of student's communication skills?
2. Is there significant relationship between teachers teaching strategies and students communication skills?

#### **Significance of the Study**

This study can be benefited to the following:

**Zamboanga Peninsula Polytechnic State University (ZPPSU) Officials.** This can provide them a baseline information to implement different strategies and programs. This can also identify the level of students' communication skills.

**Campus Administrator.** The findings can help the campus administrator in initiating capacity-building activities and teachers training teaching strategies for visiting lecturer to work and share effective teaching practices to enhance collaboration, good communication.

**Instructors/Visiting Lecturers.** This can provide learning by taking up essential input an efficient way to deliver lesson and to have clear communication. Such inputs can be used by visiting lecturer to look effective teaching strategies set by the head of the department and administrator to successfully implement the online learning and to have good learning outcomes.

**Students.** This study can make the student familiar and benefit from the teaching strategies that was used by the teachers and develop communication skills.

**Future Researchers.** The finding of the study can provide relevant information on the teacher teaching strategies and student skills communication.

### **Scope and Limitation of the Study**

The study focused on determining the teacher teaching strategies and the level of student's communication skills in Zamboanga Peninsula Polytechnic State University-Vitali first semester, academic year 2025-2026.

Further, the teachers teaching strategies in developing skills communication among students in terms of Classroom pedagogy and classroom assessment was determined as well as the level of student's communication skills.

The study was limited to the second year Bachelor of Industrial Technology major in Automotive Technology BINDTECH AT students of Zamboanga Peninsula Polytechnic State University- Vitali (ZPPSU-V) during the first semester of the academic year 2025-2026. This institution was coded as school B while the year levels were coded as YL2.

## **Chapter II**

### **REVIEW OF RELATED LITERATURE**

This chapter presented the basis review of related literature and studies, conceptual framework, the hypothesis, the operational definition of key variables and other terms.

#### **Related Literature**

##### **Foreign**

##### **Classroom Pedagogy**

Teachers underscored that to create an environment where such active learning can thrive; a respectful environment must be established. Team building activities can be used to foster positive relationships and teachers need to scaffold content and model the process to encourage an environment where students feel safe to take risks and actively engage in rigorous learning Samuels et.al (2010).

Pedagogy is all the ways that instructors and students work with the course content. The fundamental learning goal for students is to be able to do "something meaningful" with the course content. Meaningful learning typically results in students working in the middle to upper levels of Bloom's Taxonomy, (Chan. 2019).

##### **Classroom Assessment**

Classroom assessment is the process of gathering evidence of what a learner knows, what the learner understands, and what the learner is able to do. This series of infographics discusses the two types of classroom assessment: Formative Assessment and Summative Assessment, (DepEd Order No. 8, s. 2015).

Students assessments, once thought of primarily in terms of standardized test are now increasingly recognized as classroom-base measures of student performance, critical for effective teaching and learning Pierson et.al (2014).

Classroom assessment is defined here as assessments developed or implemented by teachers in the context of their own classroom instruction. This article reviews assessment practices across the compulsory years of schooling, from preparatory/kindergarten years until year 9 or 10, and the senior secondary years, years 11 and 12, and the highly structured educational frameworks in which classroom assessment occurs, including established curriculum, school governance, and teacher professionalism. The article is necessarily a point in time record. Future challenges for classroom assessment practice,

and policy initiatives that may further direct classroom assessment in Australia in the forthcoming years are considered, Cumming (2010).

Traditional high-stakes assessments are still considered to be the most reliable measures of a student content knowledge and comprehension, a change in assessment strategy is needed to meet the needs of increasingly global, and technology rich 21<sup>st</sup> century critical thinking and problem solving. Teachers understand how classroom based assessment strategies can benefit their teaching practices and their students learning, but practice has been shaped by the policy demands of summative assessment, Price et.al (2010).

### **Student's Skills in Communication**

Effective communication management plays an important role in learning. This article discusses effective communication strategies for teachers in learning contexts. The four main components that need to be considered in implementing this strategy include; systematic communication, which includes steps such as pre-communication, presenting information, and closing activities to ensure the message is conveyed well; communication methods for learning, with an emphasis on conveying messages clearly and simply; 3) communication media, which considers the selection of appropriate media for learning purposes efficient time management in the communication process. Understanding and implementing these strategies can help teachers increase learning effectiveness, ensure better understanding by students, and better achieve learning, Mahdi (2023).

Students communicate with others in all activities at school, home, the community, or even in the workplace. Communication is a social process where individuals use symbols to create and interpret meanings in the environment Communication requires skills when students want to communicate with the teacher; students must not communicate carelessly but need a way to convey. Skills are mostly the way for someone to do something. Also, Communication skills are a process of delivering information where the success of communication depends on the design of the message or data and how to give it, Astuti et.al (2020).

Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication always make the things easier and understandable, Silver (2020)

Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a teacher need to adopt such skills of communication which motivate the students toward their learning process, Bee,(2012).

According to Trilling and Fadel (2009), communication is a core 21st-century skill that must be embedded in all learning areas through effective teaching strategies and assessment practices. Similarly, Garcia and Weiss (2019) concluded that consistent teacher engagement and feedback are crucial in improving students' communication competence across disciplines.

### **Related Studies**

#### **Foreign**

#### **Classroom Pedagogy**

.A teaching strategy is defined as a set of activities carried out to achieve a learning goal. This study aims to analyse the strategies implemented by the teacher for eighth grade students at one of Junior

High School in Pasuruan, East Java. Furthermore, this study looks into the teacher's motivations for using the strategies in teaching speaking skills, Rahayu (2023).

Students who have been exposed to different pedagogies could play an important agent role in promoting effective communication as well as minimizing unnecessary conflicts. By providing an insight into their roles as agents of globalization, international students could gain a deeper comprehension of their experiences, especially with regards to their initial learning challenges in a foreign country, such as the UK, which could also convert to valuable resources in terms of their future practices, Zhanga (2021).

Harris (2018) emphasized that effective classroom pedagogy involves structured teaching strategies that stimulate active learning and critical thinking. According to his review, teachers who integrate interactive and learner-centered strategies can significantly enhance student motivation and classroom engagement. Pedagogical effectiveness, therefore, is achieved when teaching goes beyond content delivery and fosters understanding through participation and feedback.

Khoza (2022) highlighted that the shift toward online and hybrid teaching models has changed the traditional concept of pedagogy. The study emphasized the importance of adopting flexible instructional methods, such as collaborative and inquiry-based learning, to meet diverse student needs in virtual settings. This supports the idea that effective pedagogy is context-sensitive and dynamic.

Hu et al. (2024) discussed that sustaining hybrid teaching as an effective pedagogy in higher education requires a balance between technological tools and human interaction. Their findings showed that students perform better when teachers apply hybrid pedagogical strategies that maintain engagement, provide immediate feedback, and encourage communication.

### **Classroom Assessment**

Black and Wiliam (2018) in their seminal work *Inside the Black Box*, emphasized that formative assessment plays a critical role in improving student achievement. Their findings revealed that students perform better when teachers regularly assess understanding and provide timely, constructive feedback. They concluded that assessment should be an integral part of the teaching process rather than a separate evaluation activity.

According to Ole (2023), formative assessment strategies based on a feedback loop improve students' engagement and academic achievement. The study stressed that continuous feedback allows learners to reflect on their performance and make the necessary adjustments, making learning more meaningful and self-directed.

A review by *Frontiers in Education* (2025) noted that modern formative assessment practices contribute to developing self-regulated learners. It explained that formative assessments—such as peer reviews, portfolios, and classroom discussions—help students monitor their own progress and build responsibility for their learning outcomes.

### **Student's Communication Skills**

Dauber (2023) emphasized that global communication skills are fostered by exposure to diverse learning contexts and collaborative interactions. The study argued that teachers who employ interactive discussions and group projects help students build confidence, clarity, and empathy in communication.

Higuchi (2023) examined the effects of study-abroad experiences on language and communication skill development. Results showed significant improvement in oral proficiency, listening comprehension, and interpersonal confidence, indicating that immersive learning environments strengthen communication skills.

## Local

### Classroom Pedagogy

Ho (2011) stated that teachers can model what effective communication looks like to students. She emphasized that modelling, thinking aloud and unpacking the thinking process that are required to convey the content effectively will enable and internalize the targeted subject matter. If students can replicate this, they can then clearly articulate their own perspectives of what they are learning, their own logical reasoning and thinking processes.

Exposing students to different existing issues is crucial because when they are familiarized with the existing issues, they can empathize with the issues, think critically, and make rational decisions to take steps towards solving them. In the present context, where the western values and culture highly influence young generations, environmental-based knowledge is diminishing due to the influence of the western culture, Batibo, (2013).

The teachers have to make the students grasp the lessons in a way that is quite typical and fun, so that they enjoy and feel pleased. However, the most significant way to support the teaching and learning process is the strategy used by teachers. The teacher who is teaching in the class always sets different strategies used by other teachers, Huang et al.,(2022).

### Classroom Assessment

Based on the study conducted by Ismail, S. M. (2022) — Formative vs. summative assessment: impacts on motivation, test anxiety and self-regulation (PMC article), the study reviews empirical evidence on how formative and summative assessments differently affect learning motivation, self-regulation, and performance. Combining both assessment types support learning while also measuring achievement, both formative and summative assessments are beneficial for student communication learning.

Teachers, they should be provided with a range of professional development programs focused on operationalizing their assessment knowledge and skills to support students learning more effectively in the context of OBE. As shown in the findings, teachers have a high level of understanding of the role of assessment in OBE framework, but they cannot implement it in their actual practice. The professional development programs should ensure how teachers' theoretical knowledge in assessment can be translated into practical knowledge to support students' learning. Apart from the need of teachers to enhance their knowledge and skills in OBE implementation, a large part of the challenge is systemic by nature. What is highlighted in the results is the systemic constraint for OBE implementation. The lack of resources to develop students' required skills pushes teachers to continue using exams rather than designing authentic assessment activities, which raises issues on the trustworthiness of their assessment practices and continues to compromise student learning, Labad (2023).

### Student's Communication Skills

Study explored the teaching strategies used by Oral Communication skills teachers in the hybrid learning environment. Data was gathered through semi-structured interviews and analyzed using thematic analysis to investigate the benefits and challenges of this modality. Key findings revealed that hybrid learning fostered collaborative and interactive speaking activities, technology-enhanced learning, creative and contextual tasks, real-world communication practice, and enhanced student engagement and motivation. Teachers adapted strategies for asynchronous settings, utilizing technology-driven communication tools and real-world, personalized tasks to promote student motivation, autonomy, reflective learning, and effective assessment and feedback. The study concludes that hybrid learning offers a flexible and dynamic educational environment, but its success depends on strategic

implementation and continuous adaptation to address the diverse needs of students and teachers Ubando (2025).

Muega (2016) investigated communication and critical thinking skills among Filipino students, emphasizing the influence of teacher-student dynamics. The study found that classrooms with open communication and reduced power distance allow students to express ideas more freely, enhancing their oral and written communication competencies.

A 2024 Philippine study on Grade 9 learners' English communication skills reported that many students struggle with oral fluency due to limited practice opportunities. The study implemented an intervention program involving dialogue simulations and peer interviews, resulting in improved speaking confidence and language accuracy.

A Davao City-based study (2025) on Task-Based Language Teaching (TBLT) found that students exposed to interactive, real-world communication tasks exhibited better oral fluency and vocabulary usage. The results affirmed that student-centered communicative approaches promote both confidence and competence in language uses.

### **Theoretical Framework**

This study was anchored on Lev Vygotsky theory on Constructivism and the theory on Zone Proximal Development (ZPD). Lev Vygotsky was a Soviet psychologist, sociologist and educationalist. His ideas and theories have been influential in the field of education, and has been used to improve instructional practices.

Vygotsky's theory of cognitive development emphasizes the role of social interaction and culture in learning. He believed that children learn through guided participation with more knowledgeable others, like teachers or peers. Key concepts include the Zone of Proximal Development, where learning happens just beyond a child's current abilities with support, and the importance of language in shaping thought.

One of Vygotsky's main contributions to education is his Zone of Proximal Development (ZPD) theory. According to this theory, ZPD can be defined in terms of a "zone" that lies between what a child can immediately achieve without assistance and what he can accomplish in collaboration with a knowledgeable peer

According to Vygotsky, this "zone" is predominantly detectable when a child's innocent perception of the world and the way it functions engages with the scientific and methodized perception of an adult. Further Western interpretations of this theory shifted the focus from the reciprocity between pre-scientific and scientific perceptions of the world to a general image of this child-adult conceptual reciprocity as a developmental aid.

Vygotsky created the concept of cognitive learning zones. According to his theory, in the Zone of Actual Development (ZAD), students can complete tasks independently and unassisted and there is nothing new for them to learn. ZAD does not reflect development.

Instead, it refers to knowledge and skills that have already been mastered by the learner. The Zone of Proximal Development (ZPD) occurs when students cannot complete tasks without the guidance of an adult or knowledgeable peer. Put simply, ZPD represents the gap between what learners can do on their own and what they cannot accomplish without instructional help. According to Vygotsky, this is the zone where learning occurs as we master new material with help from a knowledgeable individual, shifting ZPD upward.

Scaffolding can be defined as the process of receiving support from learned individuals to master material. Just think of a house that is being built. The purpose of the scaffolding is to temporarily

support the structure of the house until it can stand on its own. According to Vygotsky, this applies to learning as well: learners receive support from other knowledgeable people until they acquire complete mastery of the respective material. Think, for instance, about a parent who is teaching his kid to ride a bicycle.

They will start with training wheels, then the parent will provide instruction and help the child hold the bicycle steady until the child is ready to ride on his own. Once the child rides the bicycle independently, his ZPD shifts upward and may include hands-free riding or stunts.

Vygotsky's constructivism learning theory also takes into account the social interactions between pupils. Constructivism, according to Lev Vygotsky, is best applied in the following ways: i) learning should begin at the ZPD's zone boundaries; ii) scaffolding techniques should be used when students need assistance; iii) peers should be empowered as experts; and iv) learning will be more effective when a community of learners is involved. Constructivism theory is frequently applied as a student-centered instruction technique because it highlights students as active learners.

Lev Vygotsky (1896-1934) was part of a group of revolutionary scholars who were working at the beginning of the twentieth century to create a new school of Soviet psychology. Vygotsky himself produced an impressive corpus of works in the span of his short lifetime. He is credited with establishing the foundation of cultural psychology and cultural-historical theory, which emphasized that human change and development, particularly the development of our thinking, is influenced by society and culture. This theory has been widely explored in relation to education, and has also provided support for fields such as positive psychology. His work was repressed under the Stalin regime and a lot of his theories were not widely disseminated until the 1980s. Because Vygotsky developed his work in a radically different social, cultural and political context, it is important to appropriate and recontextualize his work for our own time and situation.

Like Piaget, Vygotsky emphasized learning as a meaning-making process, although Vygotsky's cultural-historical approach is characterized by an insistence that human thinking be understood as both an individual and a socio-cultural phenomenon. While he emphasized social, cultural and historical influences on thinking, Vygotsky also maintained a focus on the individual, with his concept of the zone of proximal development.

According to Vygotsky's theory: Human action is situated in sociocultural, historical settings, and is mediated by tools and signs. All human actions, including thinking, are mediated by material and symbolic objects (tools and signs) that are culturally constructed and socially used. For example, a verbal explanation of a word meaning, or a procedure for a science experiment, works to mediate (intervene in, influence or change) the student's thinking. The ways in which students think, solve problems, and use concepts are related to their social and cultural context.

Students' development has a social origin. Vygotsky saw new cognitive capabilities for students, particularly higher mental processes such as problem-solving, logic and concept formation, as emerging first in interaction with others before being taken up by the student independently. For example, a teacher may help a student to solve a mathematical word problem by working through a set of questions to identify what they know and what they need to learn. The next time the student encounters a similar problem, he or she runs through the same questions in their mind, and the questions become a tool for the student's thinking.

Learning precedes development. Vygotsky saw learning as leading development (rather than being dependent on it). Learning creates the conditions needed for development, so teaching should be aimed at the next stage of a child's development.

Scientific concepts are built on, and transform, everyday concepts. Everyday or spontaneous concepts ('dog', 'lizard') are based on our everyday experience of the world as it appears through our senses, while scientific concepts ('mammals', 'reptiles') are more systematic, so they can be more easily reflected upon and manipulated. For example, an understanding of the geometric concept of 'circle' is based on students' experiences of coins, wheels, and pizza, but enables a more generalized understanding of the shape.

Vygotsky's theory and the idea of the ZPD in particular have had an impact on a variety of educational practices, including peer tutoring and scaffolding. Vygotsky's theory can also be considered to have had an impact on key practices such as assessment for learning, while most teachers are aware of capitalizing on student's culture, community and environment as an influence on their learning and development, described here as a 'funds of knowledge' approach.

Scaffolding supports students to complete it in one or more of the following ways: modelling the thinking or behaviors needed simplifying the student's role through intervention structuring problem-solving by reducing the degrees of freedom highlighting the critical features of the task providing a sounding board for students to discuss their ideas.

At the earliest stages of the ZPD a student needs a sequence of simple and precise instructions. They come to understand tasks and directives as a result of performing them under guidance ('performance before competence'). As they gain understanding, they may only need encouragement or prompts. In the school setting, scaffolding is often understood as the provision of frameworks (such as opening sentences or a series of headings), worked examples, clear performance criteria, or guidelines to help students to structure their learning. It is important to ensure that these more fixed and predetermined scaffolds are specifically responsive to each student's ZPD as Vygotsky intended.

Peer tutoring enables more students to be supported to reach a higher level of competence than would be possible if the teacher was the only mediator. Students need to be paired carefully, and may need coaching so that they are able to effectively assist each other. Peer tutoring might also involve students having different roles in the same task. For example, in learning a second language, it might be possible to pair a student who has strengths in vocabulary with a student who has strengths in grammar.

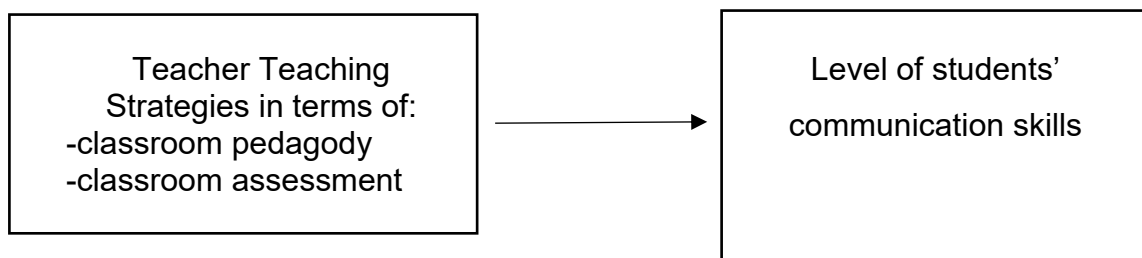
A 'funds of knowledge' approach to teaching establishes social relationships with families to facilitate an understanding of how students' home lives can help mediate their learning in the classroom. Funds of knowledge are the strategies, adaptations and knowledge that families develop to assist them in their daily lives, and which can be drawn upon as a basis for learning academic concepts and procedures in the classroom. For example, if teachers learn that a family is involved in the cultivation and gathering of medicinal plants, they might relate these botanical funds of knowledge to the classroom science curriculum.

AfL is a pedagogy in which teachers and students evaluate the student's current performance together, and agree strategies to address gaps in what they need to know or be doing to perform better. As such it represents an example of the student moving ahead of their current level of performance with the support of a more knowledgeable adult. However, where AfL conversations are constrained within pre-set goals and targets regulated by summative assessment routines and the need to help students to achieve

particular grades and outcomes, there may be less overlap with Vygotsky’s concept of ZPD, which is more individual, co-constructed and open to the intentions and motivations of the learner

### Conceptual Framework

The conceptual framework below shows the Interconnection between the teacher teaching strategies and level of student skills in communication.



**Figure 1. The Conceptual Framework of the Study**

As shown in Figure 1, teacher teaching strategies in term of classroom pedagogy and classroom assessment are used as the independent variable in this study, whereas the level of students’ communication skills served as the dependent variable. The study assumes that there is no significant relationship between teacher’s teaching strategies and students’ level of communication skills.

### Hypotheses

This study is guided by following hypotheses:

- There is no significant relationship between teaching strategies and students communication skills.

### Operational Definition of Key Variables and other Terms

For common understanding, the following terms were operationally defined:

**Teaching strategies.** In this study, this refers to the specific methods, teaching approaches, and instructional techniques employed by the teachers to facilitate learning and develop students’ communication skills.

**Classroom Pedagogy.** This term refers to the extent to which teachers employ meaningful, active, and value-based learning experiences, as measured by practices in lesson implementation and classroom management.

**Classroom Assessment.** This pertains to the teachers’ practices in using formative and summative assessments and how teachers provide feedback to enhance students’ communication skills.

**Level of Students’ Communication skills.** This refers to the degree to which students are able to express ideas clearly and effectively through oral and written communication.

## Chapter III

### RESEARCH METHODOLOGY

This chapter presented the research design, research locale, research respondents, validity and reliability, data gathering procedure and data analysis

#### Research Design

This study employs descriptive with correlation research design. The descriptive research design was used to describe the teachers’ teaching strategies in developing communication skills among students in terms of classroom pedagogy, classroom assessment and also the level of students communications skills.

According to McCombes 2022 descriptive research aims to describe a population ,situation, or phenomenon accurately and systematically.

Furthermore, a correlation research is used by the researchers to describe the significance relationship between teachers teaching strategies and students communication skills.

Bhandari (2022) correlation use quantitative methods to investigate relationships between variables. Hence, correlational research can provide insights into complex real-world relationships helping researcher develop theories and make predictions.

### **Sampling Design**

In this study, the researchers made used of purposive sampling design since the main respondents of the study were the students. According to Arikunto (2010), purposive Sampling is the process of selecting sample by taking subject that is not based on the level of area, by it is taken based on the specific purpose.

### **Research Locale**

**School B**, situated at the east cost of Zamboanga City, 75 kilometers from the city proper. The current school B have move to Vitali into makeshift room with 1- hectare. It is overseen by a campus administrator, who is joined by 38 visiting lecturers. In addition, the school provides eight (8) courses to a total of 1,662 students.

### **Research Respondents**

The respondents for this study were the second year Bachelor of Industrial Technology major in Automotive Technology BINDTECH AT students of Zamboanga Peninsula Polytechnic State University- Vitali (ZPPSU-V) during the first semester of the academic year 2024-2025.

**Table 1**  
**Population and Sample Distribution**

<b>Year Level</b>	<b>N</b>	<b>n</b>
YL2	<b>65</b>	<b>65</b>
<b>TOTAL</b>	<b>65</b>	<b>65</b>

Table 1 shows that there are 65 respondents who participate in this study. A total enumeration was use since the number of students are small.

### **Sampling Design**

In this study, the sampling design used in taking samples from the student population was total enumeration. Total enumeration is one type of purposive sampling.

According to Sugiyono (2007), the total sampling is a technique to collect data which is the total number sample is similar with the total population. Similarly, according to Riyanto (2001), stated that the technique of research was orientation on choosing to sample that population and the purpose was specific from research is knowing by researcher in the very beginning.

### **Research Instrument**

This study made use researcher survey questionnaire with the 4 point-Likert scale. The respondents specify their level of agreement or disagreement a 4- strongly agree, 3- agree, 2- disagree and 1- strongly disagree.

Part I focused on the respondents such as Name (optional) and teachers teaching strategies in developing

communication skills among students in terms of Classroom pedagogy and classroom assessment. Each assigned variable consisted of five (5) indicative statements where in the respondents rated each statement as 4- strongly agree, 3- agree, 2- disagree, and 1- strongly disagree.

On the other hand, Part II focused on the level of students' communication skills. Each indicator has Ten (10) statements where in the respondents rated each word with 4- strongly agree, 3- agree, 2- disagree, and 1- strongly disagree.

### **Validity and Reliability of the Research Instrument**

This study's research instrument utilized a researcher-made questionnaire checklist and submitted to the adviser for necessary content and technical changes. The same questionnaire was also submitted to a group of evaluators to assess the instrument's consistency, relevance, and appropriateness to the research problems. As deemed necessary, the adviser's and evaluators' suggestions were considered.

The researcher used coefficient of reliability to test the dimensionality of the research instrument to ensure its reliability. Twenty-five questionnaires were distributed to non-respondents who shared the same characteristics as the study's respondents. The instrument was then subjected to Cronbach's Alpha for reliability.

According to Taber (2013), when choosing an instrument for a study, a researcher is expected to consider the relevance of the instrument to particular research questions as well as the quality of the instrument. Quality may traditionally be understood in terms of such notions as validity and reliability.

Consequently, the Cronbach's Alpha indicated that the survey questionnaire was good with a reliability value of .879.

### **Data Gathering Procedure**

A letter of permission to conduct the study was submitted to the office of the campus administrator. Upon approval, the researcher personally distributed the questionnaires to the respondents. The respondents' responses generated from the questionnaire were treated and processed using the Statistical Package for Social Sciences (SPSS).

### **Statistical Treatment of Data**

To facilitate the analysis of data, parametric tests were used to statistically treat the numerical data, since, the researcher aimed to compare and analyze the means and variances of the independent and dependent variables.

**Mean.** This measure was used to describe the different teaching strategies the teachers' were using in the classroom in terms of pedagogy and assessment. This was also used to determine the level of communication skills of the students.

**Pearson Correlation.** This statistical tool was used to determine and describe the significant relationship between the teachers' teaching strategies and the level of communication skills of the students.

## **Chapter IV**

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presents, analyzes, and interprets the data obtained from the respondents using the survey questionnaires. The discussion of the results is carried out according to the sequence of the problems.

**Problem 1. What are the teachers' teaching strategies in developing communication skills among students in terms of Classroom pedagogy and classroom assessment?**

**Table 2**

**The teachers’ teaching strategies in developing communication skills among students in terms of Classroom pedagogy**

Statements	Mean	Verbal Description	Interpretation
<b>The teacher...</b>			
1. employs interactive strategies such as group discussions, debates, and role-playing to enhance students’ oral communication skills	3.42	Strongly Agree	Very High
2. uses student-centered approaches, including inquiry-based and collaborative learning, to strengthen students’ confidence and fluency in communication.	3.31	Strongly Agree	Very High
3. integrates questioning techniques and guided conversations to develop students’ critical thinking and speaking abilities.	3.38	Strongly Agree	Very High
4. utilizes technology-mediated activities (e.g., multimedia presentations, online forums, digital storytelling) to improve students’ communication competencies.	3.31	Strongly Agree	Very High
5. models effective communication practices in the classroom to positively influence students’ ability to express ideas clearly.	3.43	Strongly Agree	Very High
<b>Over-all Mean</b>	<b>3.37</b>	<b>Strongly Agree</b>	<b>Very High</b>

Legend:

Verbal description 1.0– 1.74 = Strongly disagree, 1.75 – 2.49 = Disagree, 2.5 – 3.24 = agree, 3.25 – 4.0 = Strongly Agree

Interpretation; 1.0– 1.74 =low, 1.75 – 2.49 very low =, 2.5 – 3.24 = high, 3.25 – 4.0 = very high

Table 2 shows that indicator 5, “The teacher models effective communication practices in the classroom to positively influence students’ ability to express ideas correctly” obtained the highest mean of 3.43 described as Strongly Agree and interpreted Very High. This means that the teachers often demonstrate effective communication strategies during classroom interactions. This suggests that teachers are consistently serving as good examples of clear, respectful, and organized communication, allowing students to observe and emulate these practices. The high mean reflects that teachers communicate instructions, feedback, and ideas in ways that promote understanding and active participation among students. In other words, the results show that teachers are frequently using communication practices that enhance students’ confidence and clarity in expressing their own ideas, which is essential for developing their communication skills. This implies that teachers play a crucial role in shaping students’ communication behaviors through modeling. When teachers demonstrate good communication – such as clear articulation, active listening, respectful dialogue, and appropriate tone – students are more likely to adopt those behaviors in their own interactions.

However, indicator 2” The teacher uses student-centered approaches, including inquiry-based and collaborative learning, to strengthen students’ confidence and fluency in communication” and indicator 4, “The teacher utilizes technology-mediated activities (e.g., multimedia presentations, online forums, digital storytelling) to improve students’ communication competencies” had the lowest mean o 3.41 described as Strongly Agree and interpreted very High. This means that while teachers are already demonstrating a very high level of practice in these areas, there is still slightly less consistency or frequency compared to other indicators. The results indicates that teachers often employ learner-centered strategies that actively engage students in discussions, group activities, and problem-solving tasks. These strategies allow learners to express their ideas , share opinions, and practice communication in authentic learning contexts. The results also suggests that teachers frequently integrate technology such as digital presentations, online discussions, or interactive platforms to enhance communication skills. HOwevr, the slightly lower mean implies that the use of technology could still be further strengthened or made more consistent across classrooms. The results imply that teachers are effectively implementing student-centered and technology-mediated strategies, both of which are essential in developing students’ communication competence. These practices help students become active participants, critical thinkers and confident speakers in the learning process. However, since these indicators, though vary high, have the lowest mean among all, it suggests that, teachers may need additional training or support to fully maximize student-centered and technology-mediated approaches.

This is supported by Ho (2011) stated that teachers can model what effective communication looks like to students. She emphasized that modelling, thinking aloud and unpacking the thinking process that are required to convey the content effectively will enable and internalize the targeted subject matter. If students can replicate this, they can then clearly articulate their own perspectives of what they are learning, their own logical reasoning and thinking processes.

**Table 3**

**The teachers’ teaching strategies in developing communication skills among students in terms of Classroom Assessment**

<b>Statements</b>	<b>Mean</b>	<b>Verbal Description</b>	<b>Interpretation</b>
<b>The teacher...</b>			
1. utilizes performance-based assessments such as oral presentations, reporting, and panel discussions to evaluate students’ communication skills	3.41	Strongly Agree	Very High
2. utilizes performance-based assessments such as oral presentations, reporting, and panel discussions to evaluate students’ communication skills	3.38	Strongly Agree	Very High
3. applies peer and self-assessment practices to encourage reflective learning and self-improvement in communication skills	3.35	Strongly Agree	Very High
4. conducts continuous formative assessments, such as recitations and class participation, to monitor and reinforce students’ communication development	3.34	Strongly Agree	Very High
5. administers summative assessments, including	3.70	Strongly	Very High

written exams and project defenses, to measure both oral and written communication competencies		Agree	
<b>Over-all Mean</b>	3.44	<b>Strongly Agree</b>	<b>Very High</b>

Legend:

Verbal description 1.0– 1.74 = Strongly disagree, 1.75 – 2.49 = Disagree, 2.5 – 3.24 = agree, 3.25 – 4.0 = Strongly Agree

Interpretation; 1.0– 1.74 =low, 1.75 – 2.49 very low =, 2.5 – 3.24 = high, 3.25 – 4.0 = very high

The table shows the indicator stating that “the teacher administers summative assessments, including written exams and project defenses, to measure both oral and written communication competencies” obtained the highest mean of 3.70, described as strongly agree and interpreted as very high. This means that teachers consistently use summative assessments—such as written tests, oral presentations, and project defenses—to evaluate students’ communication skills. It indicates that teachers give importance to both written and spoken forms of communication when assessing students’ learning outcomes. Their assessment practices go beyond mere recall of information and focus on how effectively students can express, explain, and defend their ideas both in writing and orally. Teachers’ use of both written and oral summative assessments helps ensure that students are developing well-rounded communication competencies, not only in writing but also in speaking and reasoning. This implies that, project defenses and oral presentations serve as authentic assessment tools that mirror real-life communication tasks. This approach allows teachers to assess students’ confidence, critical thinking, and fluency, which are essential 21st-century skills. Furthermore, the frequent exposure to oral and written summative tasks encourages students to actively participate in class discussions and gain confidence in expressing themselves before others. The very high rating reflects that teachers are effectively integrating assessment as a learning tool, not just as a measure of performance. It shows that teachers are aligning their strategies with the goal of enhancing students’ communication skills.

Although the indicator “ the teacher conducts continuous formative assessments, such as recitations and class participation, to monitor and reinforce students’ communication development”, obtained the lowest mean (3.34) among all indicators, it is still described as “strongly agree” and interpreted as “very high.” This means that teachers consistently implement formative assessments—like recitations, oral questioning, and class participation—to track students’ progress in communication skills. However, the slightly lower mean compared to other indicators implies that while formative assessment is practiced, it may not be as systematic, sustained, or reflective as summative assessment practices. Teachers may be more confident in conducting summative evaluations (e.g., exams, project defenses) than in using continuous formative approaches to provide ongoing feedback and improvement in students’ communication development. The result suggests that while teachers value formative assessments, there may be a need for enhanced training on how to effectively plan, record, and utilize these assessments to support students’ communication growth continuously. Formative assessments like recitations and class discussions provide opportunities for real-time feedback, helping students identify strengths and areas for improvement in their oral communication. Strengthening this practice can make learning more responsive and personalized. Teachers’ use of formative assessments helps monitor students’ progress more regularly, not only at the end of a unit. This continuous monitoring can better identify students who struggle with communication early on. The result implies that teachers may need to balance

summative and formative assessments more effectively. While summative tasks measure performance outcomes, formative assessments guide learning and improvement throughout the process.

The overall mean of 3.44, described as strongly agree and interpreted as very high, indicates that teachers consistently and effectively use various teaching strategies and assessment methods to develop students’ communication skills.

This suggests that teachers are highly committed to enhancing students’ oral and written communication competencies through both formative (recitation, participation) and summative (written exams, project defenses) assessments. It also reflects that teachers have a strong awareness of the importance of communication skills as a core component of learning across subjects. Their teaching and assessment practices are aligned with the goals of the K–12 curriculum, which emphasizes critical thinking, collaboration, and effective communication as essential 21st-century skills. The very high overall mean implies that teachers employ effective and varied instructional strategies that foster students’ communication skills. These strategies may include discussions, presentations, peer feedback, and project-based tasks.

The findings are supported by Ismail, S. M. (2022) — Formative vs. summative assessment: impacts on motivation, test anxiety and self-regulation (PMC article). The study reviews empirical evidence on how formative and summative assessments differently affect learning motivation, self-regulation, and performance. Combining both assessment types support learning while also measuring achievement, both formative and summative assessments are beneficial for student communication learning.

**Table 4**

**Summary of the Teachers’ teaching strategies in developing communication skills among students**

<b>Statements</b>	<b>Mean</b>	<b>Verbal Description</b>	<b>Interpretation</b>
<b>Classroom Pedagogy</b>	3.37	Strongly Agree	Very High
<b>Classroom Assessment</b>	3.44	Strongly Agree	Very High
<b>General Mean</b>	<b>3.41</b>	<b>Strongly Agree</b>	<b>Very High</b>

*Legend:*

*Verbal description 1.0– 1.74 = Strongly disagree, 1.75 – 2.49 = Disagree, 2.5 – 3.24 = agree, 3.25 – 4.0 = Strongly Agree*

*Interpretation; 1.0– 1.74 =low, 1.75 – 2.49 very low =, 2.5 – 3.24 = high, 3.25 – 4.0 = very high*

Table 4 summarizes the teachers’ teaching strategies in developing communication skills among students which had classroom assessment the highest mean of 3.44 described as Strongly Agree and interpreted Very High. The result shows that teachers consistently use classroom assessment strategies—such as recitations, oral presentations, class discussions, and performance-based tasks—to enhance students’ communication skills. A very high mean indicates that teachers highly value continuous formative assessment as a means of improving students’ speaking, listening, and interaction skills. This finding implies that assessment is not only used for grading but also as a tool for learning and

communication development. Through regular feedback, teachers help learners become more confident and aware of their communication strengths and weaknesses.

According to Black and Wiliam (2018), formative assessment plays a crucial role in improving learning outcomes by providing feedback that guides student improvement. Similarly, Tetteh and Obeng (2021) found that frequent formative assessments, especially oral and performance-based ones, enhance students’ communicative competence and classroom participation.

On the other hand, classroom pedagogy obtained the lowest mean of 3.37. Although still described as very high, the slightly lower mean suggests that while teachers effectively apply different teaching strategies such as student-centered, collaborative, and inquiry-based approaches, these may not be maximized consistently in all classes. This implies a need for continued professional development on integrating more interactive and communicative pedagogy, ensuring that all lessons provide ample opportunities for students to express ideas, ask questions, and engage in dialogue. It highlights the importance of learner-centered instruction as a key factor in developing communication skills.

A study by Richards and Rodgers (2014) emphasized that communicative language teaching and inquiry-based learning promote authentic communication and student confidence. Likewise, Cahyono and Widiati (2011) found that student-centered approaches significantly improve learners’ oral communication and language fluency compared to traditional teacher-centered methods.

The overall mean is 3.41 described as Strongly Agree and interpreted Very High. The overall result of very high indicates that teachers are generally very effective in using both classroom pedagogy and assessment to develop communication skills among students. It reflects a strong commitment to fostering interactive, participative, and communicative learning environments. This suggests that teaching practices in the classroom are aligned with the goals of 21st-century education—promoting communication, collaboration, and critical thinking. Teachers are successfully creating learning spaces where students can articulate ideas clearly and confidently. Overall, teachers demonstrate very high effectiveness in developing students’ communication skills through both pedagogical practices and classroom assessments. However, the slightly lower rating in classroom pedagogy suggests the need for continued enhancement of interactive teaching strategies to complement the strong assessment practices already in place.

According to Trilling and Fadel (2009), communication is a core 21st-century skill that must be embedded in all learning areas through effective teaching strategies and assessment practices. Similarly, Garcia and Weiss (2019) concluded that consistent teacher engagement and feedback are crucial in improving students’ communication competence across disciplines.

**Problem 2. What is the level of student’s communication skills?**

**Table 5**  
**The level of student’s communication skills**

Statements	Mean	Verbal Description	Interpretation
I can...			
1. express ideas clearly and confidently in front of the class	3.34	Strongly Agree	Very High
2. participate actively in discussions, debates, and oral presentations	3.32	Strongly Agree	Very High

3. demonstrate fluency and coherence when communicating my thoughts	3.26	Strongly Agree	Very High
4. adjust my language and tone appropriately depending on the audience	3.25	Strongly Agree	Very High
5. use appropriate vocabulary and grammar in oral communication and written outputs	3.31	Strongly Agree	Very High
6 . communicate confidently with both peers and teachers	3.32	Strongly Agree	Very High
7 . ask and respond to questions appropriately to sustain conversations	3.32	Strongly Agree	Very High
8 . listen attentively and respond appropriately during conversations	3.35	Strongly Agree	Very High
9 . demonstrate confidence in using verbal and non-verbal cues to support communication	3.34	Strongly Agree	Very High
10 . convey complex ideas and connect them to real-life situations	3.26	Strongly Agree	Very High
<b>Over-all Mean</b>	<b>3.31</b>	<b>Strongly Agree</b>	<b>Very High</b>

Legend:

Verbal description 1.0– 1.74 = Strongly disagree, 1.75 – 2.49 = Disagree, 2.5 – 3.24 = agree, 3.25 – 4.0 = Strongly Agree

Interpretation; 1.0– 1.74 =low, 1.75 – 2.49 very low =, 2.5 – 3.24 = high, 3.25 – 4.0 = very high

The table reveals the statement, “I can listen attentively and respond appropriately during conversations” obtained highest mean 3.35 described as Strongly Agree and interpreted as Very High. This result indicates that students demonstrate a strong ability to engage in active listening and to respond thoughtfully during conversations. They are attentive, show understanding of others’ viewpoints, and reply in ways that maintain the flow of communication. This reflects well-developed interpersonal and receptive communication skills — key components of effective communication. A very high mean suggests that the students have already developed a high level of communicative competence in listening and responding. Teachers may further enhance this by engaging students in activities such as group discussions, peer dialogues, and reflective listening exercises. This skill is essential not only for classroom interactions but also for collaboration and teamwork in future professional contexts.

According to Brownell (2016) in “Listening: Attitudes, Principles, and Skills,” attentive listening is foundational to effective communication and learning. Students who listen actively are more likely to comprehend messages, build relationships, and engage meaningfully in discussions. Similarly, Vygotsky’s , social interaction theory emphasizes that learning occurs through social dialogue — listening and responding appropriately help in constructing meaning collaboratively.

However, the statement, “I can adjust my language and tone appropriately depending on the audience”, had the lowest mean 3.25 described as Strongly Agree and interpreted Very High. Although still very high, this indicator obtained the lowest mean, showing that while students can adapt their communication, some still find it challenging to modify their language and tone for different audiences (e.g., peers, teachers, or formal settings). This skill requires higher-order socio-linguistic awareness —

understanding context, audience, and purpose. This finding implies a need for teachers to focus more on contextual communication exercises. Students may benefit from role-playing, public speaking, or simulation activities where they practice shifting tone and word choice according to their audience. Improving this area can lead to better social adaptability and professionalism in communication.

Research by Canale and Swain (2020) on communicative competence highlights sociolinguistic competence — the ability to use appropriate language forms depending on context — as a vital component of effective communication. Similarly, Taguchi (2011) found that pragmatic competence (adjusting language use) is developed through exposure, guided practice, and feedback in varied communication settings.

The overall mean is 3.31 described as Strongly Agree, interpreted Very High, indicates that the students possess a very high level of communication skills. They are confident, responsive, and capable of effective interaction both in listening and speaking situations. This suggests that communication has been effectively nurtured through classroom pedagogy and assessment strategies. With communication skills at a very high level, educators can now focus on deepening contextual and higher-level communication tasks such as debates, persuasive speaking, and academic discourse. However, continuous reinforcement through integrated classroom activities is vital to sustain and enhance these skills further.

A study by Tuan and Nhu (2010) in the Asian EFL Journal revealed that communicative teaching strategies enhance students’ overall communication competence by increasing confidence and fluency. Likewise, Oradee (2012) found that interactive classroom practices — like discussion, role-play, and presentation — significantly improve students’ speaking and listening performance.

**Problem 3. Is there significant relationship between teachers teaching strategies and level of students communication skills?**

**Table 6**

**Significant relationship between teachers teaching strategies and level of students communication skills**

X	Y	P-Value	R-Value	Decision	Interpretation
Teaching Strategies	Level of Students’ Communication Skills	.000	.950	Accept Ho	Significant

Table 6 shows that there is a significant relationship between the teachers’ teaching strategies and the development of students’ communication skills. The computed correlation coefficient ( $r = .950, p < 0.00$ ) indicates a positive and significant correlation, suggesting that as teachers effectively employ various teaching strategies, students’ level of communication skills tend to improve correspondingly. This implies that instructional approaches and assessment methods used in the classroom play a crucial role in enhancing learners’ abilities to express ideas clearly, interact meaningfully, and engage actively in communicative tasks. Therefore, the result supports the notion that effective classroom pedagogy and assessment practices contribute significantly to developing students’ communication competence.

Similar to the findings of Blag (2023) in secondary schools in the Philippines, which reported a significant relationship between teacher’s communication strategies and students’ language skills, and

delacerna and Baguio (2024), which found that teachers' classroom structure strategies significantly affect students' language communication difficulties, this study likewise finds that the teaching strategies of teachers are significantly related to students' level of communication skills. Specifically, the teachers who consistently implemented organized, supportive, and student-centered classroom structures—such as setting clear expectations, maintaining open communication, and fostering a positive learning environment—were found to have students who demonstrated fewer communication difficulties and higher levels of verbal confidence. The study further emphasized that when teachers use effective teaching and management strategies, they help create a psychologically safe classroom atmosphere that encourages students to express themselves freely and meaningfully. Moreover, Delacerna and Baguio highlighted that communicative competence does not solely depend on the linguistic skills of students but is also shaped by the teaching approaches and interpersonal dynamics established by the teachers. Thus, the researchers concluded that teachers play a crucial role in enhancing students' communication skills by designing and managing instructional interactions that promote openness, feedback, and collaboration.

## Chapter V

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of the study.

#### Findings

The following were the findings of the study:

1. The teachers' teaching strategies in terms of classroom pedagogy and assessment was very high.
2. The students' level of communication skills was very high.
3. There was a significant relationship between the teachers' teaching strategies and the level of students' communication skills.

#### Conclusions

Based on the findings of the study, the following conclusions were made drawn:

1. Teachers were generally very effective in using both classroom pedagogy and assessment to develop communication skills among students.
2. Students possessed a very high level of communication skills.
3. Instructional approaches and assessment methods used in the classroom played a crucial role in enhancing learners' abilities to express ideas clearly, interact meaningfully, and engage actively in communicative tasks.

#### Recommendations

Based from the findings and conclusions, the following recommendations are presented for considerations.

**Zamboanga Peninsula Polytechnic State University Officials** may strengthen institutional support programs that enhance instructors' pedagogical competence in developing students' communication skills. This may include organizing faculty development seminars, workshops, and training programs focused on effective teaching strategies, student-centered learning, and classroom communication.

**Campus Administrator** may monitor and guide the implementation of diverse and innovative teaching strategies among faculty members. He may encourage instructors to foster a collaborative culture where they can share best practices in teaching communication skills across disciplines.

**Instructors/Visiting Lecturers** may continuously employ and refine varied teaching strategies, such as inquiry-based learning, collaborative discussions, and reflective activities – that actively engage students in communication.

**Students** may take initiative in practicing effective listening, adjusting their tone and language to different audiences, and expressing their ideas clearly and respectfully.

**Future Researchers** may consider conducting similar studies in other higher education institutions to validate and expand the findings of this research. They may also explore other variables related to students' communication skills to provide a more comprehensive understanding of the factors influencing communication development.

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