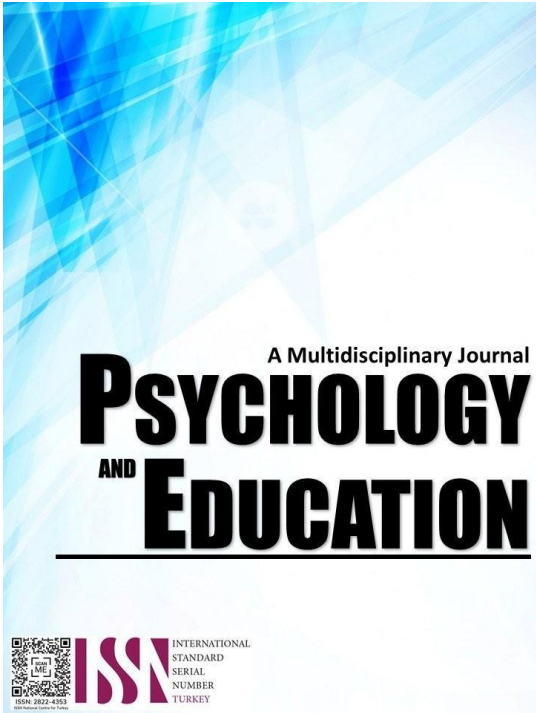


**ENGLISH SPEAKING SKILLS OF SENIOR HIGH SCHOOL TEACHERS:  
BASIS FOR TEACHERS' ENGLISH LANGUAGE  
ENHANCEMENT PROGRAM**



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 46  
Issue 2  
Pages: 187-198  
Document ID: 2025PEMJ4451  
DOI: 10.70838/pemj.460205  
Manuscript Accepted: 06-17-2025

## English Speaking Skills of Senior High School Teachers: Basis for Teachers' English Language Enhancement Program

Niel V. Dayandayan,\* Flordeliza M. Cuerda

For affiliations and correspondence, see the last page.

### Abstract

This study aimed to assess the English-speaking skills of senior high school teachers in Isabel, Leyte, focusing on pronunciation, fluency, and communication abilities. Using a descriptive research design, data were collected through the EnglishScore app assessment tool, which aligns with the Common European Framework of Reference for Languages (CEFR)—an international standard for describing language ability across listening, speaking, reading, and writing on a scale from A1 (beginner) to C2 (proficient). A complete enumeration technique was utilized to include all 30 senior high school teachers. Descriptive statistics were used to analyze the results, specifically the mean and percentage distribution. Findings revealed that the majority of participants demonstrated high levels of English proficiency, predominantly falling within the B2 (Upper Intermediate) and C1 (Advanced) levels. For pronunciation, 63.33% of teachers achieved B2, and 23.33% attained C1, indicating clear and intelligible speech. In terms of fluency, 50% were at B2, 36.66% at B1 (Intermediate), and 3.33% at C1, suggesting generally smooth but sometimes hesitant speech. Communication skills showed more variation, with 33.33% at B1, 26.66% at B2, and 23.33% at C1; however, 16.66% remained at A2 (Elementary), indicating a need for support in spontaneous conversation and complex interaction. The study is grounded in the principles of Communicative Language Teaching (CLT), a language teaching approach that emphasizes interaction as both the means and the goal of learning a language. Overall, the teachers exhibited functional English-speaking skills suitable for academic instruction, but improvement is necessary, particularly in interactive communication. Based on the findings, the study recommends developing a comprehensive professional language enhancement program focusing on speaking fluency, communicative competence, and advanced oral language training. Such initiatives are crucial to ensuring that all teachers achieve higher proficiency levels conducive to effective English-medium instruction and global communication standards.

**Keywords:** *pronunciation, fluency, communication, EnglishScore app, CEFR, CLT, professional language enhancement development program, language proficiency*

### Introduction

English has emerged as the universal language of business, politics, science, technology, and education in a global context. It is widely used as a tool for communication in information sharing, business transactions, knowledge exchange, and innovation. Within the educational setting, teachers' proficiency in English plays a crucial role not only in the delivery of subject content but also in fostering a stimulating and inclusive learning environment.

Fluency in English has become increasingly important for academic success, social mobility, and career advancement (IELTS, 2024). Research indicates a strong link between English language proficiency and student academic performance (Curle et al., 2023). Furthermore, the ability to speak English fluently is essential for teachers—especially English language teachers—who serve as role models in promoting language development among students (Chand, 2021). The consistent use of English in the classroom provides students with richer language input and helps build their confidence in using the language in academic settings (National Council of Teachers of English, 2021).

On a global scale, English proficiency continues to influence professional success across various fields. A 2016 survey by Cambridge English Language Assessment revealed that 95% of employers in 38 non-native English-speaking countries consider English skills essential, with 56% of job functions requiring advanced English proficiency.

Despite national efforts by the Department of Education (DepEd) to assess English proficiency—such as through the English Proficiency Test (EPT) administered across regions—these evaluations are primarily focused on teacher applicants and often measure general proficiency rather than specific speaking skills. For example, regional memoranda from Region VIII and other divisions highlight ongoing efforts to assess English competency through standardized tests. However, these tools typically fail to provide detailed insights into the actual spoken English capabilities of teachers in the classroom.

Significantly, a notable research gap exists in the local setting, where anecdotal observations and classroom practices indicate that many senior high school teachers struggle to use straight English during lessons. Instead, they frequently rely on the vernacular to explain concepts, which may hinder students' exposure to and development of academic English. This issue underscores the lack of localized studies that evaluate the real-time, classroom-based English-speaking skills of current in-service teachers, as opposed to pre-employment assessments focused on general language knowledge.

Moreover, existing studies such as those by Dungog and Libo-on (2021) in Romblon and the implementation of CB-EPT in Caloocan

City provide useful insights, but they do not capture the contextual and sociolinguistic realities of teachers in schools in Isabel, Leyte. The absence of such localized research means that specific professional development needs remain unaddressed, and the linguistic challenges faced by teachers in actual classroom settings are not systematically documented or understood.

In addressing these challenges, mobile-based English proficiency assessment tools offer promising and practical solutions. Mobile-assisted language learning applications are designed to be flexible, user-friendly, and accessible even in remote areas. These tools allow for self-paced learning and assessment, which can help teachers build confidence while continuously monitoring their progress. They are also cost-effective, minimize logistical challenges, and can provide instant feedback—benefits that are especially valuable in resource-limited school settings (Wang & Gunaban, 2023; Bacca-Acosta et al., 2022). The use of mobile-based assessment tools can help overcome the limitations of traditional, paper-based testing by allowing real-time assessment of speaking abilities using audio recordings and AI-powered evaluation.

To address these gaps, this study aims to assess the English-speaking skills of senior high school teachers by evaluating their performance in three key areas: pronunciation, fluency, and communication. By focusing on these core aspects of oral language proficiency, the study seeks to provide a clear picture of teachers' strengths and areas needing improvement.

By incorporating mobile-based assessments and given the critical relevance of English proficiency, this study seeks to assess the English-speaking skills of the teachers using a mobile-based assessment tool. By evaluating their skills in pronunciation, fluency, and communication, the study aims to assess their speaking proficiency levels and propose targeted interventions. These interventions will strengthen their command of the English language, enabling them to express themselves clearly, achieve academic success, and be better equipped for future career and life opportunities.

### Research Questions

This study aimed to assess the English-speaking skills of senior high school teachers in Isabel, Leyte. Specifically, this study sought to answer the following questions:

1. What is the level of English-speaking skill of the participants in terms of:
  - 1.1. pronunciation,
  - 1.2. fluency, and
  - 1.3. communication?
2. What is the overall level of English-speaking skill of the participants?
3. What professional development program can be proposed to enhance teachers' oral language proficiency?

### Literature Review

The Philippines is globally recognized as one of the largest English-speaking nations, with over 14 million Filipinos having some degree of fluency. English is an official language and serves as the primary medium of instruction, as well as the language of law and commerce (Cabigon, 2015). However, despite its widespread use, concerns have grown over the declining English proficiency of Filipinos, raising alarms about its impact on economic competitiveness, especially in industries like business process outsourcing (Antivola, 2023; Philippine Institute for Development Studies, 2023).

According to the 2020 EF English Proficiency Index (EPI), the Philippines dropped from 20th to 27th place globally but retained a "high" proficiency score of 562, ranking second in Asia after Singapore (Philstar Global, 2020). A 2023 Social Weather Stations (SWS) survey adds nuance, reporting that 80% of Filipino adults understand spoken and written English, 69% can write it, and 55% can speak it. English usage has reportedly increased, with 9% of Filipinos fully utilizing the language in 2023, up from 5% in 2016 (Cervantes, 2023).

Despite these figures, the qualitative aspects of English proficiency remain a concern. Business leaders and educators argue that while basic comprehension may be widespread, the depth of proficiency required for complex business communication and academic pursuits is lacking. This gap underscores the need for enhanced English language training across all educational levels, with a particular focus on business English to meet the evolving demands of the global market.

The government continues to emphasize English as the language of instruction and business. However, learners whose dominant language is their mother tongue often struggle to grasp English, especially when its relevance is not evident in their daily lives (Gusviyani et al., 2022). Strengthening English instruction is essential to boosting employability and attracting foreign investment (Cabigon, 2015).

To standardize language proficiency, the Common European Framework of Reference for Languages (CEFR) is widely adopted. It categorizes language skills into six levels—A1 to C2—providing a global benchmark for assessing listening, reading, writing, and speaking (Council of Europe, 2020). Aligned with CEFR, the British Council's EnglishScore offers a mobile-based assessment tool that evaluates grammar, vocabulary, reading, and listening. Its convenience and CEFR alignment make it suitable for both professional development and language benchmarking (British Council, 2023).

CEFR's structured levels—A1-A2 (Basic), B1-B2 (Independent), and C1-C2 (Proficient)—are valuable for curriculum design and learner self-assessment (Council of Europe, 2020). English proficiency, particularly in speaking and listening, is especially important for overseas Filipino workers (OFWs) and those seeking international employment. SWS (2023) data indicates that 47% of Filipinos can think in English—an asset in navigating global job markets (Cervantes, 2023).

Proficiency in English also impacts international business. Language barriers can hinder negotiations, while fluency fosters trust and smoother interactions—highlighting English as a tool for global competitiveness (Ordorica, 2024). Language education must thus prepare learners not only for local needs but also for global engagement (Özdemir et al., 2021).

A study of 2022 AB English Language Studies graduates at Camarines Sur Polytechnic Colleges revealed that 75% secured employment related to their degree. However, declining English skills could threaten future workforce readiness (Pontillas & Fajardo, 2023).

Being the most often used language, English is significant and has an impact on a wide range of fields, including commerce, engineering, medical, and education. Understanding and mastering the four language skills—speaking, listening, reading, and writing—is essential to learning English successfully. These abilities are essential for rapidly becoming fluent in English (Prasetyaningrum et al., 2021). Speaking is sometimes seen as the most preferable measure of language competency among these abilities, indicating a person's effectiveness in language acquisition (Rao, 2019). As a result, a lot of students make developing good speaking skills their first priority when learning a language. Since language is the main form of communication in people's daily lives, it is vital.

Speaking is the act of using spoken language to communicate ideas and feelings or to transmit information. Speaking abilities assist students in expressing and articulating their thoughts, feelings, and information. Language competency is frequently assessed socially based on productive abilities, particularly speaking (Sha'ar & Boonsuk, 2021). Speaking can also be described as using the English language. One can communicate with the global community by means of speaking (Putri et al., 2020). As a result, one of the most important skills to master when learning a second language is speaking. But it's regarded as one of the most difficult. Furthermore, speaking is an indication of linguistic proficiency. It is thought that a person is considered a proficient learner of a language if they are able to speak it fluently (Chung, 2022).

Research shows that speaking remains the most neglected skill in many language classrooms. Learners often lack opportunities to practice oral communication, and speaking is frequently excluded from formal assessments (Noom-ura, 2013). Since interaction promotes language learning, educators should incorporate strategies like role-playing, group work, and project-based tasks to build confidence and fluency (Balgos, 2020).

Moreover, the primary job of a language teacher is to provide opportunities for learners by encouraging them to use English not only in the classroom but also in their daily interactions with classmates and teachers. Thus, the researcher believes that language teachers play the greatest role in developing students' speaking skills by implementing various strategies and techniques in the classroom, which will make learning speaking more effective. Language teachers must also have developed their speaking skills in English.

## Methodology

### Research Design

This study utilized a descriptive statistics research design to assess the speaking proficiency of senior high school teachers. Descriptive statistics involve summarizing and organizing data to identify patterns and trends within a dataset, facilitating a clear understanding of the information collected (Alabi & Bukola, 2023). Descriptive statistics were employed to summarize and present the data collected from the EnglishScore app, a mobile-based English proficiency test. The app evaluates speaking skills across three components: pronunciation, fluency, and communication effectiveness, with scores mapped to the Common European Framework of Reference for Languages (CEFR). By analyzing the mean, frequency, and percentage distribution of scores, this design provided a clear overview of the teachers' English-speaking abilities, helping identify proficiency levels within the CEFR framework, ranging from A2 (Basic) to C1 (Advanced).

### Respondents

This study employed the complete enumeration technique, which involves collecting data from every individual or element within the population of interest, providing a comprehensive and accurate representation of the entire population (Encyclohub, 2024), as the total population of senior high school teachers consisted of only thirty (30) individuals. Given the manageable size of the population, all teachers were included as research participants. This approach ensured that the data gathered represented the entire target group, eliminating the need for sampling and minimizing sampling bias.

### Instrument

In this study, the interpretation of data was based on the standardized scoring system of EnglishScore, which evaluated English proficiency across four key skills: reading, listening, speaking, and writing. Since the research focuses on English-speaking skills, the

assessment results specifically measured pronunciation, fluency, and overall communication ability. EnglishScore provides a CEFR-aligned score, meaning that each participant's proficiency level was classified according to the Common European Framework of Reference for Languages (CEFR), an internationally recognized standard for language assessment.

The EnglishScore system generates scores ranging from 0 to 600, with each score corresponding to a CEFR level: 0–199: A1 (Beginner), 200–299: A2 (Elementary), 300–399: B1 (Intermediate), 400–499: B2 (Upper Intermediate), 500–600: C1 (Advanced).

For the interpretation of data, the participants' scores in pronunciation, fluency, and communication will be categorized into these levels to determine their overall English-speaking proficiency. Mean scores and standard deviations will be used to analyze the distribution of proficiency levels among teachers. Additionally, frequency and percentage distributions will be applied to show the proportion of teachers falling into each CEFR category.

This method ensures a quantitative and standardized interpretation of teachers' English-speaking skills, making the findings objective, comparable, and reliable. The results will also help in identifying specific areas where teachers may need further professional development, guiding training programs aimed at improving their English communication skills in the classroom setting.

## Procedure

Data gathering was conducted through the use of the EnglishScore app, a mobile-based English language proficiency testing platform developed by the British Council.

*Selection and Preparation of Participants.* The participants of the study were selected through a complete enumeration technique, targeting all senior high school teachers currently employed at the school. Prior to testing, an orientation was conducted to inform participants about the purpose of the study, the procedure for using the EnglishScore app, and ethical considerations such as voluntary participation and data confidentiality.

*Administration of the EnglishScore Speaking Test.* Each participant was instructed to download and install the EnglishScore app on their smartphones. The test was conducted individually in a quiet room to minimize background noise and distractions. Participants used the in-app Speaking Test, which evaluates speaking ability across three key components: pronunciation, fluency, and communication. The app uses AI-based speech recognition technology to provide a CEFR-aligned proficiency score.

*Data Collection and Scoring.* Upon completion of the test, the app automatically generated a detailed report for each participant, indicating scores for pronunciation, fluency, and communication on a scale mapped to CEFR levels (A2 to C1). Participants were instructed to submit a screenshot or a PDF copy of their results to the researcher via email or Google Drive. The collected scores were then tabulated and analyzed to determine the individual and overall speaking proficiency levels of the participants.

## Data Analysis

To obtain a general measure of the English-speaking skill level of the participants, the mean score was computed. Where  $\mu$  represents the mean,  $\sum X$  is the total of all individual English-speaking scores collected, and  $N$  is the number of participants. This allowed the researcher to determine the average level of speaking proficiency across the sample and interpret it in reference to the CEFR scale.

In addition to calculating the mean, the study also used percentage distribution to classify the participants according to their CEFR proficiency levels. This involved tallying the number of teachers who fell within each score bracket and then converting these counts into percentages. Where "Frequency" refers to the number of participants in each CEFR level, and  $N$  is the total number of participants. This statistical approach provided a categorical breakdown of English-speaking proficiency levels, making it easier to visualize the spread of pronunciation, fluency, and communication levels within the group. By combining the mean and percentage distribution, the study was able to present both a numerical and categorical analysis of the participants' English-speaking skills.

## Ethical Considerations

Conducting research on the English-speaking skills of Senior High School Teachers in Isabel, Leyte, involves several ethical considerations to ensure that the study is conducted responsibly and respectfully.

*Informed Consent.* Informed consent is the process of obtaining voluntary and informed agreement from participants to participate in the study. Participants, including students, teachers, and administrators, were fully informed about the study's purpose, procedures, potential risks, and benefits. Consent forms were clear, written in plain language, and presented in a manner that allowed participants to make informed decisions about their participation.

*Confidentiality and Anonymity.* Confidentiality refers to protecting participants' personal information, while anonymity ensures that participants' identities are not disclosed. Measures were taken to anonymize data and secure any personally identifiable information. Participants were assured that their responses would remain confidential and anonymous unless they explicitly consented to disclosure.

*Fair Treatment.* Fair treatment involves ensuring that all participants are treated equitably without discrimination based on age, gender, race, ethnicity, etc. The study ensured that participants were selected and treated fairly, without bias or favoritism. The benefits and burdens of the research were distributed equitably among participants.



**Beneficence and Non-Maleficence.** Beneficence involves maximizing benefits, while non-maleficence involves minimizing harm to participants. The study was designed to maximize benefits for participants and society while minimizing potential risks or harm. Continuous monitoring was conducted to ensure that the benefits outweighed any potential harm.

**Transparency and Honesty.** Transparency involves clear communication about the research process, while honesty ensures that all information provided is accurate. The study observed transparency in its methods, findings, and potential conflicts of interest. Honest communication was upheld throughout the research process, from data collection to dissemination of results.

**Continuous Ethical Reflection.** Continuous ethical reflection involves ongoing examination of ethical implications throughout the research process. The researcher was engaged in continuous ethical reflection to identify and address any ethical dilemmas that arose during the study. This ensures that ethical considerations remain integral to the research practices.

## Results and Discussion

### Level of English-Speaking Skill

The study assessed the level of English-speaking skills of the 30 teacher-participants in terms of pronunciation, fluency, and communication. Using the EnglishScore application, scores were assigned to participants based on their performance, with each score corresponding to a specific CEFR level. Below are the detailed findings categorized by the sub-components of speaking skills.

#### *Level of English-Speaking Skill in Pronunciation*

Table 1 presents the distribution of participants based on their level of English-speaking skills in pronunciation as part of the study titled "English-Speaking Skills of the Senior High School Teachers". Among the 30 participants, the majority of 19 teachers (63.33%) were classified at the B2 level, indicating a strong command of English pronunciation with minimal phonological interference and the ability to be understood without effort by native speakers (Council of Europe, 2020). This suggests that most teachers demonstrate a high level of intelligibility and fluency in spoken English.

Table 1. *Level of English-Speaking Skill in Pronunciation*

<i>Pronunciation Skill Level</i>	<i>No. of Participant s</i>	<i>Percentage (%)</i>	<i>Interpretation</i>
A1 (0-199)	0	0	Beginner
A2 (200-299)	1	3.33	Elementary
B1 (300-399)	3	10	Intermediate
B2 (400-499)	19	63.33	Upper Intermediate
C1 (500-599)	7	23.33	Advanced

In addition, 7 (23.33%) of the participants were assessed at the C1 level, representing advanced proficiency. These participants likely exhibit near-native pronunciation patterns, clear articulation, and strong prosodic features. A small proportion of participants were categorized as B1-3 participants (10%) and A2-1 participant (3.33%), while none were at the A1 (Beginner) level. The absence of participants at the lowest level implies a baseline competency among all teachers. These findings reflect positively on the professional capacity of the teaching staff, highlighting a generally high standard of pronunciation among teachers. Given that pronunciation is a critical aspect of comprehensible speech and effective classroom communication (Gilakjani, 2016), the results underscore the importance of maintaining and further developing pronunciation training, especially for those at the lower CEFR levels.

The findings, with the majority performing at B2 and C1 CEFR levels, imply a strong foundation in oral communication essential for effective classroom instruction. This aligns with literature emphasizing pronunciation as a key factor in comprehensibility and student engagement (Gilakjani, 2016; Sha'ar & Boonsuk, 2021). Despite national concerns over declining English proficiency (PIDS, 2023), the results suggest that teachers in this context maintain a competitive edge in pronunciation, a skill vital for both pedagogical effectiveness and global employability. However, the presence of a small percentage at lower proficiency levels (A2 and B1) reinforces the need for continuous professional development, particularly through mobile-based tools like EnglishScore, which provide accessible, CEFR-aligned feedback and can help address individual gaps in pronunciation and broader speaking competencies (Chou, 2018; British Council, 2023).

Furthermore, based on the findings of the study, it demonstrates high levels of English-speaking skill in pronunciation—with 63.33% at the B2 level and 23.33% at the C1 level—there are significant implications for both instructional quality and professional development. This aligns with the principles of Communicative Language Testing (CLT), which emphasize the importance of assessing and fostering the ability to use language meaningfully in real-life communicative contexts (Diva et al., 2022; Kurniatillah et al., 2022). Teachers with accurate pronunciation and clear articulation are more likely to facilitate authentic communication tasks that engage learners and support their oral language development, thus serving as effective linguistic models in second-language classrooms (Richards, 2022; Farrell & Richards, 2017).

Moreover, from the perspective of Cognitive Load Theory (CLT), the findings imply that teachers with strong pronunciation skills help reduce extraneous cognitive load for students. When speech is delivered clearly and fluently, learners expend less mental effort

decoding the language and can allocate more cognitive resources to understanding, internalizing, and applying new content (Sweller et al., 2019; Paas & van Merriënboer, 2020). This enhances instructional efficiency and improves student learning outcomes. Conversely, the small percentage of teachers at A2 and B1 levels—while not dominant—indicates a need for targeted professional development to address pronunciation gaps that could otherwise impede student comprehension and increase cognitive strain (Kalyuga & Sweller, 2005; Marzban & Tahriri, 2021).

The use of mobile-based assessment tools such as EnglishScore, aligned with the CEFR framework, plays a critical role in identifying and addressing these gaps. These tools provide standardized, accessible, and real-time evaluations of oral skills, enabling schools to implement data-driven interventions and monitor progress effectively (Khabbazbashi et al., 2020; British Council, 2022). Therefore, the study's findings not only affirm the generally strong oral proficiency of teachers but also underscore the need for continuous, theory-informed training—particularly for those below the B2 threshold—to enhance pronunciation skills and ensure high-quality English instruction in the classroom (Tsagari & Csépes, 2020; Richards, 2017).

### *Level of English-Speaking Skill in Fluency*

Table 2 displays the distribution of the participants' level of English-speaking skills in terms of fluency. As shown in the table, the largest group of participants, comprising 15 teachers (50%), is at the B2 or Upper Intermediate level, indicating that these teachers can communicate effectively, maintain smooth speech flow, and express themselves with relatively few pauses or hesitation (Council of Europe, 2020). This suggests that half of the teachers are capable of sustaining spoken English interactions at a professional and educational level.

*Table 2. Level of English-Speaking Skill in Fluency*

<i>Fluency Level</i>	<i>No. of Participants</i>	<i>Percentage (%)</i>	<i>Interpretation</i>
A1 (0-199)	0	0	Beginner
A2 (200-299)	3	10	Elementary
B1 (300-399)	11	36.66	Intermediate
B2 (400-499)	15	50	Upper Intermediate
C1 (500-599)	1	3.33	Advanced

Following this, 11 teachers (36.66%) were rated at the B1 or Intermediate level. These teachers demonstrate basic fluency in English and can handle day-to-day conversations, though occasional hesitation or reformulation may occur. Meanwhile, 3 teachers (10%) fall into the A2 or Elementary level, reflecting limited fluency and possible reliance on memorized phrases. Only one teacher (3.33%) achieved the C1 or Advanced level, while none were classified at the A1 (Beginner) level. The data implies that most teachers possess functional fluency in English, though only a small number have reached near-native proficiency. This highlights the need for continuous professional development programs focusing on enhancing fluency, especially for those in the lower CEFR bands, as fluent communication is essential for effective instruction and classroom engagement (Goh & Burns, 2012).

The findings on the level of English-speaking skills in terms of fluency imply a pressing need for targeted professional development among Senior High School teachers, particularly those in the lower CEFR bands. While the majority of teachers fall within the B1 and B2 levels, indicating functional fluency, the limited number of participants at the C1 level suggests a gap in achieving advanced oral communication skills essential for delivering instruction, engaging students, and facilitating meaningful classroom discourse. This supports existing literature that emphasizes the role of teacher fluency in effective language instruction (Wang, 2021; Goh & Burns, 2012) and highlights the importance of ongoing training and the integration of technology-based assessment tools like EnglishScore to promote real-time feedback and sustained fluency development (Chou, 2018; British Council, 2023). Addressing this gap can enhance both instructional quality and student learning outcomes, aligning with the broader goal of maintaining the Philippines' global competitiveness in English proficiency (Cabigon, 2015; PIDS, 2023).

The findings reveal that while a majority of Senior High School teachers possess functional fluency in English (with 50% at the B2 level and 36.66% at B1), only a small fraction (3.33%) have achieved advanced fluency (C1). This distribution has several important implications grounded in the study's theoretical framework, particularly Communicative Language Testing (CLT) and Cognitive Load Theory (CLT).

From the lens of Communicative Language Testing, the results suggest that while many teachers can manage general classroom interactions, their ability to engage in complex, spontaneous, and nuanced communication—crucial for facilitating high-level discussion and inquiry-based learning—is limited. Since CLT emphasizes real-life communicative competence, the lack of teachers at the C1 level indicates a need for professional development programs that go beyond basic fluency. These should include performance-based assessments and authentic communicative tasks that promote spontaneous language use, as suggested by studies like those of Kurniatillah et al. (2022) and Diva et al. (2022). The implication is that targeted, CLT-informed interventions could enhance teachers' ability to use English dynamically in diverse classroom scenarios, ultimately improving student engagement and learning outcomes.

Through the perspective of Cognitive Load Theory, the current level of teacher fluency has pedagogical consequences for student learning efficiency. Teachers operating at lower proficiency levels (A2 and B1) may unintentionally increase students' extraneous

cognitive load by delivering instructions and explanations that lack fluency or clarity. This can disrupt student processing of academic content, especially in English as a second language contexts. In contrast, more fluent teachers are better positioned to deliver input that is linguistically accessible and cognitively efficient, reducing the mental effort required for comprehension. Therefore, the findings underscore the importance of improving fluency not just for communicative purposes but also for optimizing the cognitive demands placed on students during instruction, as supported by Sweller et al. (2019) and Marzban & Tahriri (2021).

Finally, the findings validate the use of mobile-based tools like EnglishScore as effective, scalable diagnostics for identifying fluency gaps. The implication is that continued use of such tools can enable ongoing, data-driven monitoring of teachers' speaking proficiency and inform customized, theory-aligned training programs to support teachers in moving from intermediate to advanced fluency levels.

### ***Level of English-Speaking Skill in Communication***

Table 3 presents the levels of English-speaking skills in communication among the senior high school teachers, as assessed specifically in Communication. The highest percentage of participants, with 10 teachers (33.33%) fall under the B1 or Intermediate level, indicating that one-third of the teachers can manage communication in familiar contexts but may struggle with complex ideas or spontaneous conversation.

**Table 3. Level of Speaking Skill in Communication**

<i>Fluency Level</i>	<i>No. of Participants</i>	<i>Percentage (%)</i>	<i>Interpretation</i>
A1 (0-199)	0	0	Beginner
A2 (200-299)	5	16.66	Elementary
B1 (300-399)	10	33.33	Intermediate
B2 (400-499)	8	26.66	Upper Intermediate
C1 (500-599)	7	23.33	Advanced

Furthermore, 8 teachers (26.66%) were rated at the B2 or Upper Intermediate level, suggesting that these teachers are capable of handling extended conversations, defending opinions, and using English with greater flexibility. A notable portion of 7 teachers (23.33%) reached the C1 or Advanced level, reflecting the ability to communicate fluently, spontaneously, and with minimal effort. On the other hand, 5 teachers (16.66%) were classified at the A2 or Elementary level, indicating limited ability in conveying messages clearly in varied communicative settings. These findings highlight that while a significant portion of teachers possess functional to high-level communication skills in English, a considerable percentage still operate at lower proficiency levels. As communication is essential in facilitating understanding and effective instruction in an English-medium academic setting, targeted interventions may be beneficial to support the continued development of communicative competence among educators (Richards, 2022).

The findings have important implications for the professional development of senior high school teachers, especially when grounded in the theoretical framework of the study. The results reveal a mixed distribution of proficiency levels, with many teachers at the B1 (Intermediate) and B2 (Upper Intermediate) levels, and some at C1 (Advanced) or A2 (Elementary) levels. This distribution reflects varying levels of fluency that can influence the effectiveness of communication in the classroom. From the perspective of Communicative Language Testing (CLT), the findings suggest that teachers at lower proficiency levels, particularly those at A2, may struggle with spontaneous and complex communication, which is crucial in facilitating interactive learning environments. CLT focuses on assessing the ability to use language effectively in real-life situations (Diva et al., 2022; Kurniatillah et al., 2022). For these teachers, targeted interventions that promote practical language use could enhance their fluency, thus improving classroom interactions and instructional clarity.

Cognitive Load Theory (CLT) also offers valuable insights. According to this theory, teachers with lower levels of proficiency may inadvertently increase extraneous cognitive load for their students by presenting unclear speech or complex ideas with hesitation (Sweller et al., 2019). When teachers speak with clarity and fluency, they reduce cognitive load, allowing students to focus more on content rather than decoding unclear language (Leow & Bowles, 2021). The findings of this study imply that teachers with higher proficiency levels (C1, B2) are better equipped to minimize cognitive load, thereby enhancing the learning experience. For teachers at the A2 level, focusing on fluency and pronunciation could help reduce the mental effort students must expend to understand content, which, in turn, would improve overall learning outcomes (Paas & van Merriënboer, 2020).

The use of mobile-based assessment tools, such as EnglishScore, also plays a critical role in evaluating and improving teachers' speaking proficiency. These tools provide real-time, objective feedback, making it easier to track teachers' progress and identify specific areas of weakness (Khabbazzashi et al., 2020). In line with the study's findings, mobile assessments offer a scalable solution to evaluate teachers' speaking skills across different proficiency levels, providing valuable insights that can guide targeted professional development efforts (Kunnan, 2021). By utilizing such tools, schools can effectively monitor teachers' language development, ensuring that their proficiency aligns with the demands of English-medium instruction (British Council, 2022).

In conclusion, the study suggests that, based on the theoretical frameworks of CLT and Cognitive Load Theory, professional language enhancement program for teachers should be tailored to address their specific proficiency levels. Teachers with lower proficiency, particularly at the A2 level, would benefit from targeted training to improve fluency, while those at higher proficiency levels could



focus on refining advanced communication skills. By incorporating mobile-based assessments into the professional development process, institutions can implement a data-driven, personalized approach to enhancing teachers' English-speaking skills, ultimately fostering a more effective and engaging learning environment for students (Tsayari & Csépes, 2020; North & Piccardo, 2016).

### Overall English-Speaking Skills

Table 4 reveals that the majority fall within the B2 (Upper-Intermediate) category. Specifically, 16 (53.33%) of the teachers assessed fell within this range, followed by 12 (40%) teachers at the B1 (Intermediate) level. Only a small portion, 1 (3.33%) teachers, were classified at the A2 (Elementary) and C1 (Advanced) levels, with none categorized at the A1 (Beginner) level. These results suggest that most teachers possess moderate to high proficiency in English, with very few at the extremes of the proficiency spectrum.

Table 4. Overall English-Speaking Skill Level of Participants Based on Pronunciation, Fluency, and Communication

CEFR Level	Interpretation	Overall		Pronunciation		Fluency		Communication	
		Number of Teachers	Percent age	Number of Teachers	Percent age	Number of Teachers	Percent age	Number of Teachers	Percent age
A1 (0-199)	Beginner	0	0	0	0	0	0	0	0
A2 (200-299)	Elementary	1	3.33	1	3.33	3	10	5	16.66
B1 (300-399)	Intermediate	12	40	3	10	11	36.66	10	33.33
B2 (400-499)	Upper-Intermediate	16	53.33	19	63.33	15	50	8	26.66
C1 (500-599)	Advanced	1	3.33	7	23.33	1	3.33	7	23.33

In terms of specific language components, pronunciation appears to be a strong area, with 19 (63.33%) of teachers assessed at the B2 level and another 7 (23.33%) teachers reaching the advanced C1 level. Fluency results are slightly more varied, with half (15, 50%) of the teachers at B2 and 11 (36.66%) at B1. Interestingly, communication skills show a wider distribution, with only 8 (26.66%) teachers at B2, 10 (33.33%) teachers at B1 level, and 7 (23.33%) teachers reaching the C1 level. Notably, 5 (16.66%) of teachers were rated at A2 for communication, the highest percentage for that level across all skill categories.

The data imply that while most teachers have reached a functional level of English proficiency, especially in pronunciation and fluency, there are still areas for development—particularly in communication. The presence of a significant percentage of teachers at the A2 level for communication indicates a potential gap in practical language use in classroom settings. These findings highlight the importance of targeted professional development programs to support English skill enhancement, ensuring more consistent communication competency across all instructional domains (Council of Europe, 2020).

In addition, the results of the study reveal significant implications when viewed through the lens of Communicative Language Testing (CLT) and Cognitive Load Theory (CLT). While many Senior High School teachers performed satisfactorily in pronunciation and fluency, a notable portion struggled in communication, with 16.66% at the A2 (Elementary) level. This suggests a gap in teachers' ability to use English effectively in authentic, real-world contexts—a key principle in Communicative Language Testing, which emphasizes not just accuracy but the ability to convey meaning appropriately in interaction (Richards, 2022). The findings imply that teacher development programs should prioritize communicative competence, integrating task-based activities, real-life simulations, and interactive discourse that reflect the communicative demands of classroom teaching (Diva et al., 2022; Kurniatillah et al., 2022). Mobile-based assessments like EnglishScore, which align with CEFR levels, provide a scalable and accessible means to monitor progress and customize support.

Furthermore, from the perspective of Cognitive Load Theory, the inability of some teachers to communicate clearly in English could lead to increased extraneous cognitive load for students. When learners must exert extra mental effort to interpret a teacher's unclear language, they have fewer cognitive resources left for processing new content, which hinders effective learning (Sweller et al., 2019; Paas & van Merriënboer, 2020). This highlights the critical role of teacher oral proficiency not just in language instruction but in general content delivery across disciplines. Consequently, training should not only target language accuracy but also focus on developing automaticity and clarity in spoken English to reduce cognitive demands on learners (Kalyuga & Sweller, 2005; Marzban & Tahriri, 2021). A differentiated approach to teacher training—responsive to varying proficiency levels—is essential to address these gaps effectively and ensure more consistent and comprehensible instruction across classrooms.

### PLANET in Focus: A CEFR-Aligned Journey to Speaking Mastery

The Professional Language Advancement and Nurturing of English Teachers (PLANET) is a professional development program designed to enhance the English-speaking proficiency of Senior High School teachers. This initiative is grounded in the findings of the study entitled "English Speaking Skills of Senior High School Teachers," which highlighted specific areas of need in oral communication skills.

In response to these findings, PLANET was conceptualized to systematically improve key components of speaking—pronunciation, fluency, and communication—through structured modules. The program is explicitly aligned with the Common European Framework of Reference for Languages (CEFR), ensuring that all training and assessment activities reflect internationally recognized language proficiency standards.

PLANET integrates practical training, interactive speaking tasks, authentic communication opportunities, and mobile-based assessments to support measurable progress across CEFR levels. As a holistic and sustainable model for professional growth, the program aims to equip teachers with the speaking competence and confidence necessary for effective instruction and broader engagement in academic and professional settings.

## Conclusions

Based on the results of the study "English Speaking Skills of Senior High School Teachers", it is concluded that the overall English-speaking proficiency of the 30 Senior High School teachers in Isabel, Leyte generally falls within the moderate to high range, with the majority of participants performing at the B2 (Upper Intermediate) level. Specifically, 16 teachers (53.33%) were categorized at the B2 level, indicating they can communicate clearly and effectively with a good command of spoken English. This suggests a strong foundation in oral proficiency for more than half of the teaching staff.

Following this, 12 teachers (40%) were assessed at the B1 (Intermediate) level. These individuals demonstrate basic fluency and communication abilities, capable of managing day-to-day conversations but with some limitations in more complex language use. A smaller number of teachers, 1 teacher (3.33%), was classified at the A2 (Elementary) level, indicating limited fluency and a need for support in expressing thoughts clearly. Likewise, 1 teacher (3.33%) reached the C1 (Advanced) level, showing near-native fluency and the ability to communicate spontaneously and effectively in various contexts. Notably, no teacher was assessed at the A1 (Beginner) level, suggesting that all participants have at least a foundational competence in spoken English.

In summary, the distribution of proficiency levels highlights a generally competent teaching workforce, with strengths in pronunciation and moderate abilities in fluency and communication. However, the presence of teachers at the lower CEFR bands, particularly in fluency and communication, signals the need for targeted language support. These findings emphasize the importance of implementing a targeted and sustainable professional development initiative, such as the Professional Language Advancement and Nurturing of English Teachers (PLANET) program, that is tailored to improve key areas of speaking proficiency in alignment with international language standards. The PLANET program is designed not only to raise individual CEFR levels but also to enhance specific speaking competencies—including spontaneous interaction, classroom communication, and formal academic discourse. By the end of the program, teachers are expected to demonstrate upward movement by at least one CEFR level, especially those currently at B1 and A2 levels, thereby enhancing their capacity to deliver effective English-medium instruction. The sustained duration and targeted training components of PLANET position as an essential intervention for building global communication competencies and raising the overall language standards of the teaching workforce. Ultimately, PLANET is a timely intervention aligned with global language proficiency standards, aimed at empowering educators to deliver English-medium instruction confidently and competently. Strengthening teachers' oral proficiency through structured training will significantly contribute to improved learner outcomes, effective classroom engagement, and the overall internationalization of education in the Philippine context.

## References

- Alabi, O., & Bukola, T. (2023). Introduction to descriptive statistics. In B. S. Kumar (Ed.), *Recent advances in biostatistics* (pp. 1–20). IntechOpen. DOI: 10.5772/intechopen.1002475
- Albiladi, W. S., & Alshareef, H. (2019). The effectiveness of using digital platforms in language classrooms: Podcasts and vlogs in enhancing English proficiency. *Language Learning & Technology*, 23(1), 74-92.
- Al-Jamal, D. A., & Al-Jamal, G. A. (2013, November 30). An investigation of the difficulties faced by EFL undergraduates in speaking skills. *English Language Teaching*. <https://eric.ed.gov/?id=EJ1075655>
- Antivola, M. H. L. (2023, October 17). Filipinos' declining English proficiency alarms foreign business groups. *BusinessWorld Online*. [https://www.bworldonline.com/top-stories/2023/10/17/551860/filipinos-declining-english-proficiency-alarms-foreign-business-groups/#google\\_vignette](https://www.bworldonline.com/top-stories/2023/10/17/551860/filipinos-declining-english-proficiency-alarms-foreign-business-groups/#google_vignette)
- Bacca-Acosta, J., Fabregat, R., Baldiris, S., Kinshuk, K., & Guevara, J. (2022, January 23). *Wiley Online Library | Scientific Research Articles, journals, ...* Wiley Online Library. <https://onlinelibrary.wiley.com/doi/full/10.1111/jcal.12671>
- Balgos, A. R. (2020, December). The reduction of speaking anxiety in EFL learners through drama techniques. *Research Gate*. [https://www.researchgate.net/publication/273899013\\_The\\_Reduction\\_of\\_SpeakingAnxiety\\_in\\_EFL\\_Learners\\_through\\_Drama\\_Techniques](https://www.researchgate.net/publication/273899013_The_Reduction_of_SpeakingAnxiety_in_EFL_Learners_through_Drama_Techniques)
- Banegas, D. L. (2021). Preparing future teachers for CLIL: An in-depth investigation of three cases. *British Council. Research Gate*. [https://www.researchgate.net/publication/365768989\\_Challenging\\_but\\_not\\_impossible\\_Student-teachers%27\\_views\\_of\\_CLIL](https://www.researchgate.net/publication/365768989_Challenging_but_not_impossible_Student-teachers%27_views_of_CLIL)
- British Council. (2022). *EnglishScore: A mobile-based assessment tool for English language proficiency*. <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>
- British Council. (2023). *EnglishScore: A mobile-based solution for assessing English proficiency aligned with CEFR levels*. British Council. <https://www.britishcouncil.org/exam/englishscore>

- Cabigon, M. (2015, November). Home. British Council. <https://www.britishcouncil.ph/teach/state-english-philippines-should-we-be-concerned-2>
- Cervantes, F. M. (2023, August 16). SWS: 47% of Filipinos' competent' with English language. Philippine News Agency. <https://www.pna.gov.ph/>
- Cervantes, F. M. (2023a, August 16). SWS: 47% of Filipinos' competent' with English language. Philippine News Agency. <https://www.pna.gov.ph/>
- Chand, G. B. (2021). Challenges Faced by Bachelor Level Students While Speaking English . Indonesian Journal of English Language Teaching and Applied Linguistics. <https://files.eric.ed.gov/fulltext/ED475048.pdf>
- Chou, M. H. (2018). The impact of mobile-assisted language learning (MALL) on speaking proficiency among Taiwanese students. *Journal of Educational Technology & Society*, 21(1), 58-70.
- Chung, H. (2022). Best practices teaching adult English as a second language in the virtual classroom. *New Directions for Adult and Continuing Education*, 2022(175-176), pp. 45–57.
- Council of Europe, C. (2020). Common european framework of reference for languages: Learning, teaching, assessment (CEFR) - Common European Framework of Reference for Languages (CEFR). <https://www.coe.int/en/web/common-european-framework-reference-languages>
- Curle, S., Yuksel, D., Aizawa, I., Thompson, G., & Rakhshandehroo, M. (2023, November 30). Academic success in English medium instruction programmes in Turkey: Exploring the effect of gender, motivation, and English language proficiency. *International Journal of Educational Research*. <https://www.sciencedirect.com/science/article/pii/S0883035523001519?via%3Dihub>
- Dawe, C. J. (2014, April 1). Language Governmentality in Philippine education policy. ScholarlyCommons. <https://repository.upenn.edu/entities/publication/4e77bf47-36e5-48e6-a2ef-a7d16073041a>
- De Jesus, M. (2011). High achieving schools and English proficiency: Teacher knowledge and student outcomes. *Journal of Language Teaching and Research*, 2(6), 1189-1198.
- Diva, C. B., Derequito, C., Sarmiento, M., Daquil, A. L., Andrade, R. R., & Ching, D. A. (2022). Attitude toward communicative language teaching and the oral proficiency of students in the graduate program. *International Conference on Multidisciplinary Industry and Academic Research*. [https://iiari.org/conference\\_article/attitude-toward-communicative-language-teaching-and-the-oral-proficiency-of-students-in-the-graduate-program/](https://iiari.org/conference_article/attitude-toward-communicative-language-teaching-and-the-oral-proficiency-of-students-in-the-graduate-program/)
- Dungog, V. B., & Libo-on, J. (2021, July). Teachers' self-efficacy beliefs and their English language proficiency: A study of non-native EFL teachers in selected language centers. *Research Gate*. [https://www.researchgate.net/publication/275542811\\_Teachers'\\_Self-efficacy\\_Beliefs\\_and\\_their\\_English\\_Language\\_Proficiency\\_A\\_Study\\_of\\_Nonnative\\_EFL\\_Teachers\\_in\\_Selected\\_Language\\_Centers](https://www.researchgate.net/publication/275542811_Teachers'_Self-efficacy_Beliefs_and_their_English_Language_Proficiency_A_Study_of_Nonnative_EFL_Teachers_in_Selected_Language_Centers)
- Encyclohub. (2024, February 23). Sampling techniques: Complete enumeration versus sampling. <https://encyclohub.com/sampling-techniques-complete-enumeration-versus-sampling/>
- Faez, F., Karas, M., & Uchihara, T. (2019, September 13). Connecting language proficiency to teaching ability: A meta-analysis. *Sage Journals* . <https://journals.sagepub.com/doi/full-xml/10.1177/1533317520960873>
- Farrell, T. S. C., & Richards, J. C. (2020). Teacher professional development in language teaching: A review of recent research. *Language Teaching*, 53(3), 325–350.
- Gan, Z. (2012). Challenges faced by Chinese tertiary students in developing English-speaking proficiency. *Language Learning Journal*, 40(2), 211-227
- Gilakjani, A. P. (2016, December). English pronunciation instruction: A literature review - international journal of research in english education. *International Journal of Research in English Education*. [https://ijreeonline.com/browse.php?a\\_code=A-10-1-1&sid=1&slc\\_lang=en](https://ijreeonline.com/browse.php?a_code=A-10-1-1&sid=1&slc_lang=en)
- Goh, C., & Burns, A. (2012, April). Teaching speaking: A holistic approach. Cambridge. <https://www.cambridge.org/iq/cambridgeenglish/teacher-development/teaching-speaking/teaching-speaking-a-holistic-approach-paperback>
- Green, A. (2020). The CEFR in practice. Cambridge University Press. <https://www.cambridge.org/core/books/cefr-in-practice/6F6D7B4B7A7F0F2C9B8F0D5D7D8D9F9F>
- Günes, Ç., & Sarigöz, I. H. (2020, November 30). Speaking struggles of young EFL learners. *International Journal of Curriculum and Instruction*. <https://eric.ed.gov/?id=EJ1292324>
- Gusviyani, V., Ibrahim, B., Heryatun, Y., & Humaeroh, S. (2022). An analysis of the factors of students' difficulties in speaking English

faced by non-English department students. *English Education, Linguistics, and Literature Journal*, 1(2), 64-74.

IELTS. (2024, February 27). News and insights - how important is English language proficiency for... <https://ielts.org/news-and-insights/how-important-is-english-language-proficiency-for-academic-success>

Kalyuga, S., & Sweller, J. (2005). Reducing extraneous cognitive load in the learning of complex tasks: Implications for instructional design. *Research Gate*. [https://www.researchgate.net/publication/342798415\\_Cognitive-Load\\_Theory\\_Methods\\_to\\_Manage\\_Working\\_Memory\\_Load\\_in\\_the\\_Learning\\_of\\_Complex\\_Tasks](https://www.researchgate.net/publication/342798415_Cognitive-Load_Theory_Methods_to_Manage_Working_Memory_Load_in_the_Learning_of_Complex_Tasks)

Khabbazzbashi, N., & Kunnan, A. J. (2020). The effect of teachers' scaffolding and peers' collaborative dialogue on L2 learners' language learning. *Iranian Journal of Language Teaching Research*. <https://files.eric.ed.gov/fulltext/EJ1239795.pdf>

Khabbazzbashi, N., Nakatsuhara, F., Inoue, C., & Green, A. (2020). Developing an online speaking test of English for students at the end of primary and beginning of secondary school education. *Research Gate*. [https://www.researchgate.net/publication/379723181\\_The\\_Design\\_and\\_Validation\\_of\\_an\\_Online\\_Speaking\\_Test\\_for\\_Young\\_Learners\\_in\\_Uruguay\\_Challenges\\_and\\_Innovations](https://www.researchgate.net/publication/379723181_The_Design_and_Validation_of_an_Online_Speaking_Test_for_Young_Learners_in_Uruguay_Challenges_and_Innovations)

Kunnan, A. J. (2021). The effect of teachers' scaffolding and peers' collaborative dialogue on L2 learners' language learning. *Iranian Journal of Language Teaching Research*. <https://files.eric.ed.gov/fulltext/EJ1239795.pdf>

Kurniatillah, R. E., Rafika, Z., Husna, N., Hidayat, D. N., & Fitriah, F. (2022). Assessing students' speaking ability using communicative language testing approach on secondary level in the pandemic era. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 4037–4044. DOI: 10.31004/edukatif.v4i3.2766

Leow, R. P., & Bowles, M. A. (2021). Cognitive-load theory: Methods to manage working memory load in the learning of complex tasks. *Research Gate*. [https://www.researchgate.net/publication/342798415\\_Cognitive-Load\\_Theory\\_Methods\\_to\\_Manage\\_Working\\_Memory\\_Load\\_in\\_the\\_Learning\\_of\\_Complex\\_Tasks](https://www.researchgate.net/publication/342798415_Cognitive-Load_Theory_Methods_to_Manage_Working_Memory_Load_in_the_Learning_of_Complex_Tasks)

Marzban, A., & Tahriri, A. (2021). The effect of teachers' scaffolding and peers' collaborative dialogue on L2 learners' language learning. *Iranian Journal of Language Teaching Research*. <https://files.eric.ed.gov/fulltext/EJ1239795.pdf>

National Council of Teachers of English, S. (2021, August 25). NCTE position paper on the role of English teachers in educating English language learners (ells). <https://ncte.org/statement/teaching-english-ells>

Noom-ura, S. (2013, October 9). English-teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching*. <http://ccsenet.org/journal/index.php/elt/article/view/31115>

North, B., & Piccardo, E. (2016). Developing illustrative descriptors of aspects of mediation for the Common European Framework of Reference (CEFR). Council of Europe. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/168073ff31>

Ordorica, S. (2024, August 9). The importance of language proficiency in international business negotiations. *Forbes*. <https://www.forbes.com/councils/forbesbusinesscouncil/2024/08/09/the-importance-of-language-proficiency-in-international-business-negotiations/>

Özdemir, A., Çiğdemoglu, C., & Mirici, S. (2021, September 28). The Effect Of Project Supervision Training On Teachers' Views Of Nature Of Scientific Inquiry. *International Online Journal of Education and Teaching (IOJET)*. <https://files.eric.ed.gov/fulltext/EJ997467.pdf>

Paas, F., & van Merriënboer, J. J. G. (2020). Cognitive load theory: Methods to manage working memory load in the learning of complex tasks. *Sage Journals*. <https://journals.sagepub.com/doi/10.1177/0963721420922183>

Philippine Institute for Development Studies. (2023, October 24). Arresting ph decline in English proficiency. <https://pids.gov.ph/details/news/in-the-news/arresting-ph-decline-in-english-proficiency>

Philstar Global. (2020, November 19). 2020 English proficiency index: Philippines out of World's top 20 but is No.2 in Asia. *Philstar.com*. <https://www.philstar.com/headlines/2020/11/19/2058021/2020-english-proficiency-index-philippines-out-worlds-top-20-no2-asia>

Pontillas, M., & Fajardo, D. F. B. (2023, September). Employability Status of English language studies graduates in a Polytechnic State College in the Philippines. *Research Gate*. [https://www.researchgate.net/publication/374302594\\_Employability\\_Status\\_Of\\_English\\_Language\\_Studies\\_Graduates\\_In\\_A\\_Polytechnic\\_State\\_College\\_In\\_The\\_Philippines](https://www.researchgate.net/publication/374302594_Employability_Status_Of_English_Language_Studies_Graduates_In_A_Polytechnic_State_College_In_The_Philippines)

Prasetyaningrum, A., Jaelani, S. R., & Azima, M. F. F. (2021). An analysis on students' difficulties in speaking. *Humanitatis: Journal of Language and Literature*, 7(2), 187-192.

- Putri, S. A., Amri, S., & Ahmad, A. (2020). The students' difficulties factors in speaking. *J-Shelves of Indragiri (JSI)*, 1(2), 115-129.
- Rao, P.S. (2019). The importance of speaking English in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18
- Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. *RELC Journal*, 48(1), 1–24.
- Richards, J. C. (2022). Communicative Language Teaching Today. <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>
- Sha'ar, M. Y. M. A., & Boonsuk, Y. (2021). What hinders English speaking in Thai EFL learners? Investigating factors that affect the development of their English speaking skills. *Mextesol Journal*, 45(3), n3.
- Sweller, J., Ayres, P., & Kalyuga, S. (2019). Cognitive load theory. Cambridge University Press. <https://www.cambridge.org/core/books/cognitive-load-theory/6D62D6D6075E9FF1B74E56755B91A5E7>
- TeleTech. (2013). The state of English proficiency in the BPO industry. TeleTech.
- Todd, R. W., & Shih, C.-M. (2013, November 11). Assessing English in Southeast Asia. Wiley Online Library. <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118411360.wbcla023>
- Tsagari, D., & Csépes, I. (2020). The CEFR in practice. Cambridge University Press. <https://www.cambridge.org/core/books/cefr-in-practice/6F6D7B4B7A7F0F2C9B8F0D5D7D8D9F9F>
- Wang, C. (2021, May 24). The relationship between teachers' classroom English proficiency and their teaching self-efficacy in an English medium instruction context. *Frontiers*. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.611743/full>
- Wang, X., & Gunaban, M. G. (2023, November). Effectiveness of Mobile-Assisted Language Learning in Enhancing the English Proficiency. Research Gate. [https://www.researchgate.net/publication/376048466\\_Effectiveness\\_of\\_Mobile-Assisted\\_Language\\_Learning\\_in\\_Enhancing\\_the\\_English\\_Proficiency](https://www.researchgate.net/publication/376048466_Effectiveness_of_Mobile-Assisted_Language_Learning_in_Enhancing_the_English_Proficiency)
- Yuvayapan, S. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. Research Gate. [https://www.researchgate.net/publication/334269496\\_Translanguaging\\_in\\_EFL\\_classrooms\\_Teachers%27\\_perceptions\\_and\\_practices](https://www.researchgate.net/publication/334269496_Translanguaging_in_EFL_classrooms_Teachers%27_perceptions_and_practices)

#### Affiliations and Corresponding Information

**Niel V. Dayandayan**

Isabel National Comprehensive School

Department of Education – Philippines

**Flordeliza M. Cuerda**

Cebu Institute of Technology – Philippines