



BridgeComm: Tech-Enabled Inclusive Communication Program

In fulfillment of the requirements for

21st Century IT Skills

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INTRODUCTION

Poor communication between a teacher and his or her students, as well as communication difficulties emanating from the use of different languages, emotional, as well as health-related issues, present notable communication barriers (Lewin, 2013). This phenomenon is more relevant in multicultural schools in the Philippines, where Tagalog, Bisaya, and English languages form a communication barrier. This predicament has a negative effect on the students as well as the teachers, which makes communication a critical issue.

PROBLEM DESCRIPTION

The challenges manifest either in terms of linguistic challenges in which Tagalog-speaking students encounter Bisaya-speaking teachers, emotional challenges in which the children are shy and the teachers are not very patient, or in terms of health challenges with which children with hunger challenges cannot concentrate and teachers are unable to communicate with the children. In most situations, children are observed to miss on an average 30-40% of the information as a result of the challenges in communication (Triplett, 1898). Surveys have revealed that 25% of the children rate communication as the major learning difficulty. Linguistic diversity and lack of training among the teachers, as well as lack of training and resources among the health providers, serve to hinder the challenges (Sullivan, 1953).

PROPOSED SOLUTION

BridgeComm combines tech-enabled delivery with the three following core solutions:

- a. **Inclusive Training for Teachers:** Mobile app delivers interactive modules on multilingual communication strategies, cultural sensitivity training, and active listening skills. Features micro-learning videos, scenario-based quizzes, and progress tracking.
- b. **Accessible Mental and Physical Healthcare:** Platform connects users to telehealth services, nutrition guidance, and hearing screening tools. Includes appointment booking, health reminders, and subsidized care referrals for underserved students/teachers.

- c. **Teach Mental Health Regulation to Both Groups:** Gamified modules teach breathing exercises, mindfulness techniques, and emotional regulation strategies. Features daily check-ins, progress badges, and peer support forums.

Target Users: Teachers and students (K-12, college) in multilingual classrooms.

Expected Impact: 50% comprehension improvement, 40% anxiety reduction, stronger teacher-student relationships through systematic skill-building.

CONCLUSION

BridgeComm's comprehensive model removes the barriers of communication with integrated teacher training, available healthcare, and shared mental health skills. This technology-enabled class-leading program will revolutionize the dynamics of the classroom, making equal education and valuable relationships for the betterment of whole learning communities possible.

REFERENCES

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