



Assessing the Effectiveness of Electronic-based Multimodal Instructional Approach in Improving Students' Oral Communication Confidence Using Kirkpatrick's Four Levels of Evaluation

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Abstract

This study aimed to explore the effectiveness of electronic-based multimodal instructional approach in enhancing the oral communication engagement and speaking confidence of tertiary students with the identified high-level oral communication apprehension and low confidence in speaking English. The researchers carefully selected multimodal learning activities in the forms of interactive games, e-learning, slide presentations, praxis-oriented scenarios, cooperative and individual learning strategies in which students are obliged to practice their visual, auditory, reading, writing, and kinesthetic skills together. Using the exploratory research design, the researchers conducted the study among forty (40) students taking up different degree programs at Kolehiyo ng Lungsod ng Dasmariñas. A series of oral communication workshops were conducted from January to March of the academic year 2022-2023. To determine the effectiveness of those workshops, the researchers employed the Kirkpatrick training evaluation model. Results revealed that students showed a significant improvement in their oral communication engagement and speaking confidence through employing an electronic-based multimodal instructional approach during the conducted workshops. It was also found that the level of oral communication apprehension of these students has been reduced from high- to middle- level or low-level. Moreover, the results revealed that the students were very satisfied with the learning resources, training environment, training experience, delivery of the trainers, and training content and methods. Hence, the researchers recommend that language and communication teachers employ multi-sensory speaking activities and workshops assisted by the ICT-based pedagogy to increase the appreciation, interest, and involvement of tertiary students in improving their engagement and confidence in speaking English.

Keywords: multimodal instructional approach, speaking confidence, oral communication skills, ICT-based pedagogy, exploratory study

1. Introduction

1.1 Introduction to the problem

Oral communication is imperative in achieving personal, academic, and professional success (Clement & Murugavel, 2018; McLaren, 2019; Valencia & Ortega-Dela Cruz, 2023). Engagements and assessments in classes necessitate the individual's ability to comprehend ideas and transform thoughts into spoken or written language – a necessity parallel to the responsibilities delegated and indispensable at work. In the studies conducted by Suarta et al. (2017) and Briones et al. (2021), it is found that communication is among the top skills preferred by employers in the current job market. English, being the most recognized business lingua franca (Ehrenreich, 2010; Evans, 2013; Kankaanranta & Lu, 2013, as cited by Roshid et al., 2018), becomes a focal skill for both employers and employees. As companies cross borders and embrace cultural diversity, English is needed for employers to run their operations daily and for employees to perform their day-to-day tasks. In an explanation given by Connor (n.d) as cited in the article *English Speakers Get Jobs, English Proficiency Attracts 21st Century Careers* (2019), English is a prerequisite in achieving critical thinking, collaborative, and cultural literacy skills, among others. English, then, serves as the groundwork that enables other 21st-century skills which are also a must in a globalized world.

Given its importance, to align with the requirements of employability, higher educational institutions (HEIs) are expected to create an educational landscape that aims to produce professionals who will meet the demands of globalizing economies. With this, efforts to improve Filipino learners' communication skills and speaking confidence are evident in the recent programs of the Commission on Higher Education (CHED). To cite some of the programs initiated by CHED, the National Roadmap for Global Competitiveness in Communication Skills (NRGCCS) was initiated in 2020 to improve Filipino students' communication skills by meeting the language standard of the Common European Framework of Reference (CEFR). Another program called Leveling-Up Philippine Higher Education Institutions in Agriculture, Fisheries, and Natural Resources (LevelUPHEI AFAR) started in 2021 to house training on leadership, communication, and other scholarly skills.

Other than these initiatives, improving oral communication engagement and speaking confidence in the academe implies the need to address its underlying concerns. One of the primary concerns encountered by students, as indicated in several studies, is their communication apprehension (Separa et al, 2021; Cablica and Arcala, 2021; Li and Hu, 2020). Communication apprehension, as defined by McCroskey (2001), is the anxiety and fear experienced by people in authentic communicative situations. According to Del

Villar (2006), as cited by Del Villar (2010), although there have been studies in line with this before, there is still a lack of extensive research on the consequences of anxiety in oral communication among Filipinos. Shedding light on these concerns creates opportunities to design effective instructional approaches that would help learners improve their oral communication skills. In support, Doering et al. (2007) found that the use of digital multimodal strategies in English language learning instruction is effective, as students nowadays are technologically inclined.

The increasing use of digital technologies in the context of education paves the way for electronic-based multimodal tools, which are getting more prominence in teaching and learning. Due to their interesting features such as animation, background sounds and music, videos, images, slide shows, podcasts, digital stories, and e-posters, the presentation of information becomes more appealing to the students (Djamdjuri et al., 2021). The use of different digital texts in conveying information and meaning is considered to be multimodal. The electronic-based multimodal approach involves the use of different semiotic resources that e-tools have; these are used to provide students access to multimodal texts which can be responsive to their interests and learning styles (Dahlström, 2016).

Integrating electronic-based multimodal approaches in English language instruction has several advantages. In fact, Sosas (2021) stressed that the utilization of digital content enables students to be more participative and interested in oral communicative activities and engagements. This was supported by Paiva & Ronaldo (2019), stating that digital tools not only improve students' oral communication engagement but even reduce their speaking anxiety. With this said, this study aimed to explore the effectiveness of electronic-based multimodal instructional approach in improving tertiary students' oral communication skills and speaking confidence.

Corollary to this, this study sought to achieve the following principal objectives:

1. Determine the level of oral communication apprehension and speaking confidence before and after the oral communication workshops;
2. Describe the reactions of the students after completing the oral communication workshops;
3. Explain the learning experiences of the students in oral communication workshops;
4. Analyze the behavioral changes that occurred in the oral communication engagement and speaking confidence of the students; and,
5. Examine the initial effects of oral communication workshops on the academic performance and engagement of the students.

1.2. Innovative Approaches to Students' Language Learning

Students' language learning is greatly influenced by a variety of innovative approaches employed by teachers in teaching processes. Presently, the role of modern technologies in language education has emerged significantly as students are becoming more technologically dependent due to the increasing availability of information and communication technology (ICT) tools which are predominantly used in learning processes. With this said, scholars and practitioners have continuously been conducting studies concerning the impact of educational technologies on students' learning (Carsten et al., 2021), achievement (Harris et al., 2016), and performance (Valverde-Berrocoso et al., 2022). Evidence-based results suggest teaching innovations with the use of technological tools to increase students' learning achievement and performance (Kalyani & Rajasekaran, 2018; Adán Salas-Rueda et al., 2021).

In English language learning, Ahmadi (2018), as cited in the study by Alqahtani (2019), stated that contemporary English language teachers incorporate technological tools in designing effective English instruction for the students. Based on the study by Zhou & Wei (2018), the application of modern technology in teaching English language boosts student engagement as well as learning achievement. This is supported by Peytcheva-Forsyth et al. (2018), stating that students have a positive learning attitude when the instruction is delivered using online tools. In this era of digitalization, the use of traditional approaches may no longer be effective in teaching and learning processes; thus, teachers are encouraged to innovate methods that are aligned with the needs and interests of the students (Gray & DiLoreto, 2016). Several scholarly works stress that technology-enhanced language learning self-regulates students' behaviors, making their language learning more efficient and effective (Prayudi et al., 2021; An et al., 2021). In support, technology-based language learning is needed for blended learning approaches and the improvement of digital literacies in language classrooms (Alakrash & Razak, 2021).

Evidently, the importance of using technology in the context of education was seen at the height of COVID-19 pandemic, when schools had to shift to distance online education (Akram et al., 2021). The pandemic situations have demanded innovative approaches to teaching and learning. In the case of English language learning education, teachers had to embrace the impacts of distance online education by being innovative in terms of instruction (Khreisat, 2022); they implemented an interactive learning approach with the aid of online learning platforms to ensure a meaningful learning experience despite the loss of face-to-face learning (Omar et al., 2020). In the study by Rahmati et al. (2021), the use of technology-based English language instruction was found effective as it promotes self-regulated learning that students get to learn at their own pace, interest, and at the

convenience of their home. Moreover, the use of videos, images, audio, and online games and activities can boost students' engagement and motivation in learning the English language (Mohamed, 2021).

While the usage of technology may be difficult in some countries, particularly in developing nations such as the Philippines where the digital divide has remained an educational concern (Rotas & Cahapay, 2020), some teachers tend to be more creative, resourceful, and innovative in delivering instruction to make sure that students get the best language learning experience regardless of shortages in terms of human and financial resources (Domingo et al., 2020).

1.3 Multimodal Learning Approach to Language Learning

The wealth of information available on the Internet provides a wide variety of resources ranging from texts, videos, diagrams, and images, to audio materials which all appeal to different sensory modes of the learners. The availability of all these elements is very helpful for diverse learners who have different learning styles. This learning situation was described by Bouchey et al. (2021) as multimodal learning, in which information or concept is provided in multiple formats to tap learners' different sensory modes.

Several studies surfaced on the effectiveness of multimodal approaches in learning (Firmansyah et al., 2021; Papageorgiou & Lameris, 2017). In the context of language learning, Kummin et al., (2021) stated that students' English communicative competencies can be improved using multimodal materials such as videos, video recordings, songs, and Adobe voice. This is consistent with the findings of Magnusson & Godhe (2019), revealing that the use of semiotic resources as an approach to communication helps students in the course of perceiving meaning.

Additionally, Shalilah et al. (2018) stressed that combining verbal communication, images, and video can make the language learning process more interesting; as stated by Miladiyah (2018), language learning occurs when the process is interactive and uses multimodal materials such as words, pictures, presentation, animation, videos, and technology.

1.4 Factors that Affect the Students' Oral Communication Skills

Oral communication skills must manifest among students in English classes. There are internal and external underlying elements that affect the students' oral communication skills. Regional accents, negative experiences, language fluency and pronunciation, evaluation of teachers, training, and exposures to the target language, characteristics of

the audience, personal competence and expectations, socioeconomic status, and self-evaluation and rejection were identified and labeled as contributing factors to this speaking phenomenon (Bastida & Yapo, 2019).

Daud et al. (2019) determined the amount of speaking anxiety experienced by a group of pre-service English teachers at an Indonesian institution, as well as investigated the factors that contribute to their speaking anxiety. As surfaced in the interview results, the fear was most likely caused by a combination of social, linguistic, and personal variables. Fear of making mistakes, feeling under pressure dealing with others, being terrified of negative evaluation by teachers, and worrying about losing face are all social aspects; the linguistic factor is students' lack of English competence (grammatical issues, proper pronunciation, and vocabulary). Many factors have been identified as causes of oral communication apprehension among university students. These parameters are strongly related to the learners themselves. In support, Rajitha (2020) revealed several aspects of oral communication apprehension. These are language factors, lack of grammatical understanding, pronunciation factor, stage fear, lack of confidence, shyness, and peer factor.

Enhancing English language students' mastery of communication skills (CSs) is an important process toward language competence and autonomy (Nijaradze1& Doghonadze, 2015). For this reason, several studies have ascertained the implications of teaching strategies used by English language teachers on the students' oral communication skills.

In the study by Afandi (2018), the association between teaching strategies used in developing oral communication skills and the students' performance was examined. It was found that teachers utilized interactive techniques in teaching oral skills; moreover, the findings of the study suggest that using a variety of learning resources in teaching oral skills has a positive effect on the performance of the students.

In addition, Bruner et al. (2015) reassessed the perspectives of the professors and students on the techniques used for oral communication teaching at two universities: Prince of Songkla University (PSU) in Thailand and the University of Novi Sad (UNS) in Serbia. The continuous adoption of communicative language teaching (CLT) was seen at PSU. On the other hand, the majority of Thai students were frequently engaged in group activities rather than solo and teacher-centered work. Unlike Serbian students, Thai students need to become more active and engaged in learning the target language.

Naciri (2019) stated that speaking is one of the crucial language skills for language learners to improve. It is an important component of foreign language learning and teaching. Improving students' speaking skills has long been a challenge in school.

Nowadays, new technologies are being implemented in the classroom to teach speaking skills in the twenty-first century. To achieve successful and improved teaching outcomes, the use of technology has become an integral aspect of the language learning process.

ICTs facilitate interaction between teachers and students, provide comprehensible input and output, stimulate them to think critically, boost confidence and self-worth, exercise autonomy and preferences, make the learning process more student-centered and increase learners' motivation to learn a foreign language effectively. In these regards, integration of ICTs into the educational practice must be prioritized to equip future generations with relevant skills that can positively shape their future benefiting not only themselves but also society at large. Thus, ICTs can be used to improve the teaching of foreign language speaking skills.

Speaking is an important part of teaching a foreign language. It is one of the most crucial skills to develop and improve to communicate effectively (Naciri, 2019). Teachers should smooth the classroom environment to boost students' attention and motivation. In addition, putting ICTs into practice has a significant impact on facilitating and improving learning in general, and speaking abilities in particular.

1.5. Factors that Affect the Students' Speaking Confidence

A learner's ability to speak to other people may be linked to his or her confidence level. If he or she is feeling shy to express his or her ideas or thoughts to others, certain indicators such as stuttering, stammering, and nervousness usually surfaced which impede him or her from communicating well. Pasarlay (2018) divulged that one's confidence is highly influenced by various factors which may be affective (anxiety and motivation), background knowledge of the language, topic knowledge, and classroom environment.

In the study by Pratama (2018), there are varied factors that affect the speaking confidence of the learners. These factors include motivation and students' behaviors. In similar, Fatmawati et al. (2020) revealed other factors such as students' negative speaking experiences, beliefs about language learning, and the personality of the teacher. In terms of speaking the English language, Nadila et al. (2020) found that students' lack of vocabulary decreases their confidence level to speak; this means that the more they find English words difficult to use, the less they speak using the language. These findings were supported by Tridinanti (2018), stating that the lack of vocabulary and grammatical

understanding primarily caused language anxiety which reduces one's speaking confidence.

Speaking confidence plays a key role in achieving effective communication. This serves as a driving force for every learner to engage in different oral communication activities. As such, there is a dire need to ascertain what certain factors affect students' speaking confidence as a basis for improving their speaking skills and performance.

1.6. Strategies to Reduce Students' Oral Communication Apprehension

Several studies affirmed that there is a clear-cut relationship between OCA and communication competence (CC). Mahdi (2015) argued that the interplay between OCA and CC in second/foreign language learning can be described through the perfection and imperfection of linguistic repertoire, grammatical construction, social context, motivation, willingness to communicate, and instructional techniques. The interplay between the OCA and CC was further explored by Wardani (2017) in his study. He found that students' performance in speaking activities was influenced by their level of OCA and CC.

Language is now far more of a practical skill than a theoretical subject of knowledge. Speaking is seen to be the most important skill in any language. It is also the most difficult and anxiety-inducing task for the majority of students. They have high levels of nervousness when speaking in school and social settings. It involves several anxieties that have a direct impact on their learning and, as a result, they become less eager to learn the language. Anxiety is a terrible feeling that contributes to poor performance.

In the study by Iqbal (2017), it was revealed that the majority of the students were nervous about speaking in front of others. During the pretest, both the controlled and experimental groups experienced the same amount of speaking anxiety. The students in the experimental group did well in the spoken English course, therefore they had less anxiety after the training. The female students were more anxious in the speaking English course after the training. It was concluded that all of the variables of speech anxiety had a substantial impact on the variables of speech anxiety, fear of failure, and comfort in speaking, as well as unfavorable audience attitude and criticism.

It is critical to recognize speech anxiety in ESL/EFL learners. Once understood, these sensations of anxiety or apprehension can be alleviated, and the goals of learning the target language can be met. Based on the results of the study by Khan (2015), anxiety among EFL learners is caused by pedagogical, psychological, socioeconomic, linguistic, and cultural factors. The study proposed some ways of dealing with anxiety in the academic

setting. It was found that a communicative strategy in the classroom may be beneficial in reducing the detrimental impact of anxiety on language learners.

1.7. Strategies to Increase Students' Speaking Confidence

Students' fear of speaking is a phenomenon that needs to be addressed in the process of language learning. For instance, most EFL/ESL learners often dread speaking the English language (Chand, 2021); thus, teachers continue in innovating strategies to boost the speaking confidence of the students.

As underscored in the study by Christie & Listyani (2018), there are common strategies that are often used in increasing students' speaking confidence; these include roleplay, storytelling, group discussion, and songs. Moreover, Nadiah (2019) explained that students need to be exposed to various public speaking activities to improve their self-confidence. This is similar to what Nuvitasari et al. (2017) stated that increasing students' public speaking experience can also develop their confidence. Furthermore, Rahayuningsih (2022) found out that conversation, presentation, and storytelling with the aid of the available media are among teachers' strategies for boosting students' speaking confidence.

Speaking anxiety is becoming common among language learners. As it is considered a communication barrier, there must be different strategies that teachers employ to help their students in overcoming fear and boost their speaking confidence.

1.8. Relevance of Kirkpatrick's Four Levels of Evaluation on Learning Programs

The effectiveness of learning programs can be evaluated using Kirkpatrick's four levels of learning evaluation. This model was proposed by Kirkpatrick to assess the effectiveness of a training programme; it has four levels, namely reaction, learning, behavior, and results. Alsalamah & Callinan (2021) stated that Kirkpatrick's learning evaluation model is practical and easy to understand; therefore, many researchers and practitioners have found it useful in assessing a program.

Kirkpatrick (1976), as cited in the study of Cahapay (2021), explicated the first level of evaluation which is referred to as the reactions; this gauges how the participants react to the program; it includes getting the perceptions of the participants and necessary interactions with them for the possible improvement of the program. The second level is learning, which evaluates the participants' acquisition of knowledge, skills, or attitude. It can be assessed using pre-test and post-test. The third level is behavior, which pertains to the application of what has been learned; this ensures that the participants can sustain

new levels of knowledge and change their behavior. The last level is the results, which refer to the achievement of the desired goals. All these levels of evaluation can be applied to the context of learning programs, which concern the improvement of the learners' skills, achievement, and performance.

The development of learning programs is linked to the necessity of schools to respond to various educational needs. Snilsveit et al. (2016) elucidated the importance of learning programs that schools implemented to be responsive to the needs of the learners. Fundamental to the success of these programs is quality assurance, which can be maintained through a learning evaluation. According to McNamara et al. (2010), a learning evaluation serves as a crucial component of quality assurance which also takes part in the achievement of the target goals. It helps educational institutions to picture the effectiveness of programmes in attaining their goals.

1.9. Problems in Students' Oral Communication Skills and Speaking Confidence

Oral language is the major avenue for communication in the classroom; thus, it is essential in classroom instruction. However, there are several oral communication difficulties commonly encountered by English language students.

Kabellow (2020) investigated the different oral communication problems encountered by students in Kenyan secondary schools. Based on the results of the study, it was found that the common challenges faced by secondary school students are difficulty pronouncing certain English words, less participation in class, and dominance of classroom discourse by a few students, as well as the students' failure to seek clarification or ask questions from their teachers.

In relation, another study was conducted to examine the relationship between students' difficulties with academic oral communication and their prior learning experience (Ali & Ali, 2019). As revealed in the findings, the key academic oral communication issues that these students have are speaking precisely, communicating ideas fluently, speaking with clear pronunciation, and communicating ideas confidently. Students mentioned that they used intervention strategies such as enrolling in English proficiency courses and attending seminars, workshops, and conferences to overcome these challenges. Consequently, Ali & Ali suggested that students must be exposed to several academic activities where oral communication is a pre-requisite.

Challenges in oral speech communication have become one of the main concerns of schools during the COVID-19 pandemic (Gula, 2022). Some identified challenges include the lack of emotional readiness, mental stability, low comprehension, and lack of

motivation which further complicate the learning loss. Addressing the aforesaid challenges requires a thorough adjustment in instruction delivery.

Speaking is an important component of second language acquisition and instruction. Oral communication skills are lacking in second language learners. Secondary school students struggle with their speaking skills. Learning a foreign language requires more than just knowing its grammatical and semantic rules. From these perspectives, Algamati & Hamuda (2020) ascertained the speaking challenges that students at the secondary level face in Misurata, Libya.

Furthermore, Suwartono et al. (2020) stated that speaking is an important skill since it allows people to communicate direct ideas or messages to others orally. Some aspects of speaking skills, such as pronunciation, grammar, vocabulary, and intelligibility, influence communication success and fluency. Many students struggle to speak English in the context of EFL learning.

While oral communication skills are regarded as evidence of foreign language proficiency, they appear to receive little attention in some parts of Asia, particularly in Indonesia (Utami, 2019). As a result, the learning outcomes are still unsatisfactory. As discussed in the study, teachers continue to have problems in teaching speaking and listening, as well as a reluctance to use English in the classroom.

2. Method

2.1. Research Design

The researchers subscribed to the exploratory-qualitative research design to examine the effectiveness of an electronic-based multimodal instructional approach on improving oral communication engagements and speaking confidence in English of the selected tertiary students at KLD. This research design tries to provide an in-depth discussion of the phenomenon being studied (George, 2023). Among the types of exploratory research design, the researchers particularly adapted the exploratory case study. Hill (2017) cited that an exploratory case study aims to determine the feasibility of a certain research procedure. This is done by asking several questions that open up a thorough examination of the phenomenon being observed (Zainal, 2007). Moreover, such applies to the research objectives as these aim to determine the changes occurring in the

engagement and confidence of the students in speaking English after utilizing the electronic-based multimodal instructional approach.

Aside from the exploratory case study research design, the researchers also utilized the Kirkpatrick's Four Levels of Evaluation model. This model was used to evaluate the conduct of training workshops that utilize an electronic-based multimodal instructional approach for the enhancement of oral communication engagement and speaking confidence in English.

Table 1 shows the process of the Kirkpatrick learning evaluation model. As shown in the figure, the evaluation model follows four stages namely reaction, learning, behavior, and effects (Alsalamah & Callinan, 2021).

The first level of the evaluation model is the *Reaction Stage*. This stage determines the personal experiences of the tertiary students on the series of oral communication workshops grounded in the set parameters. This also deals with the satisfaction and feedback of the students in the learning resources, training environment, training experience, delivery of the trainers, and training content and methods.

Next is the *Learning Stage*. In this stage, the increase in knowledge will be shared by the students. This also determines if the intention of the workshop has been achieved or not. Such can be manifested from knowledge, skills, practices, and attitudes gained and developed during the workshops. Also, this discusses the improvement in English proficiency and other speaking-related skills.

Then, the changes that occurred in the behavior of the students will be tracked under the *Behavior Stage*. This identifies the transfer of learning from those who attended the workshops to other students. It also includes the students' awareness of the workshop's effects on their knowledge, skills, and attitudes toward English language learning. Furthermore, the stage examines if there are positive or negative noticeable changes in the classroom performance of the participants after the workshops.

Lastly, the *Result Stage* which examines the gains and benefits of the students' behavioral changes to the stakeholders. Since this is an educational study, the results criteria include the increased engagement and improved performance of the students in other learning areas. It also measures the engagements of the tertiary students in activities outside the institution as one of the perceivable effects of the workshops benefiting both individual and societal levels.

Table 1. Kirkpatrick’s Four Levels of Evaluation Model

Level 1: Reaction	Personal experiences and reactions of the students to the oral communication workshops in English
Level 2: Learning	Knowledge obtained by the students from the oral communication workshops in English
Level 3: Behavior	Changes in behavior manifested after the oral communication workshops in English
Level 4: Results	Improvement in students’ academic performance and engagements

2.2. Research Locale and Participants of the Study

The study was conducted at Kolehiyo ng Lungsod ng Dasmaringas, a locally-funded higher educational institution in Dasmaringas City, Cavite, Philippines. This institution started its operation in 2021 offering three academic degree programs namely, Bachelor of Science in Information System (BSIS), Bachelor of Science in Psychology (BSPsy), and Bachelor of Science in Midwifery (BSMid). Despite being a relatively new institution of higher learning, KLD has already provided several academic initiatives and remedial programs to upload the value of excellence in education.

The participants of the study were tertiary students with identified high-level oral communication apprehension and low speaking confidence in English. These students accomplished the Personal Report on Communication Apprehension (PRCA), a standardized instrument introduced by McCroskey (1980) to determine the level of oral communication apprehension (OCA) in four contexts: group, meeting, interpersonal, and public. They also identified the level of speaking confidence in English through the use of Finch’s Confidence Scale (2004). After administering the survey, forty (40) students were found to have high-level oral communication apprehension and low speaking confidence. Results were further explained by the written interview.

2.3. Data Collection and Analysis

A series of oral communication workshops which utilize an electronic-based multimodal instructional approach was conducted from January to February 2023. Topics

in the workshops revolve around purposive communication with a particular focus on communication using English in various contexts such as interpersonal, group, meeting, and public speaking. These topics include rhetorical strategies, audience analysis, networking, public speaking, conflict resolution, providing and accepting constructive feedback, and ethical decision-making. In this study, oral communication engagement was measured through OCA.

To determine the effectiveness of the said instructional approach, semi-structured interviews with the participants were conducted. Standardized instruments such as PRCA and the Speaking Confidence Scale were also utilized again to determine if there has been progress in oral communication engagement and speaking confidence in English.

Apart from that, the series of oral communication workshops was evaluated using Kirkpatrick's four levels of training evaluation (2016). For the *Reaction Stage*, the researchers made use of satisfaction level to convey their reactions to the set parameters. They made use of a questionnaire that obliges students to rate their satisfaction with the learning resources, learning environment, training experience, delivery of the trainers, and training content and methods, using the 5-point Likert Scale (5- *Very Satisfied*; 4- *Satisfied*; 3- *Moderately Satisfied*; 2- *Slightly Satisfied*; and 1; *Dissatisfied*). Descriptive statistics such as weighted mean and standard deviation were employed.

For the *Learning Stage*, the researchers interviewed the participants to determine the knowledge, skills, attitudes, and practices in English language learning obtained by the students from the training. Interview results were analyzed using content analysis.

On the other hand, for the *Behavior Stage*, the researchers collected the observation notes of the teachers and self-assessment of the students to determine the exhibited changes in students' behavior after the training workshop. The focus is on the positive impact on personal development and English-speaking-related activities. Content analysis was applied to surface the changes occurring among students.

Lastly, for the *Results Stage*, a focus-group discussion (FGD) was conducted to analyze the short- and long-term effects of the multimodal instructional speaking training on the performance of the tertiary students focusing on both individual and societal levels. The responses of the participants were consolidated and analyzed using content analysis.

Table 1. Kirkpatrick's Four Levels of Evaluation Model

	Collection Methods/ Tools	Data Analysis Procedures
Level 1: Reaction	Questionnaire	Descriptive Statistics
Level 2: Learning	Interview guide	Content Analysis
Level 3: Behavior	Observation Note Self-Assessment	Content Analysis
Level 4: Results	Interview Guide	Content Analysis

3. Results and Discussion

3.1. Determine the level of oral communication apprehension and speaking confidence before the oral communication workshops

Before the conduct of the workshop, the researchers identified the OCA and speaking confidence levels of the forty (40) participants whose recorded academic performance in the GEC4000-Purposive Communication in English course was below average. They utilized standardized instruments to measure the two aspects.

Results revealed that these participants had a high-level OCA indicating that they have a high fear of engaging in English-speaking activities whether in interpersonal, meetings, group discussions, and public speaking contexts. They also avoid involvement in many communication situations due to the anxiety and tension of using a second language. Based on the results, most of them had a high apprehension in group discussion and public speaking. As revealed in a written interview, some contributors to their high level of apprehension include some audience, fear of criticism, pronunciation, grammar, mental blocking, and peer rejection.

Similarly, it was found that those participants also manifested low confidence in speaking English. The students' low self-esteem in speaking reduces their engagement in class presentation, oral recitation, public speaking, and communicating with others affecting their academic performance and learning productivity. Based on the written interview, their low speaking confidence in English was caused by nervousness, inaccuracy of ideas to be delivered, fear of evaluation, and low self-efficacy.

The above findings also surfaced in the study by Gee et al. (2021), revealing that the students' OCA is greatly influenced by the following factors: audience, language proficiency, personality traits, and confidence level. Based on the results of their study, students' low confidence level and poor verbal communication skills highly contribute to their oral communication apprehension.

3.2. Determine the level of oral communication apprehension and speaking confidence after the oral communication workshops

After the conduct of the training workshops, the researchers determined if there has been a decrease in the tertiary students' level of OCA and an increase in speaking confidence. They utilized the standardized instruments from McCroskey and Finch again.

Table 2 shows the students' OCA level after the oral communication workshops. It reveals that all students have reduced their OCA in English from one to two levels. As shown in the table, thirty-two (32) participants have significantly reduced their OCA level from high level to low level. On the other hand, eight (8) students manifested an improvement in oral communication for having reduced their apprehension from high to moderate level. No students remained to have a high-level OCA in English.

Table 2. Tertiary Students' Level of Oral Communication Apprehension after the Oral Communication Workshops

Oral Communication Apprehension	Number of Students
Remain in high-level OCA	0
High-level OCA to Moderate-level OCA	8
High-level OCA to Low-level OCA	32
Total	40

Table 3 shows the tertiary students' level of speaking confidence after the oral communication workshops. The table manifests that all students improved their confidence in speaking English after the workshops. More than half of them showed a significant improvement in speaking confidence revealing an increase from low to high level. Fifteen (15) students increased their speaking confidence from low to moderate level.

Table 3. Tertiary Students' Level of Speaking Confidence after the Oral Communication Workshops

Oral Communication Apprehension	Number of Students
Remain in low-level speaking confidence	0
Low-level to Moderate-level speaking confidence	15
Low-level to High-level speaking confidence	25
Total	40

Results indicated that the series of oral communication workshops utilizing an electronic-based multimodal instructional approach positively impacted the oral communication skills and speaking confidence of the students in using English as a medium of communication. The significant decrease in the level of OCA and increase in speaking confidence in English validated that sustained interaction and engagement through the application of digital tools can increase learning productivity and English language proficiency inside the classroom.

3.3. Describe the reactions of the students after completing the speaking workshops

The researchers made use of survey instruments to determine the reactions of the participants in the form of satisfaction to the following parameters: (1) learning resources; (2) learning environment; (3) training experience; (4) delivery of the trainers; and (5) training content and methods.

Table 3 reveals the satisfaction level of the participants with the learning resources used during the workshop. It can be gleaned from the table that the participants were very satisfied with the training materials being used. They rated the utilization of ICT tools as the primary contributor to their satisfaction. The learning resources were also found to be suitable and adequate creating meaningful and practical learning experiences and opportunities for the participants. The electronic-based activities caught students' attention due to its aesthetically-pleasing presentation. Aside from that, the interaction was consistent and students' interest in speaking English was sustained due to the interactive presentation of the topics. Additionally, the learning materials were found to be tailor fit to the objectives and goals of the training workshop.

Results indicated the success of the training workshop for oral communication was influenced by the utilization of digital tools. Those digitally-generated learning tools made the language learning process more interactive and engaging involving a multi-sensory pedagogical scenario. Electronic games and electronic portfolios sustained the interest and participation of the students which positively contributed to their learning productivity and English speaking self-efficacy.

In support, Ghavifekr & Rosdy (2015) found out that ICT integration is one of the primary factors that enhance students' quality of learning. Their findings warrant further studies on the use of ICT tools in teaching and learning to explore technology-based learning environments coupled with teachers' ICT skills for policy-making and strategic planning.

Table 3. Satisfaction Level of the Tertiary Students to the Learning Resources

Learning Resources	Weighted Mean	SD	Interpretation*
The learning resources create meaningful and practical learning opportunities.	4.50	0.53	Very Satisfied
The learning materials meet all the training objectives and goals.	4.40	0.40	Very Satisfied
The learning tools are suitable and adequate.	4.80	0.42	Very Satisfied
The learning resources are interactive and stimulate their interests.	4.60	0.52	Very Satisfied
The learning resources offer an aesthetically-oriented learning experience.	4.80	0.42	Very Satisfied
General Weighted Mean			Very Satisfied

*Legend: (5:00-4:20 (Very satisfied); 4.19-3.40 (Satisfied); 3.39-2.60 (Moderately Satisfied); 2.59-1.80 (Slightly Satisfied); 1.79-1.00 (Dissatisfied))

Table 4 shows the satisfaction level of the participant in the training environment. The table reveals that participants were generally very satisfied with the training environment. The primary consideration they put a premium on is the learning space as they need to execute several group activities. Participants found the training environment conducive and appropriate to language learning as it is free from noise and other possible distractions that may obstruct the positive learning atmosphere. They also found the venue clean and comfortable which establishes a productive and meaningful English language learning. Lastly, the location of the training workshop established an encouraging atmosphere that contributes significantly to the acquisition of oral communication skills.

Results indicated that another important consideration when conducting a training workshop is the venue. Utilization of digital tools in the learning process can be maximized if the learning space is conducive to demonstrating the desired behavior and competence derived from the workshops. The engagement of the participants can also be sustained if there are no distractions around. Moreover, a nurturing learning environment not only helps students maintain their language learning motivation but also allows them to view other learning opportunities.

As revealed by Sosas (2021), technology-based learning environments improved students’ motivation to participate in speaking activities. It also relieves their anxiety and apprehension, thus increasing their speaking confidence which is a significant factor that enables them to convey their ideas and interact with others.

Table 4. Satisfaction Level of the Tertiary Students to the Learning Environment

Training Environment	Weighted Mean	SD	Interpretation*
The training space is wide enough to execute the learning activities.	4.80	0.52	Very Satisfied
The environment is free from noise and other distractions.	4.60	0.42	Very Satisfied
The learning environment set-up establishes an encouraging atmosphere.	4.40	0.42	Very Satisfied
The training venue is conducive and appropriate.	4.80	0.52	Very Satisfied
The learning environment is clean and comfortable.	4.40	0.52	Very Satisfied
General Weighted Mean			Very Satisfied

*Legend: (5:00-4:20 (Very satisfied); 4.19-3.40 (Satisfied); 3.39-2.60 (Moderately Satisfied); 2.59-1.80 (Slightly Satisfied); 1.79-1.00 (Dissatisfied))

Like the learning resources and training environment, the training experience aspect also received a very high satisfaction rating from the participants as shown in Table 5. It can be gleaned from the results that participants translated theory into practice during the workshop. This made the English language learning process more dynamic and engaging as they were given a chance to apply the learned skills to various communicative situations and contexts. Participants were also guided before the inception of the workshops as the expected learning outcomes and time allotment for each language activity were presented. Such action resulted in consistent adherence to the planned series of activities without any form of adjustment. In addition, participants were also very satisfied with the training experience since the outcomes and knowledge can be applied to their day-to-day life activities.

Results indicated that a positive training experience serves as an indicator of effective workshop delivery. The high level of learning productivity and engagement is the result of sustained participants’ interest and appreciation of English language learning. Such can also be attained through proper planning to ensure that all activities are correctly executed. Also, it is noted that participants’ exposure to and knowledge of the goals helps them become directed and guided as they become informed about the expectations and outcomes that the workshops aim to attain.

In the study by Closs et al. (2022), the students' positive learning experience positively impacted the way they applied the concepts and skills learned. Their study stressed that learning environment-related factors are key considerations to a positive learning experience; thus, all learning environment dimensions (physical, pedagogical, and psychosocial) should be improved at the institutional level.

Table 5. Satisfaction Level of the Tertiary Students to the Training Experience

Training Experience	Weighted Mean	SD	Interpretation*
The training experience is useful in day-to-day activities.	4.60	0.52	Very Satisfied
The time allotment for training was met.	4.80	0.42	Very Satisfied
The training was conducted as planned.	4.80	0.42	Very Satisfied
The expected outputs were clarified before the workshop started	4.80	0.42	Very Satisfied
The training made use of both theoretical conception and practical learning applications.	4.90	0.32	Very Satisfied
General Weighted Mean			Very Satisfied

*Legend: (5:00-4:20 (Very satisfied); 4.19-3.40 (Satisfied); 3.39-2.60 (Moderately Satisfied); 2.59-1.80 (Slightly Satisfied); 1.79-1.00 (Dissatisfied))

Table 6 shows the satisfaction level of the participants with the delivery of the speakers. The table reveals that participants were very satisfied with how the trainers weaved the various aspects and components of the training workshop. The expertise of the trainers in English language teaching was truly exposed during the delivery of the discussion from the program instruction up to the conclusion. It also depicts that speakers made the discussion lively and easy to understand by using clear language and enthusiastic execution of the discussion. Furthermore, thorough preparation and clear discussion of the topics significantly contributed to the prestige and rapport of the trainers resulting in high satisfaction ratings from the participants.

Results indicated that the success of the workshops not only relies on the resources and the environment but also the trainers or speakers themselves. The personality of the trainers can influence the participants to listen attentively and to consistently participate in the language learning process. Also, trainers' manner of delivery can positively contribute to their expert and credible image as the source of information.

Similarly, the professional skills and knowledge of the trainers were described by Wisshak & Hochholdinger (2019) as necessary components in conducting training. These could influence the audience's interest, engagement, and application of learning; in this

sense, it is vital that trainers demonstrate clarity and build rapport with their audience during the training.

Table 6. Satisfaction Level of the Tertiary Students to the Delivery of the Speakers

Delivery of the Speakers	Weighted Mean	SD	Interpretation*
The speakers are well-prepared.	4.40	1.03	Very Satisfied
The speakers discussed the topics clearly and comprehensively.	4.40	0.52	Very Satisfied
The speakers showed mastery of the lesson (expert knowledge)	4.90	0.32	Very Satisfied
The speakers delivered the discussion using clear and understandable language.	4.90	0.32	Very Satisfied
The speaker showed enthusiasm and energy while discussing English speaking-related topics.	4.90	0.32	Very Satisfied
General Weighted Mean			Very Satisfied

*Legend: (5:00-4:20 (Very satisfied); 4.19-3.40 (Satisfied); 3.39-2.60 (Moderately Satisfied); 2.59-1.80 (Slightly Satisfied); 1.79-1.00 (Dissatisfied))

The last component of the training workshops which also received very high satisfaction from the participants is the training content and methods as shown in Table 7. The trainers’ delivery of the discussion and selection of training content was compatible. Consequently, several learning opportunities were realized that go beyond the expected learning outcomes.

It can be gleaned from the results that training workshops’ presentations were logical and engaging, making every participant contribute to its success. The methods used during the lesson delivery were found to be appropriate to the interests and needs of the participants since the initial assessment activity was conducted before the selection of content and methods. On one hand, English communication activities allowed participants to acquire relevant skills and opportunities which are useful for future employment and engagements. In addition, the way trainers presented the discussions and explained the activity instructions was systematic and understandable as revealed in the results.

Results indicated that proper selection of content and methods is truly important in the training workshops. Contents must be aligned with the English language training needs of the participants for provoking their learning interests. Likewise, training methods must be appropriate to the level of knowledge and interests to establish a sense of motivation and secure a high level of participation since their personal preferences are

considered in instructional planning and material development. A good relationship between selected content and methods can be enhanced through proper and innovative presentation techniques.

In relation, Gusdorf (2009) stated that the success of training can be determined by how the objectives and mechanisms of delivery are executed. It was also explained in his study about the importance of using audience analysis before the conduct of training; in this way, the target audience can connect, appreciate, and participate in all training activities.

Table 7. Satisfaction Level of the Tertiary Students to the Training Content and Method

Training Content and Method	Weighted Mean	SD	Interpretation*
The presentation content was organized and easy to follow.	4.40	0.52	Very Satisfied
The content was presented in a very logical and engaging manner.	4.90	0.32	Very Satisfied
The activities provide relevant skills and lifelong opportunities.	4.80	0.42	Very Satisfied
The methods used are suitable to the trainees' interests and needs.	4.80	0.42	Very Satisfied
The content bridges the gap/s in knowledge, skills, and practice.	4.40	0.42	Very Satisfied
General Weighted Mean			Very Satisfied

*Legend: (5:00-4:20 (Very satisfied); 4.19-3.40 (Satisfied); 3.39-2.60 (Moderately Satisfied); 2.59-1.80 (Slightly Satisfied); 1.79-1.00 (Dissatisfied))

3.4. Explain the learning experiences of the students in oral communication workshops

Ten (10) students who attended the activity were interviewed regarding their learning experiences after the activity. There were five (5) principal questions randomly selected by the researchers. Their responses to the questions were examined using content analysis. Below are the collated learning experiences of the students in the conducted series of oral communication workshops:

3.4.1. The workshop offers a simplified technique for enhancing oral communication.

All participants revealed that the training workshops were able to attain their predetermined objectives and goals which were explained to them before the inception of the English language learning activities. They also narrated how the workshops have

helped them reduce apprehension in English-speaking engagements. In their narrative statements, they emphasized that the trainers shared simplified techniques for enhancing oral communication engagement derived from their personal experiences. The contextualized explanations and situation-based examples of the concepts presented using ICT-based platforms made the language learning process more relatable and engaging. In addition, they also learned simple but effective ways of overcoming speaking anxiety and building confidence in using English when engaging in various communication contexts.

Supporting the aforementioned findings, Ong (2021) underscored the development of a training design for the reduction of speaking anxiety; it stated the importance of trainees' exposure to meaningful and communicative tasks through the use of the Communicative Language Teaching (CLT) approach.

3.4.2. The workshop provides practical ways to improve students' speaking confidence in using English.

Nine (9) participants learned that confidence is very crucial for the success of speaking delivery. The ability of the speakers to sustain meaningful interaction and maintain rapport with the audience serves as a key to an effective message delivery and knowledge-sharing process. They emphasized that the conducted workshops outline practical ways that would help participants generate a personalized strategy to overcome challenges in boosting confidence in speaking English. In addition, since the trainers discussed the practicality of the ways in different communication contexts, participants stated that they can develop their own plan for building self-efficacy in speaking English, specifically in terms of sharing conflicting views and presenting a speech before an audience. Furthermore, they explained that those ways can be done even without the supervision of communication experts and English teachers.

Nadiah et al. (2019) highlighted that confidence is a key factor to affect speaking delivery, as it reinforces one's ability to express his or her ideas. It eliminates nervousness and apprehension, thus allowing students to speak well.

3.4.3. The workshop shows close coordination between theory and practice.

One of the highlights of the workshop is the praxis-oriented learning process as it bridges the gap between theoretical conception and practical application. The actual involvement of the students in speaking practical activities strengthens their appreciation and acquisition of the techniques to enhance their oral communication skills in English. All participants stated that providing activities that allow them to practice the theoretical knowledge they learned from the discussion truly helps them master and test the applicability of the language learning techniques in the actual scenario. The electronic

games and cooperative learning activities allowed them to identify the strategy that best fits the specific communication context or situation, which in a way, enhanced their critical, analytical, and creative thinking skills.

Moreover, participants also explained that the accountability, ethical techniques, self-awareness, and responsiveness in communication discussed by the trainers with the help of videos and other electronic materials become meaningful and aesthetically oriented creating a more positive learning environment towards an improved competence in speaking English.

As mentioned by Naciri (2019), the application of concepts and skills is greatly influenced by factors such as learning environments and activities; all of which contribute to the student's positive learning experience, thus directly improving their oral communication skills.

3.4.4. The workshop opens new learning opportunities and possibilities

While its main objective is to reduce students' apprehension in speaking and increase confidence in speaking English, the workshop also opened varied learning opportunities that are beneficial not only to their present speaking ability for academic engagements but also to their future professional engagements where competent oral communication skill in English sets out an advantage. Nine (9) participants mentioned the relevance of the training workshop to their professional life in the future. The communication techniques they have learned can also be applied to their deals and engagements in business. The conflict resolution and audience analysis were cited as beneficial to the office and customer relations. Moreover, they further explained that the oral communication workshops would allow them to thrive in their chosen career since communicating with others using the English language is an indispensable action in the professional world.

Furthermore, since the tasks were presented in different scenarios, the participants realized the importance of improving their oral communication skills and speaking English confidently. Such skills would help them secure trust, loyalty, rapport, and respect from the people they communicate with.

Oral communication competence in English is crucial not only in students' academic world but also in their professional work in the future. This was corroborated by Manigandan et al. (2017), stating that jobs nowadays require speaking competence to communicate with clients and do some negotiations.

3.4.5. The workshop utilizes innovative training techniques that create a meaningful language learning experience

The utilization of digital tools in executing the set activities for the training workshops created a positive and inviting language learning practice for the participants. The innovative techniques employed in the lesson delivery stimulated their interest and appreciation of English language learning. Seven (7) participants emphasized that the digitization of activities allows them to navigate a different language learning journey. Such activated the participants' interests resulting in sustained participation and productive learning practice throughout the duration of the said training.

In addition, they collectively shared that speaking English exercises presented through video-based tasks and content creation activities improved not only their oral communication engagement but also essential oral communication skills such as listening, creativity, independent learning, cooperation, and critical thinking.

The integration of ICT-based activities in teaching speaking was explored by Kuppuraj (2017). Based on the results, it was found that it has a positive impact on the oral communication skills of the students that the use of videos, audio, and online games increases their engagement and interest.

3.5. Analyze the behavioral changes that occurred in the oral communication engagements and speaking confidence of the students

The reported behavior changes manifested by the participants were derived from their responses during the self-assessment interview and were further supported by the observation note of their instructors.

Based on the self-assessment interview, some participants narrated that they were no longer afraid to speak English in public and small-group meetings. While there are still grammar lapses observed, they believed that through continuous practice and speaking exercises, they would gradually master the rules of grammar for more effective and smooth message delivery. Some of them revealed that aside from speaking confidence, enhancement in oral communication engagement also strengthened their positive self-concept, self-value, and morale as they begin to take up space in various contexts that they were once afraid to be part of.

True enough, the conduct of training workshops using electronic-based pedagogical activities created an avenue for self-realization and enhancing self-worth. Moreover, participants collectively shared that effective language learning techniques helped them perform better in class as they enhanced their critical thinking, creativity, independent

learning, cooperation, and other essential skills. Such has resulted in increased academic performance in other learning areas.

Supporting these, course instructors further validated that those students who attended the oral communication workshops exhibit significant improvements in their class interactions. They mentioned that most of them usually lead classroom activities and presentations even without coercion. Those students also manifest commendable performance in using electronic-based platforms when doing individual or group reports. Additionally, some instructors were truly impressed when those students showed good command and mastery of the English language making them look like professionals and experts when speaking.

3.6. Examine the effects of oral communication workshops on the academic performance and engagement of the students

A focus-group discussion (FGD) was conducted among all participants of the workshops after the semester. This form of post-assessment interview was done to determine if there have been improvements in their performance from other learning areas and engagements as the manifested effects of the oral communication workshops utilizing an electronic-based multimodal instructional approach. The reported effects below are just initial as the time given to observe and record the long-term effects of the workshops was not enough.

Participants revealed that most of them showed autonomy to handle class discussions and spearhead group meetings using English as the medium of communication without any hesitations and fear. They became more active in class recitation, particularly in sharing their insights about the topics. They also initiated activities that required them to work collaboratively. They even designed a personal communication plan to unify conflicting views and opinions over the topics being talked about when dealing with others whether in meetings or small group discussions. While there is still time to feel apprehensive about public speaking, the participants revealed that they usually employed the personalized techniques being learned from the workshops to address communication barriers and overcome speaking challenges.

Based on the reported academic grades, most of them showed significant improvements. Most of them got commendable grades in learning courses that put importance on recitation and performance-based as one of the components of students' semestral performance evaluation. For instance in the GEC3000- Art Appreciation learning course, most students revealed that they usually express their ideas and insights about the various art forms in front of the class. They also open and initiate speaking activities like debate by asking thought-provoking questions to the whole class.

Aside from the academic performance, the participants also shared the benefits of the workshops in their day-to-day activities specifically in community-based organizations that they are presently part of. Some of them stated that oral communication engagement allowed them to establish a good relationship with the members due to the rapport-building and networking techniques and conflict resolution strategies learned from the workshops.

Similarly, some participants also mentioned that the electronic-based multimodal instructional approach used during the workshops significantly instilled into the knowledge, skills, and attitudes the ways to enhance their oral communication engagement and confidence in speaking English resulting in an increased credibility and expert-looking whenever they share opinions or insights, particularly when the organization has to decide on important matters.

4. Conclusion

The study explored the effectiveness of an electronic-based multimodal instructional approach in improving tertiary students' oral communication engagement and confidence in speaking English. Students' level of oral communication apprehension had improved from high level to moderate- or low-level. Likewise, students also increased their level of confidence in speaking English from a low level to a high level. These improvements were driven by the various ICT-generated training tools, innovative presentations of topics, and digitally-driven strategies used by the trainers to meet the language learning needs of the students in uplifting both their oral communication engagement and speaking confidence.

5. Recommendations

Based on the results of the study, the following recommendations are forwarded by the researchers.

1. There is a need to utilize of electronic-based multimodal instructional approach in improving tertiary students' oral communication engagements and speaking confidence in English as this was proven effective in this study.
2. School managers and teachers shall conduct a series of oral communication workshops to enhance the student's communicative competence.
3. Instructional designers shall develop learning tools and instructional materials that make use of multimodal approaches and ICT to make the language learning process more interactive and engaging.
4. Future researchers are encouraged to conduct an exploratory study that aims at determining the effectiveness of the multimodal instructional approach on oral communication skills such as verbal fluency, listening skills, persuasion, pronunciation, and presentation skills.

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