



Speech Communication Skills Perspective of Students: Basis for School Academic Performance

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Abstract

The study aims to investigate the speech communication skills perspective of students as a basis for school academic performance. It also analyzes the speech communication skills perspectives of students in their school academic performance as to correct body language, utilization of correct medium of conversation, speaking confidence and delivery, and speech communication skills perspective.

Mixed method is utilized in the study which explores Focus Group Discussion with triangulation for both quantitative and qualitative approach. Likewise, purposive sampling is employed in gathering of data and selection population of the study. The study comprised One Hundred Twenty (120) respondents only.

Results show that correct body language is essential in speech communication like proper hand gesture, eye to eye contact to match the communication tone process of speaking, utilization of correct medium of conversation shows to evolve proper techniques on dissemination and development of the correct medium of instruction among students, speaking confidence and delivery shows to speak with confidence and provides better interaction and communication process point of view in the delivery message, and speech communication skills perspective shows to examine the assessment learning as to core competency, expected learning outcome, and student-centered learning and teaching.

Keywords: Speech Communication Skills and Perspective, Body Language, Medium of Conversation, Speaking Confidence and Delivery, And School Academic Performance

Introduction

Speech communication skills perspective of students as basis for school academic performance vary. This depends on the motive of learning. It is the process of decoding speech communication through messages. It tries to make sense in the communication process. Hence, speech communication utilizes the oral passing of information through formal or informal process. It builds an argument to evoke the feelings and emotion of the receiver or audience. It is useful in real time delivery of communication. It examines the

speech communication assessment learning as to core competency, expected learning outcome, and student-centered learning and teaching. It also identifies the mode of teaching and delivery structure in teaching and learning as to critical thinking, digital literacy, and outcome-based learning (Mallillin, & Caranguian, 2022). On the other hand, the elements of speech communication involved sources, conversation, channel, and receiver. Different components of speech communication must work hand in hand for effective communication such as the speaker, message, receiver or audience, channel, feedback noise, and place. This must be understood by the learners where it can be both an interactional and transactional model of communication. It identifies the assessment of speech communication and skills of students as the centers of learning. It outlines and focuses on improvement skills in speech communication competency and academic performance of the learners (Mallillin, 2023, pp. 7701-7712).

Moreover, the importance or significance of communication on the part of student perspectives build strong skills in better communication. It helps to develop confidence and competitiveness as the communication process is concerned. It is important to improve the speech communication for the success of the learner's communicative competence such as correct language which is essential in the communication process. It is essential for students to understand. It also involves proper medium of instruction, verbal or non-verbal. It needs that learners develop self-confidence because in doing so could make communication perfect. This is based on the competency performance of lecturers in measuring the speech communication skills of students. It provides a positive impact on the part of students. The faculty lecturer influences students in speech competency because techniques and processes are being taught fullest (Mallillin, & Mallillin, 2019). The significant benefit of speech communication for students is based on the domains of learning being emphasized as to classroom setting. It provides an exciting learning experience to enhance student ability, practice, and learning. Speech communication skills and perspective is designed from various activities to enhance students competency skills in the English language. It enlarges speech power and communication based on the domains of learning as to cognitive, affective, and psychomotor level (Mallillin, 2020, pp. 1-11).

Furthermore, speech communication skills for students involve the 4 elements such as reading, writing, listening, and speaking. Mastering these skills would help improve the competency skills in the communication process from the daily routine since communication is a continuous process. It is a vital process of life where students can develop communication skills on their own. It showcases skills in the communication process, creates critical thinking, learning environment, and promotes teamwork as they nurture speech communication skills in the learning process. It also involves technology that can contribute to better learning. It examines competency level of students' speech communication subject on the expected learning parameters set by the lecturer. Students

can be exposed to various reading materials to enhance communication skills and perspectives (Mallillin, & Villareal, 2016, pp. 80-98). On the other hand, speech communication skills can be learned through classroom setting, home setting, and observation in the surroundings. There is a need to explore the process especially in learning the techniques of the language and speech communication process. It develops the speech skills of students and the mastery of the language in English. Speech communication can increase competency skills through constant practice and application of what is being learned inside the classroom. It develops learning competency and analysis of the language (Mallillin, 2017, PP. 27-33).

Similarly, the perspective in communication skills focuses on the shared practice and meaning as constituted to various symbols and language, dissemination of information through organization, media, society, and construction of message. It explores application of speech communication modules and the English teaching process of learning. It designs knowledge for speech communication skills and topic to be explored for student's competency process in speaking. It highlights the learning process and intended principles and pedagogy of teaching from various facets of learning among students. It attempts to explore teaching and learning perspective improvement in speech communication. It shapes and molds the learning experience of students in speech communication. It analyzes the process and method of implementation based on expected learning outcome. It deals with the various elements of the English language as an application for speech communication modules (Mallillin, 2021, pp. 1-14). On the other hand, perspective in speech communication skills is also based on the study habits of students as one of the pressing issues among students. This is due to the many requirements and activities from the part of students, same date of submission, and limited time schedule. Study habits can motivate students to learn and accomplish the task of speech communication as to video analysis, impromptu speaking, and other written tasks. This examines the learning styles and study habits of students, especially in the speech communication module (Mallillin, et al., 2020, pp. 1-10).

Indeed, effective speech communication can be polished and can be learned through constant practice, presentation skills, group and small discussion depending on the needs of the learners as the center of instruction. This can develop intellectual curiosity on speech communication skills. It possesses a deliberation for the improved capacity in the learning process and effective communication. It assesses the effectiveness of learning dynamics in speech communication phases and processes. It includes speech recognition methods and information. It explores effective and accurate speech communication skills analysis and spectrum. It determines the dependent alleviation of speech communication skills of students as centers of learning (Guo, et al., 2022, pp. 118-127). Hence, the effectiveness of speech communication skills assesses the language development of students to indicate learning ability and development progress in all facets of learning. It

supports and provides evidence in the learning output especially in the academic performance of the module. It provides classroom impact and opportunity to be monitored in the speech communication class and interaction (Lileikyte et al., 2022, pp. 98-108).

Statement of the Problem

1. What are the skills and perspectives of speech communication of students in the elements of English Language as basis for school academic performance?
2. What makes speech communication skills perspectives of students in the school academic performance?
3. Is there a significant relationship on the skills and perspectives of speech communication of students in the elements of English Language as a basis for school academic performance as observed by the respondents?

Hypothesis

There is a significant relationship on the skills and perspectives of speech communication of students in the elements of English Language as a basis for school academic performance as observed by the respondents.

Theoretical Lens

The research is anchored on the "Teacher Theory and Adaptable Model: An Application to Teaching Profession" as cited by Mallillin (2021). It focuses on the skills and perspectives of students in the communication process. It adopts the teacher theory for the application of profession as lecturer in the educational institutions. The teacher theory and adaptable model explores for teachers as to talent where it features individual lecturers in teaching. It also focuses on teachers as being talented in the delivery of speech communication processes in teaching. They motivate learners as the centers of teaching profession through molding and shaping knowledge learning. It also explores teachers being enthusiastic to motivate the learning process despite behavior and attitude of students. It also adapts teaching through flexibility since they have an oath to carry as professionals in the field of education. Teachers are also considered as being creative to provide inspiration in teaching and learning by setting the expected learning outcome. Teachers are also honest in dealing with students in correcting and guiding students to the fullest because they teach through examples. They can also be effective because of the various activities and techniques in teaching to make the class lively and excel for the academic performance of students. Most of all, teachers are very resourceful in the teaching strategy based on the needs of students as the centers of learning. It helps students to develop critical thinking and innovation in the lesson. It captures the process of learning

and the complex of teaching (Mallillin, & Laurel, 2022).

Flow of the Study

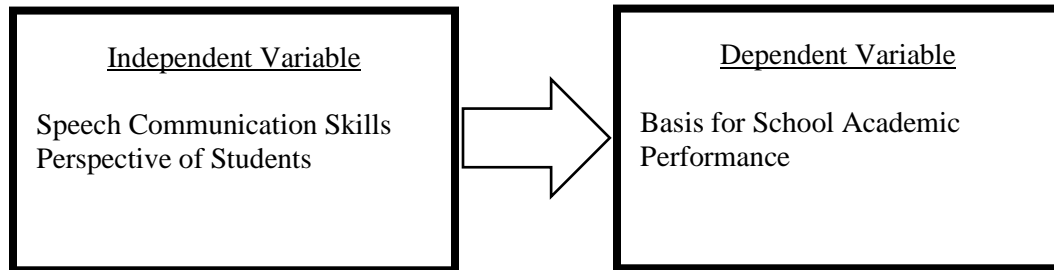


Figure 1: The flow of the study which are the independent variable and dependent variable as to speech communication skills perspective of students as basis for school academic performance.

Research Design

Mixed methods are utilized in the study which involve triangulation and Focus Group Discussion. This includes a quantitative method to measure the skills and perspectives of speech communication of students in the elements of English Language as a basis for school academic performance. Likewise, the qualitative research method is used to analyze the speech communication skills perspectives of students' school academic performance as provided in the thematic analysis. It recognizes the weaknesses and strengths of both quantitative and qualitative approaches in the process of research (Kimmons, 2022).

Sampling Techniques

Purposive sampling is employed in the study. It is judgmental and concise in the selection of the population of the study and set criteria. They are students who are enrolled in speech communication skills in analyzing academic performance. It provides techniques for purposive sampling in the selection of population of the study. It is vital in the selection of efficient collection of samples. It is the best sampling for the mixed method process of research design (Thomas, 2022).

Respondents of the Study

The respondents of the study are the selected students of private Education Higher Institutions in Metro Manila. They are chosen using the predefined criteria. The study

comprised One Hundred Twenty (120) respondents only.

Results

1. On the skills and perspectives of speech communication of students in the elements of English Language as basis for school academic performance

Table 1: Skills and perspectives of speech communication of students' academic performance

Indicators	WM	I	R
1. Eliminate thoughts that are distracting to allow the delivery of messages with concentration and confidence.	3.93	A	7.5
2. It provides the correct medium of words during the verbal communication and elaboration of the communication process.	4.08	A	4.5
3. It also identifies the mode of teaching and delivery structure in teaching and learning as to critical thinking, digital literacy, and outcome-based learning.	4.23	SA	1.5
4. It provides proper selection and essential utilization of conversation for significant comprehension of message	4.00	A	6
5. Correct body language is essential in speech communication like proper hand gesture, eye to eye contact to match the communication tone process of speaking.	3.78	A	10.5
6. Speech communication utilizes the oral passing of information through formal or informal process.	3.38	MA	15.5
7. Body language decodes important and powerful non- verbal communication.	3.93	A	7.5
8. It evolves proper techniques on dissemination and development of the correct medium of instruction.	4.08	A	4.5
9. Speak with confidence for better interaction and communication process for point of view delivery message.	3.78	A	10.5
10. It reveals the real essence of the message content, information, reality, and determination.	3.55	A	13
11. It draws often on personal experience to build better rapport among the audience, being simple and direct to message delivery	3.89	A	9
12. It helps to be receptive in the speaking process for better communication.	3.43	A	14
13. It tries to make sense in the communication process to build arguments to evoke the feelings and emotion of the receiver or audience.	4.23	SA	1.5
14. It maintains better body posture and good eye contact while speaking with confidence.	3.66	A	12
15. It examines speech communication assessment learning as to core competency, expected learning outcome, and student-centered learning and teaching.	3.38	MA	15.5
16. It ensures that correct conversation must be conveyed for the audience with the correct tone of words.	4.16	A	3

Average Weighted Mean	3.843	A	
Standard Deviation	0.292		

Table 1 presents the skills and perspectives of speech communication of students' academic performance among the respondents.

It shows that rank 1 is shared by the two indicators which are "It also identifies the mode of teaching and delivery structure in teaching and learning as to critical thinking, digital literacy, and outcome-based learning", and "It tries to make sense intended in the communication process to build argument to evoke the feelings and emotion of the receiver or audience" with a weighted mean of 4.23 or Strongly Agree which means skills and perspective of speech communication of students is highly observed. Rank 2 is "It ensures that correct conversation must be conveyed for the audience with correct tone of words", with a weighted mean of 4.16 or Agree which means that skills and perspectives of speech communication of students is observed. Rank 3 is also shared by the two indicators which are "It provides correct medium of words during the verbal communication and elaboration of the communication process", and "It evolves in the proper techniques on dissemination and development of the correct medium of instruction", with a weighted mean of 4.08 or Agree which means skills and perspectives of speech communication of students is observed. The least in rank is also shared by the two indicators which are "Speech communication utilizes the oral passing of information through formal or informal process", and "It examines the speech communication assessment learning as to core competency, expected learning outcome, and student-centered learning and teaching", with a weighted mean of 3.38 or Moderately Agree which means skills and perspectives of speech communication of students is limited. The overall average weighted mean is 3.843 (SD=0.292) or Agree which means skills and perspectives of speech communication of students' academic performance is observed among the respondents.

2. On the significant relationship on the skills and perspectives of speech communication of students in the elements of English Language as basis for school academic performance as observed by the respondents

Table 2: Test of significant relationship on the skills and perspectives of speech communication of students in the elements of English Language as basis for school academic performance as observed by the respondents

Test of Variables	z computed value	Interpretation	z critical value	Decision
The skills and perspectives of speech communication as basis for school academic performance as observed by the respondents	79.512235	significant	± 1.96	rejected
Two-tailed test at 0.05 level of significance				

Table 2 presents the test of significant relationship on the skills and perspectives of speech communication of students in the elements of English Language as the basis for school academic performance as observed by the respondents.

It shows that when the variables are tested, it reveals that the z-computed value is 79.512235 which is higher than the z critical value of ± 1.96 , two-tailed test at 0.05 level of significance which reveals significant and rejection of the hypothesis. Therefore, it is safe to say that there is a significant relationship on the skills and perspectives of speech communication of students in the elements of English Language as a basis for school academic performance as observed by the respondents.

3. On the thematic analysis on what makes speech communication skills perspectives of student school academic performance.

Presented here is the thematic analysis on what makes speech communication skills perspective of a student's academic performance. The answers are categorized on the Likert Scale presented as 5.00-4.20=Strongly Agree, 4.19-3.40=Agree, 3.39-2.60=Moderately Agree, 2.59-1.80=Disagree. And 1.79-1.00=Strongly Agree. Verbatim text is provided as part of the analysis process.

Table 3: Thematic analysis and core ideas on the speech communication skills perspective of student school academic performance

Theme	Response of the Respondents	Core Ideas
1. Correct Body Language	Agree	<ul style="list-style-type: none"> ● essential in speech communication ● receptive in the speaking process ● decodes powerful communication ● essence of the message content
2. Utilization of Correct Medium of Conversation	Agree	<ul style="list-style-type: none"> ● correct tone of words. ● elaboration of communication process ● proper techniques and development ● utilization of conversation
3. Speaking Confidence and Delivery	Agree	<ul style="list-style-type: none"> ● maintains better body posture ● confidence for better interaction ● concentration and confidence ● build better rapport
4. Speech communication skills perspective	Agree	<ul style="list-style-type: none"> ● feelings and emotion ● oral passing of information ● assessment learning competency ● teaching and delivery structure

Correct Body Language

Correct body language initiated the development of technology in the new teaching system. The teaching process issues for students describe the practice in English digital literacy as compared to speech communication modules. It interacts with students potential on pedagogical practice in speech communication skills and perspectives. It provides a process in understanding the lesson of the module based on technology and innovation literacy. It provides speaking ability to enhance suitable acquisition of language among students in speech communication as alternative instruction and speaking method (Khairunnisa, et al., 2022, pp. 13-24). The participants say that:

“Correct body language is essential in speech communication like proper hand gesture, eye to eye contact to match the communication tone process of speaking”, T1, P67 & P 34

“It helps to be receptive in the speaking process for better communication”. T1, P58 & P45

“Body language decodes important and powerful non-verbal communication”. T1, P49 P57

“It reveals real essence of the message content, information, reality, and determination”, T1, P64 & P 29

Utilization of Correct Medium of Conversation

According to James, (2022, pp. 43-63) stressed that language and utilization for correct conversation deliberated individuals for social exchange. This can recognize appropriate mediums of instruction and utilization beyond speaking and govern grammar. Students draw various languages and styles of resources on the correct medium of conversation and usage. It is a form of style and content in utilization of the language acquisition and knowledge on the performance and skills of students in speech communication. The participants say that:

“It ensures correct conversation must be conveyed for the audience with correct tone of words”. T2, P54 & P65

“It provides the correct medium of words during the verbal communication and elaboration of the communication process”. T2, P62 & P47

“It evolves proper techniques on dissemination and development of the correct medium of instruction”. T2, P69 & P49

“It provides proper selection and essential utilization of conversation for significant comprehension of the message”. T2, P44 & P35

Speaking Confidence and Delivery

Speaking confidence and delivery is one of the scopes in speech communication process such as debate, impromptu speaking, public speaking, extemporaneous speaking and the likes as stressed by Ortiz, et al., (2022, pp. 230-248). It produces training awareness for students during public speaking. It evaluates the confidence of students' speaking capacity as to speech process and fluency. It provides speaking awareness intervention and an efficient process of delivery. The participants say that:

“It maintains better body posture and good eye contact while speaking with confidence”. T3, P49 & P 61

“Speak with confidence for better interaction and communication process for point of view delivery message”. T3, P72 & P37

“Eliminate thoughts that are distracting to allow the delivery of messages with concentration and confidence”. T3, P56 & P47

“It draws often on personal experience to build better rapport among the audience, being simple and direct to message delivery”. T3, P63 & P 49

Speech Communication Skills Perspective

Speech communication skills and perspectives explore students in the improvement and effect of presentation skills. It helps in the application of speech

communication to increase motivation and confidence of students in the delivery of skills perspective of speech communication power in the learning process. It helps to increase and to better formulate structure of the delivery and process of speech communication module. This can be developed as they apply the principles of speech power and communication skills and perspectives (Ying, et al., 2022, pp. 1327-1336). The participants say that:

“It tries to make sense in the communication process to build an argument to evoke the feelings and emotion of the receiver or audience”. T4, P50 & P37

“Speech communication utilizes the oral passing of information through formal or informal process”. T4, P61 & P33

“It examines the speech communication assessment learning as to core competency, expected learning outcome, and student-centered learning and teaching”. T4, P87 & P 12

“It also identifies the mode of teaching and delivery structure in teaching and learning as to critical thinking, digital literacy, and outcome-based learning”. T4, P72 & P27

Discussion

Speech communication skills perspective for students are necessary in measuring the performance of students. Correct body language can convey the message because it is essential in speech communication like proper hand gesture, eye to eye contact to match the communication tone process of speaking. Hence, communication is significant for two people. The process of understanding is based on the level of communication process techniques. The lack of knowledge in the communication process encounters issues and problems which result in miscommunication. Building the correct body language can convey proper communication. Gestures can translate to body language communication in a broader perspective. Correct body language can recognize success and mode of relevant information. It demonstrates a framework for effective accuracy in body language communication (Goel, et al., 2022, November, pp. 1-6). On the other hand, correct body language is important and powerful non- verbal communication. It involves human communication such as non-verbal, paralanguage, and words. It focuses on the conversational agent of words and interpretation which are being spoken and shifted on the focus of intonation and pace. Also, the non-verbal communication involves proximity, eye contact, facial expression, and posture which has been ignored for human interaction. Correct body language embodied human conversation in responding and displaying non-verbal communication interlocutors. It influences goal directed behavior as the responsiveness of the communication, attitude, social competence, and concern likability

especially among students. It indicates a simple method of correct body language and in utilizing rapport to improve the perceived quality of communication process (Wölfel, et al., 2022).

Notably, utilization of the correct medium of instruction among students evolves in the proper techniques on dissemination and development of the correct medium of instruction. It is the most effective method of teaching in both content subject and language. The content language integration of learning integrates curriculum and technology for speech communication lecturers appropriate level of language in teaching process. Correct medium of instruction requires pedagogy and techniques that suit the needs of students. Proper implementation of the correct medium of instruction in teaching identifies proper curriculum and teaching designs. It integrates teaching and learning for speech communication and acquisition. It deals in the integration of teaching related subject matter of speech communication. It adapts to the system, policies, and curriculum depends on the ability of the lecturer to understand the process of teaching approach (Rafailovna, 2022, pp. 567-574). Indeed, utilization of the correct medium of instruction provides proper selection and essential utilization of conversation for significant comprehension of message. It identifies implementation and role of teaching speech communication and the process. It highlights the function of multimodality theory in the language that highlights the new learning and utilization resource learning process. It aims to evolve knowledge and approach in speech communication. It analyzes representation of speech communication as interpersonal and compositional meta-function. It analyzes the learning of English utilization effectively.

Speech communication skills specialize in human language in conveying the instruments, sentiments, thoughts, and explanation of the learning process. It requires movement of the learning process in carrying critical knowledge for students (Sihombing, et al., 2022, pp. 431-438). Moreover, speaking confidence and delivery in speech communication provides better interaction, confidence, and communication process for point of view delivery messages. It pervades the speech or speaking ability of students' skills and learning. It is obscure in the communication process and method of delivery of students. This can help students to develop speaking confidence through constant practice in the academe. It is vital for students to develop their skills. It is an act of providing speech to student confidence and volition. It analyzes the real journey of speech communication delivery. It aids students and teachers in the proper process of speech delivery communication and confidence in speaking due to the elements of English being taught to students in listening skills, reading skills, speaking skills, and writing skills. Speaking with confidence requires constant practice (Ibrahim, et al., 2022, pp. 135-154). Hence, students find challenging their speaking confidence especially in the delivery of speech such as knowledge, ideas, and opinions. It is the key in defining competency of students because of fear in speaking. The strategy in utilizing speaking confidence and effectiveness in the

communication process helps students to survive. It contributes to the success of communication strategy and effective delivery process. Hence, it maintains better body posture and good eye contact while speaking with confidence. It deems challenging among students in speech communication delivery as a building block on verbal communication confidence. It advocates behavior on the integral speech communication process to include body language. It provides an impact in the utilization of body language in the process of delivery in speaking among them (Khalfallah, & Bounar, 2022).

Lastly, speech communication skills perspective identifies the mode of teaching and delivery structure in teaching and learning as to critical thinking, digital literacy, and outcome-based learning. It is a scientific speech communication for students as a significant oral presentation toward the learning process. It influences the attitude and motivation of students and behavior impacts performance in speech communication skills. It provides a high perception communication process and performance in speech communication skills and perspectives. It attributes to the speech communication skills performance of students. It entails an effective communication model and concept. It provides sufficient communication content knowledge and mastery skills for the learners. It develops communication skills that convinces and specializes on broader concepts and aspects of skills and learning (Cormier, & Langlois, 2022). Indeed, speech communication skills perspective tries to make sense intended in the communication process to build arguments to evoke the feelings and emotion of the receiver or audience. It argues the risk in the communication skills and process as to goals, objectives, tactics, and practices. It allows students to foster in building more strategies and discussion on communication strategy. It seeks to respond to the communication strategy in speaking skills and perspectives of the learners. It aims at the increase of speech communication skills and perspective process. It engages on the true meaning and relevant information on communication skills and perspectives. It engages to allow the new knowledge and development of evidence-based evaluation of speech communication skills for students. It requires better strategy in speech communication in identifying the diversity, equity, justice for additional attention to speaking skills. It focuses in shaping the speech communication and effort in promoting practice for evidence-based communication behavior (Besley, & Dudo, 2022).

Conclusion

It shows that correct body language is essential in speech communication like proper hand gesture, eye to eye contact to match the communication tone process of speaking because it conveys the message to the fullest. This includes revealing the real essence of the message content, information, reality, and determination because body language decodes important and powerful non- verbal communication where it helps to be

receptive in the speaking process for better communication.

Utilization of the correct medium of conversation evolves proper techniques on dissemination and development of the correct medium of instruction among students because it provides the correct medium of words during the verbal communication and elaboration of the communication process. It also ensures that correct conversation must be conveyed for the audience with correct tone of words where it provides proper selection and essential utilization of conversation for significant comprehension of the message.

Speaking confidence and delivery shows that speaking with confidence provides better interaction and communication process point of view in the delivery message where it draws often on personal experience to build better rapport among the audience, being simple and direct message delivery. It also shows how to eliminate thoughts that are distracting to allow the delivery of messages with concentration and confidence to maintain better body posture and good eye contact while speaking with confidence. Speech communication skills perspective examine the assessment of learning as to core competency, expected learning outcome, and student-centered learning and teaching where it identifies the mode of teaching and delivery structure in teaching and learning as to critical thinking, digital literacy, and outcome-based learning.

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