A Responsive Pedagogical Initiative for Multimodal Oral Presentation Skills: An Action Research Study

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ABSTRACT

Poor oral presentation skills amongst ESL speakers are frequently linked to weakness in general English proficiency. However, the literature has also identified the lack of a systematic and effective pedagogical method to develop students' multimodal oral presentation skills to meet 21st century communication realities. This paper elucidates the application of a pedagogical initiative for multimodal oral presentations skills, informed by the Sociocultural Theory of Learning created by Vygotsky (1978), and the Pedagogy of Multiliteracies introduced by the New London Group (1996) and further developed by Cope and Kalantzis (2009). This initiative was experienced by 20 students through the action-reflection cycle methodology and was implemented for 13 weeks in a tertiary ESL classroom. Preliminary findings based on focus group interviews indicated that the initiative left a clear positive impact on student abilities in various multimodal components of oral presentation skills. Furthermore, the initiative positively affected students' learning experience and raised their self-awareness of themselves as presenters. The findings also suggested that techniques employed in the initiative such as videos, feedback, collaborative learning and Web 2.0 could scaffold the students' development of multimodal oral presentation skills. Based on these findings, significant implications for teaching oral presentation skills systematically are offered to be referred by ESL practitioners and researchers; in particular, the proposed multimodal oral presentations skills model as a multiliteracies pedagogy and the potential use of web 2.0 tools in promoting collaborative learning and creation of creative content by the learners.

Keywords: ESL pedagogy; oral presentation skills; collaborative learning; multimodal literacy; action research

INTRODUCTION

Oral presentation skills are essentially the delivery of oral monologues, such as "academic presentations, dissertation and thesis proposals, or any event where someone has to speak for a given length of time on a topic without interruption" (Barrett & Liu 2016, p. 4). Compared to the more casual interactional speech, oral presentation skills require a different set of skills which involve formal speaking. Brown (1981) observed formal speaking is more transactional (to communicate information), influenced by the written language, and requires paralinguistic vocal features, gestures and facial expressions to enhance the delivery of content. Nation and Newton (2009) later note that formal speaking often requires teaching since it is not naturally a part of daily use.

Certainly, formal speaking or oral presentation skills are abilities that are required in most job interviews and frequently demanded of at the workplace. Unfortunately, in Malaysia, research findings have shown that poor ability in this skill is among the main reasons that a potential employer will not recruit a new graduate for employment, as they

frequently link this inadequacy to weakness in general English proficiency (Hazita 2016, Koo & Hazita 2010, Hafizoah & Fatimah 2010, Rosli & Rohimmi 2009).

Based on available literature on ESL oral communication ability among Malaysian students, there is evidently limited focus given to formal presentation skills in classroom teaching and practices. Hafizoah, Najah and Aziman (2015) for example designed a pedagogical model to enhance students' oral presentation skills but excluded key skills such as content development, organisation, grammar and pronunciation. Elsewhere, various other studies did not focus on oral presentation skills, but targeted regular non-formal forms of oral skills such as oral communication (e.g., Nadzrah, Hafizah & Afendi 2013, Paramasivam 2013). Furthermore, Rosli and Rohimmi (2009) and Singh et al. (2014) highlighted in their findings that teaching of oral skills in Malaysian classrooms were usually found to be teacher-centred and delivered unsystematically, without established guidelines.

The apparent dearth in a theoretically-supported pedagogical method to guide the teaching and development of multimodal presentation skills is the second factor that appears to have implications on effective presentation ability among ESL students. A pedagogical model for formal presentation skills that addresses 21st century multimodal communication realities is clearly lacking. This current gap needs to be critically addressed as multimodal communicative modes advance as the millennia's ways of making and communicating meaning (Cope & Kalantzis 2009, 2015), where students are required to manipulate diverse communication modes. They are expected to be able to create meaningful content, design and deliver oral presentations that are expressed with these multimodal tools.

Furthermore, discourse studies on oral presentations at the tertiary level also suggested that oral presentations require a range of skills beyond oral skills. Januin and Stephen (2015) explained that they discovered class presentations in EAP lessons for example require the teachers to train the students in voice projection, eye contact, gestures, visual aids, appropriate presentation structure and linguistic knowledge. Clearly, the crux of this pedagogical problem is that the students are required to engage in these multimodal literacies, but they have not been taught effectively to do so, as emphasised by Hung, Chiu and Yeh (2013). More recently, this problem is still echoed by Barrett and Liu (2016) who reiterated that to date, there is no theoretically-backed approach that could address the learning of multimodal oral presentation skills.

Hence, the present study reported here attempts to address this critical need for a theoretically-supported pedagogical method that targets multimodal oral presentation skills and suggests pedagogical guidelines for practitioners. It explicates the process of designing a pedagogical initiative intended for the English for Academic Purposes (EAP) classroom in a Malaysian tertiary setting and evaluating its impact on students' presentation skills. The findings from the study inform the impact that the initiative had on the student population's ability to perform multimodal oral presentations effectively, while highlighting the various techniques that facilitated their development of these abilities. Essentially the study proffers an evidence-based pedagogical model for developing multimodal oral presentations skills that is urgently needed in the field of teaching effective oral presentation skills in this current era. The model generated for this initiative is named the Responsive Multimodal Oral Presentation Pedagogy or RMOP2. The initiated model is *responsive* because it is a theoretically-backed pedagogical plan that responds to a practical issue or problem. The theoretical underpinnings informing its design and assessment of its impact on development of the oral presentation skills are explicated in the following sections.

THEORETICAL FRAMEWORK

The desired pedagogical model for teaching oral presentation skills should be distinct from teaching of oral communication for daily interactions by a distinguishing feature. That is, the model should provide clear guidelines and demonstrate the ways to include multimodal literacies to enhance oral presentation skills. With this aim in mind, a relevant and robust theoretical framework that informs the design of this intended pedagogical initiative is developed for the study.

As the implementation of the pedagogical model is aimed at meeting the needs of 21st century presentation skills, it is therefore pertinent that the model demonstrates an accurate understanding of new communication modes and tools that can be used to strengthen the desired content and its delivery or presentation. Cope and Kalantzis (2015) suggested that meaning making in this new millennium is "increasingly multimodal – in which written-linguistic modes of meaning interface with oral, visual, audio, gestural, tactile and spatial patterns of meaning" (ibid., p. 3). Cognisant of the need to reconceptualise teaching and learning for the millennials, Cope and Kalantzis (2009) developed further the notion of the Pedagogy of Multiliteracies or MLT first introduced by the New London Group (1996) as a plausible framework for teaching multimodal literacies in the 21st century classrooms. Their pedagogical framework gives focus to the knowledge processes that engage learners through different modalities (2009, p. 4). These processes include experiencing, conceptualising, analysing and applying phases in the learning cycles experienced by the students. These four cycles of learning or phases in the knowledge processes are familiarised into the teaching and learning steps of the RMOP2 model developed for the study as illustrated in Table 1.

A pedagogical model like the RMOP2, that values the process-oriented approach in learning, needs to create a responsive teaching and learning environment where learning is actively negotiated between the teacher and the students. In this desired learning context, the teacher must be prepared to constantly modify the scaffolding required (Smagorinsky 2011) of their planned learning and teaching procedures to accommodate for plausible mediations in response to students' current learning state and individual factors. The researchers recognise that the Sociocultural Theory of Learning or SCT developed by Vygotsky (1978) provides a theoretical grounding to the notion of a responsive pedagogical model where principles of scaffolding and collaborative learning are key to determining how much learning can occur (information processing), how the learning can be mediated (object-regulated) and how the learning is assessed (feedback) (Lantolf & Aljaafreh 1995, Lantolf et al. 2015). Hence, SCT was chosen as the second theory to inform the development of the RMOP2. In the study, Vygotsky's notion of scaffolding through mediation when artefacts or tools in the environment afford meaning is exemplified by the use of PowerPoint when making an oral presentation. Meanwhile, an exemplar of collaborative mediation is also illustrated in this study through explicit and implicit feedback from teachers or peers that provide guidance for the execution or completion of a task.

Obviously, the Pedagogy of Multiliteracies (MLT) and the Sociocultural Theory of Learning (SCT) are appropriate theories to inform the theoretical framework of the current study in its endeavour to develop RMOP2 and its aim to investigate the impact of the pedagogy on students' development of multimodal oral presentation skills including their skills in using the mediating tools to augment their presentations effectively.

Simultaneously, for the purpose of the study, Web 2.0 tools such as Facebook was used to reinforce formal learning in the classroom. Apart from enhancing fluency in speaking (Barrett & Liu 2016), Web 2.0 tools could also encourage improvement of content development (Sun & Yang 2015), body language, pronunciation (Shih 2010), and awareness of the correct linguistic features (Nadzrah et al. 2013). Furthermore, Web 2.0 could

strengthen students' confidence (Sun & Yang 2015) and intensify their positive perception (Balakrishnan & Puteh 2014).

For the research, models of good presentations were also provided to encourage students to closely study reputable models (Hayward 2017) such as observing TED (Technology, Entertainment, and Design) presenters (Li, Gao & Zhang 2016). These models provided students with structured input that demonstrates how to support their content more convincingly and attract audience attention (Leopold 2016). Indirectly, these supporting mediating tools provide an affective boost to the students' confidence levels (Van Ginkel et al. 2015), increase their engagement (Opt 2012) and make them perceive speaking more positively (Tugrul 2012, Van Ginkel et al. 2015).

Informed by SCT, the responsive pedagogical approach encourages collaborative learning. Liao (2014) opined that collaborative learning could enhance overall speaking fluency. Nguyen (2013) have also found that collaborative learning could also improve pronunciation, content development and linguistic accuracy, while developing abilities in visual design and audience engagement (Chou 2011). Moreover, peer support through collaborative learning enables affective support and lowers anxiety in delivery (Opt 2012). Ultimately, students will independently develop self-awareness of their strengths and weaknesses after watching recordings of their own performances (De Grez et al. 2009, Tugrul 2012).

Another crucial step in the responsive pedagogical approach is the provision for systematic feedback. Hafizoah et al. (2015) declare that students' overall performance is improved through systematic feedback. Van Ginkel et al. (2015) reiterate this fact especially when the feedback is from the teacher. Many related research have found that students' linguistic ability could benefit from overt or implicit teacher feedback in terms of grammatical accuracy (Eini et al. 2013), vocabulary and sentence complexity (Kim 2014). Teacher feedback could also improve content development and organisation (Eini et al. 2013), besides pronunciation (Kim 2014) and eye contact (Smith & King 2004).

In summary, the theoretical framework as discussed is a synthesis of SCT (Vygotsky 1978), MLT (Cope & Kalantzis 2009, 2015) and four selected mediation tools namely Web 2.0 tools such as Facebook, the use of TED videos for model presentations, self-recorded videos for self-awareness, constructive feedback techniques and collaborative learning activities. It is envisioned that the combined principles and techniques that inform the development of the RMOP2 will collectively have a significant impact on the students' oral presentation skills in terms of performance, knowledge and affective factors. Figure 1 below illustrates the multiple features of the theoretical framework discussed.
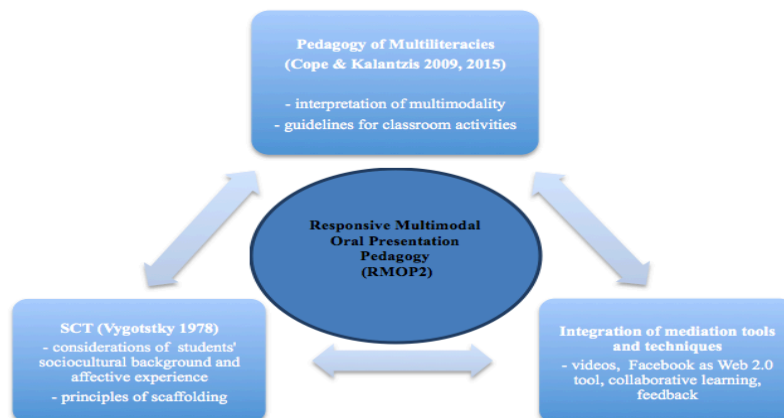

FIGURE 1. Theories Framing the Responsive Multimodal Oral Presentation Pedagogy (RMOP2)

METHODOLOGY

As the pedagogical model developed in the research is responsive by design, the action-reflection cycle (McNiff & Whitehead 2011) was selected as the methodology most apt to be employed in the study since it allows for a systematic reflection process to be observed while the model is developed and practised. Through the action-reflection cycle, a researcher takes on the dual roles of the teacher-researcher whereby the researcher plays the role of the teacher in carrying out the designed initiative as planned and then stepping back into the role of the researcher when reflecting and interpreting the outcomes of the process of the initiative as a participant observer.

According to Creswell (2008), action-research methodology is relevant for studies that aim to "enhance the practice of education through the systematic study of a local problem" (p. 599). Action research epistemologically views knowledge and practice as inherently connected (Noffke 2009). Thus, the empirical observations collected through implementing action research at the site of study were reflected upon and then used wherever relevant and appropriate to modify the design of the pedagogical initiative for future practical applications and to inform research.

SITE OF STUDY AND PARTICIPANTS

The selected site of study is the *Public Speaking* course conducted by the English department of a local university college. This course is typically an EAP course that prepares undergraduates with skills deemed necessary for academia and employment (Kaur & Sidhu 2007).

Through purposeful sampling (Hendricks 2006), a class of 20 student participants majoring in Media Studies were selected for the study. The students were aged between 19 and 22 years old. Typically, they are multilingual and have mastered some Mandarin, Malay and English, in addition to speaking one or more Chinese dialects. With regards to English language proficiency, their abilities ranged between elementary and intermediate levels, with most of them scoring B or C on the national English exam at SPM level (a public Malaysian examination for secondary school students).

The participant-observer in the study is a member of the research team who has accumulated more than ten years of experience in teaching English language to non-native speakers, particularly young adults in Malaysian higher education institutions. Taking on the role of participant-observer enabled the teacher-researcher to inform the research with ethnographic-like emic perspectives throughout the action-reflection cycles. An extended explanation of these cycles is provided below.

ACTION-REFLECTION CYCLE PROCESSES

The action-reflection cycle comprises processes such as observe, reflect, act, evaluate and modify (McNiff & Whitehead 2011). At the 'observe' phase the issues or problems that need to be addressed are identified. In this study, the teacher-researcher took stock of what was going on in the classroom and verified all experiences with the available literature. Next, through the 'reflect' process, RMOP2 was developed based on an understanding of the problem at hand and informed by a relevant theoretical framework. During the 'act' and 'evaluate' processes the teacher-researcher gathered relevant data that demonstrated the impact of the initiative. The teacher-researcher then applied the gathered data to 'modify' the initiative where relevant based on feedback in the evaluation process.

The disclosure of the teacher-researcher's role to the student participants was overt. The full set of data in the complete study included multiple sources such as field notes, a Facebook group account that documented tasks attempted, comparisons between pre-test and post-test scores, and post-test focus group interviews with students. However, this article focuses on the rich insights provided by the participants gathered through focus group interviews, describing their perceptions, reflections and retrospections of the initiative as experienced. The full discussion of the development and impact of this initiative was reported elsewhere (Lee 2018).

IMPLEMENTATION OF THE RESPONSIVE PEDAGOGICAL MODEL (RMOP2)

RMOP2 was implemented at the research site once a week for 13 weeks, at 2.5 hours per week. Table 1 illustrates the basic description of the initiative.

TABLE 1. Basic description of the initiative

Pedagogical focus:
To develop multimodal oral presentation skills
Type of Speech:
Informative speech
Stages of implementation:
1. Conceptualising Multimodal Oral Presentations (Week 1)
2. Conceptualising Self as Presenter (Week 2)
3. Criticising and Analysing models (Week 3)
4. Scaffolding through Mediating (Weeks 4 to 10)
• Conceptualising collaboratively
• Analysing collaboratively and providing feedback
• Applying multimodal techniques
5. Designing (Weeks 11 and 12)
6. Performing in collaborative groups (Week 13)
Materials:
• Main textbook and supplementary textbooks
• Concept maps
• TED Videos
• Web 2.0 Tools

In Stage 1 of the implementation cycle, students focused on conceptualising the oral presentation as a multimodal design using a concept organiser. They are encouraged to conceive alternative ways of presentations and become "active concept-creators" (Cope & Kalantzis 2015, p. 20). This was followed by Conceptualising Self as Presenter (Stage 2) where students analysed how the choices they made as concept creators for their presentations can lead to certain effects (ibid). Students analyse selected TED presenters in the Criticising phase (Stage 3) to focus on the presentation purpose and structure of the oral presentation shown in the videos, as well as the multimodal techniques used by the presenters. Stage 4 was the longest phase as it comprised several steps in the knowledge processes. Scaffolding through mediating the knowledge processes entails experiencing the new, conceptualising the theory, analysing functionally, and applying appropriately (Cope & Kalantzis 2015, pp. 19-21). Essentially it is at this stage that collaborative learning is at its most intense between student-student and student-teachers as they begin to create, evaluate, give feedback, and modify the draft of their presentations. By Stage 5, the designing phase, the students were ready to design their presentations augmented with multimodal techniques aimed at achieving a desired effect on the identified audience. Finally by Stage 6, the students presented their completed presentations and receive final feedback from both teacher and students. The feedback highlighted areas for development.

The focus group interviews best captured the rich descriptions of the processes that the students experienced throughout these six stages of the initiative. The following section elucidates these experiences.

FINDINGS BASED ON FOCUS GROUP INTERVIEWS

For the interviews, the students were grouped according to the collaborative groups of four that they worked with in class. The interviews were semi-structured and were conducted through Facebook messenger. The teacher-researcher conducted the interviews since the familiarity can put students at ease (Hopkins 2002). The qualitative data from the interviews were analysed through two cycles of coding. The data went through *primary-cycle coding* that can be defined as "initial coding activities that occur more than just a single 'first' time. The data might be read and coded several times during this primary stage" (Tracy 2013, p. 189). The *second-cycle coding* involves "interpretation and identifying patterns, rules, or cause-effect progressions" (ibid, p. 194). Second-level codes can be inspired by theoretical concepts in the discipline. Besides using analytic codes, the data was regrouped and reassembled through *axial coding* (ibid.).

The discussion of the findings focuses on evaluating two aspects. The first aspect is the initiative's impact on the students' mastery of multimodal components of oral presentation skills and the students' learning experience. The second aspect is how the techniques engaged in the initiative, both individually and used in an integrated manner, supported their learning.

IMPACT OF THE INITIATIVE ON STUDENTS' LEARNING

The analysis showed that the pedagogical initiative enhanced students' abilities in certain sub-skills that had been identified as components of multimodal oral presentation skills: oral ability, overall credibility which included confidence, linguistic ability, visual design ability, gestural ability, content development and organisation. The initiative also improved students' affective experience and raised the students' self-awareness of themselves as presenters.

Fourteen out of twenty students improved their oral ability in differentiated ways. Students who spoke too fast in the past showed improvements in their control of their rate of speech. Ang expressed this acquired awareness: "I'll remind myself to slow down whenever I want to explain/ present something to others". Ting discovered that she should be "not too loud and not too slow". Three students mentioned that they learned to use pauses and emphasis more effectively. Another three students admitted that they improved their pronunciation to become more intelligible.

The initiative was equally impactful on the students' abilities in establishing their credibility. Fourteen students divulged that they learned more about maintaining and attracting audience interaction to enhance their credibility. Twelve students professed that the initiative positively affected their confidence which is another factor assumed to affect overall credibility. Carrie, Yvette and Ting boosted their confidence through managing their anxieties better. Isaac stated that he was "more stable" while Ketam felt "very comfortable". Furthermore, Minnie pointed out this: "I have tried to apply the skills in my presentation and they work".

In terms of linguistic ability, eleven students expressed that they improved but the specific ways they improved were quite diverse. Three students suggested that they developed the knowledge of using accurate transition signals to deliver a more coherent speech. For example, Gan claimed that she realised that her habitual use of this expression in

the past was wrong: "I'll pass to xxx to explain the next slide". There were also students who emphasised how their overall linguistic ability improved in the grammatical and vocabulary aspects. Ketam learned the "effective language to deliver" oral presentations while Ang and Gan learned to use "simple language" to communicate their ideas.

Nine students mentioned that their visual design ability significantly improved. Seven students stated that they increased their knowledge about how to design PowerPoint slides. Ketam became more competent at selecting "relevant pictures and videos" while Dee found the guidelines and models provided her with "refreshing perspectives". Choo delivered her "first presentation with pictures only" because she developed her competence and confidence from what she had learned. She also found the guidelines on the number of lines for each PowerPoint slide constructive because it was a perception that she had never previously considered. Hui felt the guidelines for the numbers of colours in a PowerPoint slide helpful while Timmy appreciated learning about the functions of different kinds of fonts. Five students enhanced their effectiveness and creativity in using different visual resources without restricting themselves to the PowerPoint. Cindy, for example, became more emboldened to using objects and recording original videos as visual aids. She realised that "using the things like cloth, scarfs to explain how to do decorations, it is really more useful that using PowerPoint".

Moreover, nine students claimed that their gestural ability improved in terms of making eye contact with the audience and engaging physical actions. Hui and Kai Yin used to mistakenly assume that they were supposed to look at the PowerPoint slides or notes only. Minnie described this change about herself: "I seldom have eye contact with the audience in previous presentations...But this course had given me a chance to learn to use eye contact…". Carrie discovered the importance of smiling before the start of a presentation. Ting realised that certain pointing gestures may be misinterpreted as rudeness.

For content development, eight students improved in several ways. Six students enhanced their abilities in selecting suitable topics and developing their ideas credibly and appropriately. Yu Ying became more aware of content selection while Cindy learned the importance of evaluating the sources of content. Ting specifically remarked that it was beneficial for her to learn about developing preliminary bibliography and choosing a topic that was related to the audience. Learning about preliminary bibliography helped to ensure the content was credible and systematically documented. In the past, she was less efficient in preparing her content and did not consider audience needs and preferences. The learning experience has raised Gan's audience awareness; thus, she would ask herself these questions while planning a speech now: "What am I going to tell my audience? What can my audience gain if they get/ know this information?"

Eight students admitted that they improved in their organisational abilities, a construct of oral presentation skills viewed as closely related to content development in this initiative. Five students cited that what they learned about outline development was empowering for their content. Three students acknowledged that they extended their knowledge of possible organisational patterns instead of being fixated on the one they were most comfortable or familiar with.

Through the interviews, the students also expressed growth in certain aspects that could positively affect their performances – self-awareness and affective experience. Six students admitted that they became more aware of their strengths and weaknesses, which in turn helped to develop their skills. Although oral presentation skills are fundamentally interpersonal, self-awareness is an intrapersonal skill that would help students independently improve their oral presentation skills in the long term. For instance, Gan and Kai Yin developed a greater awareness of the linguistic errors they had repeatedly made and became more conscious of using more accurate expressions. Choo became aware of how she used to

hide behind her group members and Minnie realised that she avoided eye contact in the past and both of them started motivating themselves to stop these habits. In addition, seven students highlighted their pleasant experiences. Some positive terms used to describe their experiences were "great" (Yvette), "enjoyed" (Minnie), "very comfortable" (Ketam), "fun" (Hui), "quite interesting" (Ang), and "happy" (Choo). Choo also elaborated that this course was the "only one course in this semester I never skip class".

EVIDENCE OF SCAFFOLDED LEARNING WITH MEDIATION

VIDEOS

The students' responses demonstrated that the impact of the use of TED videos in mediating their learning overwhelmed the impact of self-recorded videos. The most significant contribution of TED videos to learning was providing large quantities of references and extensive diversities of ideas. Isaac, for example, was pleasantly surprised by John Bohannon's demonstration of how dance can introduce a speech. Yen explained that it was irrelevant whether she liked the style and methods used by each presenter in the TED videos, because each model she encountered through this platform had widened her perspectives. In addition, Katherine appreciated the videos as models of various accents from speakers of all around the world.

TED videos also demonstrated the orchestration of various multimodal skills to the students. As many as seven students mentioned that TED videos facilitated their ability to attract audience attention, which is a strength reported by Leopold (2016). In terms of oral ability, Carrie expressed that Cameron Russell demonstrated this: "I love the way she talks, she knows where she should use pauses…". Ketam suggested that from watching the videos, students "can improve [their] pronunciation and how to get the audience attention also". Similar to Li et al. (2016), TED videos showed positive impact on gestural abilities. Some students such as Yvette and Cindy expressed that the videos offered them models of physical actions and postures to emulate.

The students echoed previous suggestions of TED videos being engaging models for emulation (Opt 2012). There were many positive remarks that showed the appeal of TED videos, such as "really interesting" (Ting), "very attractive", "very nice to watch" (Hui) and "wow!" (Mei). Timmy admired Amy O'Toole, one of the child speakers so much that he "can't forget her confidence". He tried to be "as stable as her" in the final presentation. Since the speakers represented so many different cultures, nationalities, interests and ages, Minnie was inspired by the fact that anyone can speak on the TED stage. Gan was motivated to independently improve because she found the foreign accents of the speakers unfamiliar, but they were attractively unfamiliar. As a result, this motivated her to self-learn more vocabulary and pronunciation to understand the speakers better by checking the words she heard using dictionaries.

As many as six students highlighted that the videos were largely suitable for their learning needs and interests to the extent of encouraging reflection and independent learning. Isaac stated that the videos were "very good learning material" for his abilities and needs. Yen could relate what she watched in the videos to her own abilities, and then reflect on the possible methods she could personally apply and adapt for her own presentations. Katherine appreciated the fact that TED videos are freely available online so that they could support independent learning. The subtitles available with the videos helped her understand the content better without having to ask the teacher.

One significant finding from the student interviews was that Facebook mediated effectively as a scaffolding tool in accommodating collaborative learning and providing space for feedback from peers and teachers. Many students agreed with Amelie's suggestion that they learned from the peer sharing Facebook allowed and encouraged. For example, Hui confessed that she increased her knowledge in slide design from what her peers posted. Gan expressed that the comparisons that she made with both the videos and slides that her peers had shared extended her perspectives. The impact of Facebook on visual design abilities was not highlighted by previous research.

Facebook provided students with opportunities to share more model presentations in the forms of videos instead of being restricted to the teacher's choice of presentations. Ketam elaborated that the Facebook tasks focused students' attention on model presentations because the other students posted videos that she herself would have otherwise overlooked. Dee admitted that students "also can see what other people do and learn from them".

Some students expressed appreciation for teacher feedback that was made more consistently available through Facebook. In particular, the teacher feedback on Facebook helped Kai Yin modify her delivery methods. Moreover, according to Gan, the teacher feedback to the PowerPoint slides and videos that students shared "really changed my opinion" about the little details that would enhance an oral presentation.

As many as seven students cited "convenience" as the reason why they felt Facebook was a viable tool to support their learning. Since the Facebook group's setting was secured as private, Isaac enjoyed being given one's "own space to discuss". Ting collaborated with her respective group members on Facebook to develop their speech outline. Moreover, Xue agreed with Ting that the space provided them with an avenue which was "not so awkward" to express any idea including negative comments. This is how Cindy conveyed that the comfort of use motivated her to write comments in formal English instead of the more cryptic internet slang: "I tried to type full English in my comments, not using short form…". Obviously, based on these responses, Facebook functioned as a feasible mediating tool because of the convenience it offered to learning from home and the level of comfort students felt in using it.

SCAFFOLDING THROUGH COLLABORATIVE LEARNING

Through working in collaborative groups of four, the students attempted numerous tasks every week in class with peer support. Some of the tasks included the analysis of model presentations, playing games that focused on pronunciation and articulation, and constructing speech outlines.

The opportunity to collaborate with familiar peers formed a support network that was beneficial affectively and that provided opportunities for skill reinforcement and formative peer feedback. The findings extended previous suggestions of the supportive power of collaborative learning (Nguyen 2013). For instance, Gan emphasised that "my friends are important to me" since she improved her delivery because "they all helped me to practice" and the topic discussion with her friends helped her with content development and organisation. They also helped her to ascertain the credibility of her information sources and references.

In addition, students affectionately recalled the games that they played to correct their pronunciation in Week 6 and develop their confidence in Week 5. Ketam, Isaac, Hui and Timmy recalled the activities with delight and claimed that they would always remember that they should practise various power poses to develop their confidence.

The abilities and performances of other groups were like *mirrors* that raised the students' self-awareness, which may also extrinsically motivate them as a result. Ang valued the opportunities to listen to others to affirm whether her views were too eccentric. Cindy learned alternative and creative ideas in terms of utilising visual aids by observing presentations of other groups. The active participation of other students motivated Carrie to speak more. In comparison, this comment indicated Katherine's realisation that the rest of the class spoke very fluently drove her to speak more to improve: "see others in class are very good in speaking English, so I just 'force' myself to speak more".

CONSTRUCTIVE FEEDBACK AS SCAFFOLDING TOOL

One of the significant findings was demonstrating constructive teacher feedback to be strongest in raising students' self-awareness of their limitations. At the same time, they were deeply appreciative of the teacher feedback they received. Kai Yin was deeply grateful that the teacher explicitly corrected her mistakes, particularly in the linguistic aspects, and pointed out that no other teacher had given any kind of feedback to her before. This was how she disclosed her gratitude: "There has never been a teacher who corrected our mistakes, so we used the wrong expressions". Amelie's comments concurred with Kai Yin's sentiments: "…from teacher's comments I knew my mistake, compared to other teachers, very few give comments, some never give comment, so I don't know where is my mistake".

Isaac and Timmy were thankful for the individual attention. This was Timmy's response: "When I speak, I would naturally speak faster and faster. Teacher told me that I speak so fast that I swallow my words, so I do not sound clear, I realised I have this problem…". Isaac was pleased that the teacher respected the students' multilingual identity and used Cantonese and Mandarin when appropriate or necessary in giving feedback. The findings hence confirmed De Grez et al.'s (2009) suggestion that students deeply appreciated teacher feedback while indicating that feedback could raise students' self-awareness when it is individualised.

INTEGRATED IMPACT OF MULTIMODAL TECHNIQUES

The combined effect of integrating multimodal techniques in the initiative was encouraging because each technique reinforced the effect of another technique while mediating learning in a unique way. This claim would be supported by focusing on the interview responses of three students of different abilities.

The responses of one of the strongest presenters, Mei (SPM English A-), suggested the complementary interactions of the use of videos, Facebook and collaborative learning. Mei expressed that the use of videos provided models of presentations which were informative and interesting to her. The comments she received through the Facebook group discussions deepened self-awareness. Collaborative learning also reinforced the insights she gained about herself from Facebook discussions. Mei expressed that "actually through listening, I can learn something from others and reflect 'what should' and 'what should be avoided' during the presentation".

Xue, an average student (SPM English B+) who had taken a public speaking course in another college before, expressed that all the techniques scaffolded her oral presentation skills in a complementary manner. The videos functioned as "good reference" models for fundamental skills such as oral ability and content development. Facebook reinforced the benefits of utilising videos since she could refer to more videos and peer comments conveniently and comfortably. Xue also enjoyed the collaborative games which supported the learning of multimodal skills. Finally, from the teacher's feedback, she discovered that she was speaking too fast.

Lastly, Katherine, one of the weaker students (SPM English D), also suggested that all the techniques scaffolded her oral presentation skills in a complementary manner. The videos which showed presenters who spoke with diverse accents and unique styles supported independent learning because she did not have to rely on the teacher as the only expert. Furthermore, the abilities of other students showcased through collaborative activities motivated Katherine to practise speaking more diligently. Moreover, Katherine really appreciated the teacher feedback which highlighted her weaknesses and Facebook as a convenient and consistent platform for the teacher to provide more constructive feedback.

CONCLUSION

The study reported highlights the need to proactively address the inadequate pedagogy of oral presentation skills as well as the ability to present effectively among Malaysian students in particular. The Responsive Multimodal Oral Presentation Pedagogy or RMOP2 described in the study addresses the lack of pedagogical guidelines previously claimed by the literature. This initiative is theoretically informed and is now evidence-based as a result of the research conducted. Although the findings reported to support the effectiveness of the initiative is limited to qualitative interview data, the information was rich and deep enough to suggest some significant revelations.

Generally, the findings indicated that all of the students experienced enhanced oral ability, linguistic ability, visual design ability, gestural ability, content development and organisation of content. Furthermore, the initiative positively affected students' learning experiences and raised their self-awareness as presenters. This is encouraging considering an earlier pedagogical model (Hafizoah et al. 2015) excluded the evaluation of content development, organisation, grammar and pronunciation.

The findings also proffered the various mediating techniques that helped scaffold student abilities. And as expected, collaborative learning is once again proven to be key for creating a conducive and supportive learning environment (Opt 2012, Nguyen 2013). Relatedly, the findings provided empirical suggestions on how teacher feedback can enhance language accuracy (Eini et al. 2013) when it is provided in a collaborative learning context. The fact that students appreciated the teacher's constructive feedback reinforced De Grez et al.'s (2009) suggestion. Finally, the use of Web 2.0 as a platform to support the learning of oral presentation clearly is a necessary inclusion to provide as a dashboard for multimodal mediation tools.

In conclusion, even though research on pedagogy for multimodal skills is still at a nascent stage, the responsive model for multimodal oral presentation pedagogy (RMOP2) has shown its potential as a systematic and informed approach that EAP/ESP teachers who seek pedagogical guidelines to teach effective oral presentation skills in the 21st century could refer to. However, it should be noted that because this initiative was limited to a small group of students in the study reported, its potentials should be further examined through extended research.

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