



Exploring teaching strategies of oral communication skills teachers in hybrid learning environment

Raul T. Ubando, Jr.

Abstract

This study explored the teaching strategies used by Oral Communication skills teachers in the hybrid learning environment. Data was gathered through semi-structured interviews and analyzed using thematic analysis to investigate the benefits and challenges of this modality. Key findings revealed that hybrid learning fostered collaborative and interactive speaking activities, technology-enhanced learning, creative and contextual tasks, real-world communication practice, and enhanced student engagement and motivation. Teachers adapted strategies for asynchronous settings, utilizing technology-driven communication tools and real-world, personalized tasks to promote student motivation, autonomy, reflective learning, and effective assessment and feedback. The study concludes that hybrid learning offers a flexible and dynamic educational environment, but its success depends on strategic implementation and continuous adaptation to address the diverse needs of students and teachers.

Keywords: *oral communication, hybrid learning, face-to-face instruction, asynchronous learning, teaching strategies*

Article History:

Received: April 5, 2025

Accepted: May 10, 2025

Revised: May 3, 2025

Published online: May 17, 2025

Suggested Citation:

Ubando, R.T. (2025). Exploring teaching strategies of oral communication skills teachers in hybrid learning environment. *International Journal of Educational Management and Development Studies*, 6(2), 76-99. <https://doi.org/10.53378/ijemds.353195>

About the author:

Senior High School Teacher, University of Baguio. Email: raulubando@e.ubaguio.edu



1. Introduction

The shift from traditional learning to a more technology-integrated modality has brought transformative changes in educational landscapes globally. Blended learning, which combines face-to-face and online learning components, has emerged as a viable response to the changing demands of 21st-century education. Blended learning strategically merges the strengths of both traditional and digital instruction to enhance the learning experience. This modality has gained momentum in recent years due to technological advancements and the need for flexible, personalized learning environments. Garrison and Vaughan (2008) emphasize the importance of creating meaningful learning experiences by integrating synchronous and asynchronous methods. With the integration of learning management systems, video conferencing tools, and digital assessment platforms, educators are empowered to create interactive and accessible learning environments, while learners are granted more autonomy over their academic journeys. In the Philippine context, the Department of Education (DepEd) has advocated for blended learning to adapt to the demands of modern pedagogy and ensure educational continuity amid disruptions such as the COVID-19 pandemic. However, while this shift has opened up new avenues for instruction, it has also highlighted crucial instructional challenges that need to be addressed—particularly in skills-based subjects such as Oral Communication.

Oral communication remains a core competency in senior high school, fostering the ability to express ideas, engage meaningfully, and collaborate effectively. In hybrid learning contexts, however, delivering instruction in oral communication becomes increasingly complex. Teaching oral communication in hybrid learning settings poses challenges related to interactivity, feedback mechanisms, and real-time assessment. The split between face-to-face and asynchronous modalities often affects the consistency and depth of students' communicative engagement. Although studies have shown that blended learning environments can enhance language skills and student engagement, the specific strategies used by teachers to develop oral communication skills—particularly within the hybrid model—remain underexplored.

Given these complexities, this paper, which is the first study to document localized oral communication strategies in senior high school hybrid education in Baguio City, Philippines, focuses on investigating the teaching strategies employed by Oral Communication teachers in a blended learning environment. This context presents a valuable lens for understanding how

educators navigate the opportunities and challenges of teaching oral communication skills in hybrid setups. Blended learning in Baguio City's senior high school context is still an emerging practice, and current data about how teachers deliver oral communication lessons in this modality is scarce.

This study addresses a clear research gap: the limited understanding of instructional strategies for teaching oral communication in blended learning environments, especially within localized Philippine contexts. It aims to examine how instruction is delivered in both synchronous and asynchronous settings and to identify effective strategies that support students' oral communication skills. Findings from this research will inform curriculum revisions and offer practical, context-specific recommendations for improving oral communication instruction in hybrid classrooms. By exploring how teachers manage the demands of face-to-face and online modalities, the study contributes to ongoing discussions on effective hybrid pedagogy and communication-focused teaching.

In light of these considerations, this study aims to explore the teaching strategies employed by Oral Communication teachers in hybrid learning environments to enhance students' oral communication skills. Specifically, it seeks to: (1) describe the strategies employed by teachers during face-to-face classes to enhance students' oral communication skills; (2) describe the specific strategies used by teachers in asynchronous sessions to support the development of students' oral communication skills; and (3) suggest strategies that will support the development of students' oral communication skills in both face-to-face and asynchronous modalities.

2. Literature Review

The teaching of oral communication skills has gained prominence in educational systems worldwide, particularly in hybrid learning environments where the interplay between face-to-face and asynchronous modalities requires innovative strategies. As oral communication is a core competency essential for academic success and future professional endeavors, understanding effective pedagogical methods becomes critical. This literature review synthesizes global, national, and regional research, thematically grouped into (1) technology-integrated tools, (2) task-based and interactive strategies, and (3) feedback and student engagement mechanisms. It also highlights conflicting findings and identifies contextual gaps to align with the study's goal of suggesting effective, localized interventions.

2.1. Technology-Integrated Tools

In the global context, numerous studies have explored the impact of digital tools on developing oral communication in hybrid settings. Phetsut and Waemusa (2022) emphasized Mobile-Assisted Language Learning (MALL) interventions that enhanced students' oral accuracy and confidence. Almassri and Zaharudin (2023) supported the use of asynchronous tools such as video simulations and discussion forums for independent speaking practice. Similarly, Alda (2024) underscored mobile applications' role in promoting consistent oral proficiency development among senior high school students. However, while these studies affirm technology's positive impact, they do not fully consider limitations such as access, adaptability, or student autonomy in lower-resource or culturally diverse settings. This study addresses this gap by investigating which tools are accessible, effective, and culturally appropriate.

2.2. Task-Based and Interactive Strategies

Interactive strategies such as flipped classrooms and task-based language teaching have gained prominence. Almassri and Zaharudin (2023) and Alda (2024) found that pre-class content exposure enabled more dynamic speaking exercises during synchronous classes. Hasnain and Halder (2021) reported that real-world communication tasks significantly enhanced students' fluency. Isaacs et al. (2024) emphasized digital storytelling as a means to improve creativity and oral confidence. While these task-based strategies have shown strong outcomes, few studies critically assess how these are modified to suit students' differing levels of proficiency or engagement in Philippine senior high school classrooms. Thus, this study explores which of these strategies teachers adapt to meet specific learning needs during face-to-face instruction.

2.3. Feedback Mechanisms and Engagement

Feedback plays a central role in hybrid learning success. Shadiev and Feng (2023) noted the effectiveness of AI-powered speech tools in delivering personalized feedback. Chafouk (2022) found that blending immediate and delayed feedback optimized speaking performance. El Mortaji (2022) and Gesta et al. (2023) emphasized structured peer collaboration and recorded speaking activities, respectively, in boosting learners' engagement and communicative skills. Despite these insights, Liu et al. (2024) pointed out persistent

challenges in maintaining student motivation and participation, particularly in asynchronous settings—a finding echoed by Philippine studies like that of Lapitan et al. (2021), which stressed the importance of structure in blended learning. This study explores how teachers navigate asynchronous engagement and feedback limitations using context-specific approaches.

2.4. Philippine and Regional Contexts

Nationally, hybrid instruction presents unique challenges. Gesta et al. (2023) cited internet access and engagement issues, but also found value in asynchronous recorded tasks. Lapitan et al. (2021) showed how combining video lectures with synchronous sessions improved confidence. Notably, these studies focus on higher education, leaving a gap in senior high school applications. Liu et al. (2024) added Southeast Asian perspectives on motivating disengaged learners—an issue particularly relevant to asynchronous oral communication. In Baguio City, regional studies such as Yang et al. (2022) and Zou et al. (2023) highlighted successful synchronous-asynchronous pairings and the use of online platforms in SPED schools. Mayasari et al. (2021) advocated for culturally relevant storytelling strategies, which align with Department of Education-CAR (2021) efforts promoting localized oral tasks. However, there is limited investigation on how public or private school teachers in Baguio implement these culturally responsive strategies in actual hybrid settings. This study thus aims to bridge this regional gap.

Collectively, these studies present a diverse range of strategies and challenges related to oral communication in hybrid learning. Global literature emphasizes technology, feedback, and task-based methods (Zakaria et al., 2022), while local research highlights resource constraints and cultural integration. Yet, little is known about how senior high school teachers in Baguio adapt and implement these strategies to fit their specific instructional contexts. By grouping literature thematically and critically comparing findings, this review underscores the need for contextually grounded research. This study responds to that need by examining localized teaching practices that support oral communication development in both synchronous and asynchronous settings.

2.5. Theoretical Framework

Community of Inquiry (CoI) framework. Proposed by Garrison and Vaughan (2008), this serves as the primary theoretical underpinning. The CoI framework emphasizes three interrelated elements essential for meaningful learning experiences: cognitive presence, social presence, and teaching presence. Cognitive presence involves students' ability to construct meaning through sustained reflection and discourse. Social presence pertains to the ability to communicate openly and authentically that develops a sense of belonging within a learning community. Teaching presence focuses on the design and facilitation of instructional activities that support cognitive and social processes. This framework aligns with the hybrid learning model by highlighting the interplay between asynchronous and face-to-face activities in enhancing oral communication skills.

Task-Based Language Teaching (TBLT) approach. As described by Brown and Lee (2020), it complements the CoI framework by emphasizing the role of real-world tasks in language learning. TBLT suggests that students acquire communicative competence when they engage in tasks resembling authentic language use. Within a blended learning environment, tasks such as digital storytelling, role-playing, and interactive discussions simulate real-life scenarios, enabling students to develop fluency, accuracy, and confidence in oral communication.

The Constructivist Learning Theory. This also provides a foundational lens for this study. Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) underscores the importance of social interaction and scaffolding in learning. Blended learning environments, which combine face-to-face and online interactions, offer opportunities for collaborative learning, peer feedback, and instructor guidance, all of which are critical within the Zone of Proximal Development (ZPD). This theory aligns with research emphasizing the importance of immediate feedback and peer collaboration in improving oral communication skills (El Mortaji, 2022; Fayram et al., 2018).

Cognitive Load Theory. As articulated by Sweller (1988), it informs the design of instructional materials in blended learning. Cognitive load theory posits that learning occurs effectively when instructional activities balance intrinsic, extraneous, and germane cognitive loads. The use of pre-class materials in flipped classrooms and technological tools such as video simulations reduces extraneous cognitive load, allowing students to focus more on developing their oral communication skills (Almassri & Zaharudin, 2023).

Multimedia Learning Theory. Proposed by Mayer (2001), it explains how multimedia content enhances learning. According to this theory, learning is most effective when information is presented through multiple modalities, such as text, images, and audio. In a blended learning environment, multimedia tools, such as video-based lessons, speech recognition software, and digital storytelling platforms, cater to diverse learning preferences and foster the development of oral communication skills (Jiang et al., 2023; Park, 2024).

3. Methodology

3.1. Research Design

This study employed a qualitative descriptive research design to comprehensively explore the teaching strategies used by Oral Communication teachers in a hybrid learning environment. This design was selected because it is best suited for studies aiming to describe current practices in a straightforward and detailed manner, without the interpretive depth required in narrative inquiry or the narrow focus of case studies. The responses gathered reflected the participants' authentic approaches to teaching oral communication during the data collection period. The study focused on Grade 11 teachers handling the subject Oral Communication in Context, examining their strategies in both face-to-face and asynchronous modalities. By employing this design, the study provided rich, practical insights into existing classroom practices aimed at enhancing students' oral communication skills in a hybrid learning setup.

3.2. Participants of the Study

The participants of this study were six senior high school English teachers who taught Oral Communication in Context to Grade 11 students. These participants were selected based on their experience teaching the subject under a hybrid learning setup for at least one academic year and handling a minimum of three sections per semester to ensure varied classroom exposure. Their involvement in both face-to-face and asynchronous modalities made them credible sources for identifying effective instructional strategies. Teachers not meeting these criteria, including the substitute, part-time, or those without hybrid teaching experience, were excluded to maintain objectivity and relevance.

3.3. Instrumentation

The study used a semi-structured interview as the primary data-gathering tool to explore teaching strategies in hybrid learning environments. This method provided a balance between structured guidance and flexibility, allowing participants to offer detailed insights into their strategies for teaching Oral Communication in Context. The interview included open-ended questions that encouraged participants to share their experiences and approaches for enhancing oral communication skills during both face-to-face and asynchronous sessions.

A certified evaluator from the University of Baguio Graduate School validated the interview tool to ensure its reliability, clarity, and relevance to the study's objectives. The evaluation process included recommendations to refine the questions, improving their clarity and coherence. The interview questions were designed to address the study's objectives, focusing on strategies used in both face-to-face and asynchronous learning environments and potential improvements to support oral communication skills across these modalities.

3.4. Data Gathering Process

The data-gathering procedure for this study followed a structured and ethical process to ensure the effective collection of relevant information. To begin, the researcher wrote a formal letter addressed to the school principal, outlining the purpose and significance of the study, along with a description of the data-gathering methods used. The researcher emphasized the importance of the study in understanding and improving the teaching of Oral Communication in Context in hybrid learning environments. Permission to conduct interviews with the target respondents—six Oral Communication teachers—was sought. The researcher awaited written approval from the principal before proceeding to the next steps.

Once approval was secured, the researcher wrote individual letters to the identified Oral Communication teachers. These letters provided a detailed explanation of the research, including its objectives, significance, and methodology. After the teachers agreed to participate and submitted their signed consent forms, the researcher coordinated with each respondent to determine their preferred schedule for the interview. Flexibility was offered to accommodate the participants' availability, and they were given the option to conduct the interview either in person or via online platforms such as Google Meet or Zoom. The researcher ensured that communication remained clear and that the arrangements were convenient for the respondents.

Alongside this, the researcher provided information about the semi-structured interview process, the estimated duration of the interviews, and the potential modes of conducting them.

Interviews were then conducted according to the agreed-upon schedule. For in-person interviews, the researcher ensured that the chosen venue was private, comfortable, and free from distractions. For online interviews, secure virtual meeting platforms were used, and efforts were made to create a conducive environment for effective communication. During the interviews, the researcher used an interview guide to address the objectives of the study while allowing flexibility for follow-up questions to explore participants' responses in greater depth. With the participants' prior consent, the interviews were audio-recorded to ensure the accuracy of the transcription and analysis.

After the interviews, the researcher thanked the respondents for their time and valuable insights. Participants were offered the opportunity to review their responses, if desired, to confirm the accuracy and authenticity of their contributions. The collected data were then transcribed and prepared for analysis.

3.5. Data Analysis

The data gathered from the semi-structured interviews were analyzed using thematic analysis, a method well-suited for identifying, analyzing, and interpreting patterns of meaning within qualitative data. This approach enabled the researcher to systematically address the study's objectives by categorizing responses into themes that provided a deeper understanding of the strategies employed by Oral Communication teachers in a hybrid learning environment. The thematic analysis followed a structured process, which included familiarization with the data, coding, generating themes, reviewing themes, defining and naming themes, and producing the final report.

To begin, the researcher transcribed the audio-recorded interviews verbatim to ensure that all relevant information was captured accurately. The transcripts were then read and re-read to gain a thorough understanding of the data. During this stage, the researcher took note of initial observations and recurring ideas that emerged from the responses.

The coding process involved the systematic labeling of significant phrases, sentences, or sections of the data that were relevant to the study's objectives. Codes were generated inductively from the data while also considering their alignment with the research objectives.

For example, responses that described specific teaching strategies used in face-to-face classes or asynchronous sessions were coded under relevant categories.

For objective 1, which sought to describe the strategies employed by teachers during face-to-face classes to enhance students' oral communication skills, the researcher focused on codes related to teaching methodologies, classroom activities, feedback mechanisms, and engagement techniques during in-person sessions. These codes were analyzed to identify themes such as “interactive teaching strategies,” “oral communication-focused activities,” “real-time feedback and assessment,” and “fostering student participation.” These themes provided insights into how teachers enhanced students’ oral communication skills during face-to-face classes.

For objective 2, which aimed to describe the specific strategies used by teachers in asynchronous sessions to support the development of students' oral communication skills, the researcher analyzed codes related to the use of digital tools, assignments, self-paced activities, and strategies for maintaining engagement in asynchronous settings. Themes such as “technology-enabled oral communication practice,” “asynchronous engagement strategies,” “self-paced speaking exercises,” and “monitoring student progress” were identified. These themes elucidated how teachers adapted their strategies to asynchronous modalities to foster students’ oral communication skills.

For objective 3, which sought to suggest strategies that support the development of students' oral communication skills in both face-to-face and asynchronous modalities, the researcher analyzed themes that emerged from the participants’ reflections, suggestions, and identified areas for improvement. Responses related to complementary strategies, innovative methods, and the integration of resources across modalities were coded to generate themes such as “synergistic strategies for hybrid learning,” “innovative tools for oral communication,” and “enhancing student outcomes through blended approaches.” These themes provided actionable recommendations for improving oral communication teaching in hybrid environments.

Throughout the analysis process, the researcher ensured that the themes were reviewed and refined to accurately represent the data and align with the objectives. The final themes were defined and named to clearly reflect their essence. The researcher then interpreted these themes to draw meaningful conclusions and present them in a comprehensive narrative.

3.6. Research Ethics

This study adhered to ethical standards to protect both research integrity and participant well-being. Approval was obtained from the school administration, followed by the distribution of invitation and consent forms to six Oral Communication teachers, outlining the study's purpose, voluntary nature, and confidentiality measures. Participants could withdraw at any time without penalty. Data were anonymized, securely stored, and collected through private interviews focused solely on professional matters. A summary of findings was later shared with the administration, maintaining participant confidentiality throughout.

4. Findings and Discussion

4.1. Teaching Strategies Employed in Face-to-Face Classes

To enhance students' oral communication skills during face-to-face sessions, teachers employed a variety of strategies which fall under five main themes: collaborative and interactive speaking, technology-enhanced activities, creative and contextual tasks, real-world communication practice, and student engagement and motivation.

Table 1

Strategies employed by teachers during face-to-face classes to enhance students' oral communication skills

Themes	Responses	Codes
Collaborative and Interactive Speaking	I implement impromptu speech activities, role-playing, peer feedback, group discussions, and reflection.	Impromptu Speaking, Role-Playing, Peer Feedback
	I use Q&A sessions, think-pair-share, and group discussions with classic speech texts.	Think-Pair-Share, Group Discussions
	I encourage quick debates and impromptu prompts.	Speed Debates, Impromptu Prompts
	Participation is a shared responsibility, and peer interaction is encouraged.	Shared Participation, Peer Interaction
Technology-Enhanced Activities	I integrate technology like TED talks and job interview simulations.	Video-Based Tasks, Simulations
Creative and Contextual Tasks	I use storytelling, picture descriptions, and peer evaluation.	Storytelling, Visual Prompts, Peer Feedback
Real-World Communication Practice	We do debates, real-life role-playing like restaurant or interview scenarios.	Debates, Scenario-Based Role-Play
	I relate activities to real-world scenarios and emphasize respectful communication.	Real-Life Application, Respectful Talk
Student Engagement and Motivation	I encourage participation using open-ended questions, games, and rotating speakers.	Open-Ended Questions, Gamified Activities
	Recitation is rewarded with points.	Recitation Incentives

Collaborative and interactive speaking. Teachers placed significant emphasis on interaction and peer collaboration as the foundation of oral communication instruction. These strategies reflect a student-centered orientation that encourages active participation and co-construction of meaning. For example, Teacher 4 emphasized, “*I implement impromptu speech activities, role-playing, peer feedback, group discussions, and reflection,*” highlighting a balanced mix of spontaneous and structured peer engagements. Teacher 6 added, “*Participation is a shared responsibility, and peer interaction is encouraged,*” reinforcing the collaborative ethos in the classroom. These strategies are consistent with the Community of Inquiry (CoI) framework, where social presence is crucial for authentic discourse (Garrison & Vaughan, 2008). Furthermore, this aligns with Vygotsky’s Constructivist Learning Theory and the Zone of Proximal Development, where learning is mediated through social interaction and scaffolding by peers.

Technology-enhanced activities. Another significant theme is the use of multimedia tools to support oral language development. Teachers integrated TED Talks, videos, and simulated interviews to provide models of effective communication and create engaging learning experiences. Teacher 3 shared, “*I integrate technology like TED talks and job interview simulations,*” illustrating how multimedia content serves both as a resource and as an engagement tool. These findings support Mayer’s (2001) Multimedia Learning Theory, which posits that dual coding (visual and auditory) enhances learning. The work of Park (2024) further validates this, showing that video-based materials significantly improve student engagement and retention in oral communication settings.

Creative and contextual tasks. Teachers also adopted creative approaches that emphasized contextualized language use. Storytelling, picture descriptions, and peer evaluations were utilized to spark student creativity and make the oral tasks more relatable. Teacher 5 noted, “*I use storytelling, picture descriptions, and peer evaluation,*” which aligns with strategies that foster meaning-making and cognitive engagement. These tasks correspond with Task-Based Language Teaching (TBLT) principles, where meaning-focused interaction using authentic or semi-authentic tasks leads to communicative competence (Brown & Lee, 2020). This also supports the findings by Mayasari et al. (2021), which showed that contextual

techniques such as storytelling and role-play significantly improve oral fluency and confidence.

Real-world communication practice. Several teachers employed real-life simulations, such as debates, restaurant role-plays, and mock job interviews, to enhance communicative competence. Teacher 1 explained, “*I prepare scenarios that students might encounter in daily life, such as ordering food at a restaurant or participating in a job interview.*” Similarly, Teacher 2 highlighted the use of respectful dialogue and realistic contexts. These activities promote real-world communication and are firmly grounded in TBLT, providing opportunities for learners to use language meaningfully and authentically. According to Brown and Lee (2020), such tasks mirror the dynamic and functional nature of language use, leading to greater learner fluency.

Student engagement and motivation. Motivational techniques were widely cited as essential to sustaining student interest and participation. Teachers used gamification, rotating speakers, and point-based recitation incentives to stimulate student involvement. Teacher 7 mentioned, “*I encourage participation using open-ended questions, games, and rotating speakers,*” while Teacher 9 shared, “*Recitation is rewarded with points.*” These strategies underscore the importance of affective engagement in language learning and are supported by Sweller’s Cognitive Load Theory (1988), which suggests that reducing extraneous load through engaging tasks allows learners to focus on core linguistic processing. Furthermore, the use of learner-centered methods like think-pair-share aligns with Garrison and Vaughan’s (2008) assertion that student discourse promotes deeper understanding and motivation.

4.2. Teaching Strategies Employed in Asynchronous Classes

In asynchronous settings, teachers adapted their strategies to fit the digital environment. The five main themes that emerged are: technology-driven communication tools, real-world and personalized tasks, student motivation and autonomy, reflective and independent learning, and assessment and feedback.

Table 2*Strategies employed by teachers during asynchronous to enhance students' oral communication skills*

Themes	Responses	Codes
Technology-Driven Communication Tools	Encouraging recorded video presentations, discussion forums, and peer feedback through audio/video.	Recorded Presentations
	Use of Flipgrid, Padlet, and voice journals for speaking practice.	Digital Platforms for Speaking
	Submission and monitoring of outputs through Google Classroom.	Monitoring via LMS
	Use of PowerPoint and visual aids to enhance oral presentations.	Visual Aids Integration
Real-World and Personalized Tasks	Assigning tasks such as pronunciation exercises and interviews with family members.	Real-world Relevance
Student Motivation and Autonomy	Use of relatable content, gamification, and student autonomy.	Motivation and Engagement
Reflective and Independent Learning	Assigning podcast-style recordings, self-assessments, and re-recording for improvement.	Reflective Speaking Practice
Assessment and Feedback	Using rubrics and peer feedback to assess recorded submissions.	Rubric-Based Assessment

Technology-driven communication tools. Teachers leveraged online platforms such as Flipgrid, Padlet, and Google Classroom to facilitate oral communication tasks. Teacher 2 explained, “*I use platforms like Flipgrid for students to record and share their videos. This helps build confidence and fluency by allowing students to practice at their own pace.*” Similarly, Teacher 3 noted, “*I use Flipgrid for video discussions, allowing students to record responses and interact with peers.*” These tools enable students to engage asynchronously while still developing communicative skills. This aligns with the Community of Inquiry (CoI) model by fostering both cognitive and teaching presence through structured tasks and feedback mechanisms. The findings of Jiang et al. (2023) further affirm that asynchronous video tools enhance learner autonomy and speaking fluency by allowing repeated practice.

Real-world and personalized tasks. Tasks with personal relevance, such as interviewing family members or completing pronunciation exercises, were used to contextualize language learning. Teacher 5 stated, “*Tasks such as pronunciation exercises and interviews with family members make the learning experience more personal and meaningful.*” These assignments increase learner investment and mirror real-life communication. Such

approaches are consistent with TBLT, which emphasizes the pedagogical value of authentic and relatable communicative activities (Brown & Lee, 2020). The inclusion of tasks grounded in students' everyday lives also strengthens their functional language use and confidence.

Student Motivation and Autonomy. Motivational strategies in asynchronous environments include content personalization, gamification, and promoting learner independence. Teacher 8 pointed out that “*relatable content and student autonomy*” are essential for maintaining engagement. These methods empower learners to manage their own progress and are supported by Constructivist Learning Theory, where learners construct meaning through active exploration and reflection. The sense of autonomy developed in asynchronous learning helps mitigate the isolation often experienced in online settings and leads to increased commitment and satisfaction.

Reflective and independent learning. Several teachers implemented reflective techniques that encouraged students to re-record and improve their outputs. Teacher 2 explained, “*I have students record a speech or presentation, listen to it, and identify areas for improvement. After that, they can revise and re-record their work.*” This cyclical process of reflection and revision fosters metacognition and self-regulated learning. According to Moncayo Mendoza and Ramirez Avila (2022), giving students opportunities for reflection within their ZPD enhances their ability to develop higher-order communication skills. The use of podcast-style tasks and self-assessment tools exemplifies autonomous learning practices that build fluency and confidence over time.

Assessment and Feedback. Teachers consistently used rubrics and peer evaluations to provide structured and transparent assessment. Teacher 4 shared, “*I use clear rubrics that outline criteria for effective oral communication, such as pronunciation, vocabulary, fluency, and content.*” These methods ensure objective assessment and offer learners actionable feedback. Rubric-based evaluation also aligns with Cognitive Load Theory by reducing ambiguity and allowing learners to focus cognitive effort on improvement areas (Sweller, 1988). The inclusion of both teacher and peer feedback aligns with the CoI framework's emphasis on teaching presence and supports learning through guided evaluation.

4.3. Suggestions for Enhancing Oral Communication Instruction

Effective oral communication is a fundamental skill in education, requiring structured instructional strategies to support students' development in both face-to-face and asynchronous learning environments. Table 3 presents a comparative analysis of existing teaching strategies alongside proposed enhancements designed to address students' evolving needs. In face-to-face sessions, interactive speaking activities, discussion-based strategies, and technology integration are commonly employed to foster fluency, confidence, and critical thinking. Teachers utilize impromptu speaking, role-playing, and group debates to encourage active participation, while digital tools such as TED Talks analysis and video critiques supplement traditional instruction. Feedback mechanisms, including rubric-based assessment and immediate feedback, ensure continuous improvement in students' speaking proficiency.

In asynchronous settings, strategies such as recorded video submissions, discussion forums, and voice-based journals provide opportunities for self-paced learning and practice. While these approaches allow students to refine their oral communication skills outside the classroom, challenges related to engagement and feedback persist. To address these gaps, the proposed enhancements integrate scaffolded support, real-world applications, and advanced digital tools to create a more interactive and student-centered learning experience. For face-to-face instruction, incorporating structured brainstorming activities, mock professional interactions, and AI-assisted speech evaluations can refine students' delivery and content organization. In asynchronous settings, interactive discussion boards with voice-based feedback, AI-driven pronunciation tools, and personalized coaching sessions can enhance engagement and the quality of practice.

Table 3

Identified teaching strategies and proposed enhancements for oral communication development

Mode	Identified Strategies	Proposed Enhanced Version
Face-to-face Classes	Interactive Speaking Activities (Impromptu Speaking, Role-Playing, Storytelling, Simulations)	Scaffolded Speaking Tasks – Gradually increasing difficulty levels (e.g., guided prompts → spontaneous speaking → real-life simulations) to build confidence progressively.

Mode	Identified Strategies	Proposed Enhanced Version
Asynchronous Sessions	Discussion-Based Strategies (Think-Pair-Share, Q&A Sessions, Group Debates, Peer Discussions)	Structured Argumentation Frameworks – Providing students with templates or graphic organizers to help them structure their arguments more effectively before discussions.
	Technology Integration (TED Talks Analysis, Video Critique, Multimedia Presentations)	AI-Powered Speech Analysis – Utilizing AI tools to analyze students' speeches and provide real-time feedback on fluency, pronunciation, and clarity.
	Student Participation Techniques (Gamified Speaking Tasks, Point-Based Incentives, Safe Speaking Environment)	Collaborative Speaking Challenges – Encouraging students to work in pairs or groups to complete speaking challenges, promoting teamwork and reducing speaking anxiety.
	Assessment & Feedback Methods (Rubric-Based Assessment, Immediate Feedback, Peer & Self-Evaluation, Individual Consultations)	Multimodal Feedback Approach – Combining AI-assisted feedback, teacher feedback, and peer evaluations for a more comprehensive assessment of speaking skills.
	Recorded Video Presentations & Voice Journals (Flipgrid, Google Classroom, Padlet)	Interactive Video Feedback – Allowing teachers and peers to leave time-stamped comments on students' videos for targeted feedback.
	Discussion Forums & Audio Responses	Live Asynchronous Discussions – Using platforms that allow students to record and reply to each other's responses in real time (e.g., VoiceThread).
	Pronunciation Exercises & Script Writing for Speech Preparation	AI Pronunciation Coaching – Utilizing apps that provide real-time pronunciation feedback to enhance speaking accuracy.
	Real-World Speaking Tasks (Interviews, Storytelling Challenges, Podcast-Style Recordings)	Community-Based Speaking Projects – Assigning students to interview professionals or community members to develop authentic communication skills.
	Rubric-Based Assessment & Peer Feedback	Self-Reflection Video Logs – Having students record self-assessments of their speeches to analyze their progress over time.

Integration of face-to-face and asynchronous strategies. One of the most widely suggested recommendations for improving oral communication instruction in a hybrid setting is the effective integration of face-to-face and asynchronous strategies. Teachers emphasized that combining these two modes ensures students receive immediate feedback and real-time interaction while still benefiting from self-paced learning. Teacher 2 explained, “*Face-to-face sessions allow for spontaneous discussions, while asynchronous tasks reinforce concepts through reflective learning. A balance between the two is needed.*”

Studies support this integrated approach. Chafouk (2022) found that hybrid learning models that effectively blend synchronous and asynchronous elements enhance student participation and language retention. Similarly, Garrison and Vaughan (2018) and Zakaria et al. (2022) highlight that maintaining structured synchronous sessions while allowing students time for independent practice improves speaking confidence and overall oral fluency.

In practice, teachers recommended implementing flipped classroom techniques where students watch instructional videos asynchronously and then engage in discussion-based activities during synchronous sessions. Teacher 6 noted, “*I require students to record their speeches first, then we analyze and critique them during live discussions. This way, they are more prepared and confident.*”

Enhancing digital tools and AI-powered feedback mechanisms. With the increasing reliance on technology in hybrid learning, AI-powered speech tools and digital platforms were highlighted as essential resources to improve oral communication instruction. Teacher 5 stated, “*Using AI tools like speech recognition software can help students improve their pronunciation and fluency even outside the classroom.*”

Research confirms that AI-based applications significantly enhance pronunciation accuracy and fluency. Shadiev and Feng (2023) found that digital speech assessment tools provide immediate corrective feedback, which leads to faster improvements in spoken language skills. Additionally, Alda (2024) noted that mobile applications help students practice oral communication independently while receiving personalized insights on areas for improvement.

Teachers suggested expanding the use of digital tools such as speech analysis software, interactive voice assistants, and real-time transcription applications to enhance oral communication learning in asynchronous sessions. Teacher 1 explained, “*Incorporating AI*

feedback in recorded assignments allows students to identify their weaknesses before submitting their final outputs.”

Encouraging student collaboration and peer mentorship. Teachers emphasized the need to increase peer interactions and collaborative speaking activities to improve oral communication skills in hybrid learning. Some teachers implemented peer review systems, while others encouraged student-led discussions to simulate real-world conversational experiences. Teacher 3 shared, “*Students learn better when they collaborate. They get to observe different speaking styles and provide constructive feedback to one another.*”

Studies by Fayram et al. (2018) found that peer mentorship programs in hybrid learning settings increase speaking confidence and interpersonal communication skills. Similarly, Fischer and Yang (2022) emphasized that structured group discussions help students overcome hesitation in speaking and improve engagement.

To implement this, teachers recommended virtual discussion boards, paired speaking exercises, and student-led presentation groups. Teacher 4 noted, “Collaborative projects, such as group storytelling or role-playing activities, provide students with an opportunity to develop both their confidence and fluency.”

Contextualizing lessons to real-world applications. Another major recommendation was the integration of real-world applications into oral communication lessons. Teachers stressed that using relevant and practical speaking scenarios enhances student motivation and helps them see the importance of oral communication in everyday life. Teacher 6 explained, “*When students engage in mock interviews, business pitches, and public speaking events, they realize that communication skills are crucial beyond the classroom.*”

This aligns with Brown and Lee (2020), who argue that Task-Based Language Teaching (TBLT) enhances fluency and confidence by immersing students in authentic communication tasks. Similarly, Doan (2022) found that role-playing real-life situations significantly boosts student motivation and speaking engagement. The research indicated that incorporating role-play in English as a Foreign Language (EFL) speaking classes encourages active participation and enhances communicative competence among high school students.

Teachers suggested integrating community-based projects, industry-related speaking engagements, and interactive workshops to enhance oral communication learning. Teacher 2

noted, *“Inviting guest speakers or requiring students to engage in real-world conversations makes the learning process more meaningful and applicable.”*

Providing targeted and personalized feedback. Finally, teachers emphasized the importance of individualized and constructive feedback in oral communication instruction. Many students struggle with specific aspects of speaking, such as pronunciation, confidence, and coherence. Teacher 1 explained, *“General feedback is not enough—students need detailed, personalized feedback that targets their specific weaknesses.”*

Research supports this, Alda (2024) found that targeted feedback through mobile applications leads to significant improvements in speech clarity and articulation. Additionally, Gesta et al. (2023) suggest that students who receive personalized coaching tend to develop stronger speaking habits over time.

To address this, teachers recommended one-on-one consultations, detailed rubric-based evaluations, and structured self-assessment tools. Teacher 5 shared, *“Aside from rubric-based scoring, I schedule short one-on-one sessions to discuss student progress and provide specific recommendations for improvement.”*

5. Conclusion

This study highlights the importance of structured, innovative, and student-centered strategies in teaching oral communication within a hybrid learning environment. From teachers’ perspectives, five key themes emerged: interactive speaking activities, technology-enhanced communication, real-world tasks, student autonomy, and reflective assessment. These strategies collectively promote learner engagement, confidence, and skill development across synchronous and asynchronous modalities.

Face-to-face sessions thrive on peer-based activities like debates and role-plays, while asynchronous tools—such as Flipgrid, Padlet, and Google Classroom—support self-paced learning. Personalized feedback, AI-assisted tools, and clear rubrics enhance the effectiveness of both modes. These findings call for strong teacher preparation in digital pedagogy, institutional support for resources and training, and policy-level integration of hybrid teaching competencies. However, as the study is limited to teacher perceptions, future research should explore students’ experiences and evaluate the actual impact of these strategies on oral proficiency. More empirical studies are needed to validate the effectiveness of identified

practices and develop a comprehensive hybrid teaching framework. Ultimately, maximizing the potential of hybrid learning requires collaboration among teachers, school heads, and policymakers to ensure responsive, equitable, and evidence-based instruction.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Funding

This work was not supported by any funding.

Institutional Review Board Statement

This study was conducted in accordance with the ethical guidelines set by the University of Baguio. The conduct of this study has been approved and given relative clearance(s) by University of Baguio Research Ethics Committee.

AI Declaration

The author declares the use of Artificial Intelligence (AI) in writing this paper. In particular, the author used Semantic Scholar and Iris.ai to find relevant related literature to support the study; Quillbot for paraphrasing ideas; and Scribbr for generating citations. The author takes full responsibility for ensuring proper review and editing of content generated using AI.

References

- Alda, R. C. (2024). Mobile-Assisted Language Learning (MALL) in senior high school English classes. *World Journal of English Language*, 13(6), 211–222. <https://doi.org/10.5430/wjel.v13n6p211>
- Alshahrani, A., & Saud, W. (2024). The effectiveness of implementing task-based language teaching in Saudi secondary schools to improve students' oral fluency. *Journal of World Englishes and Educational Practices*, 6(3), 76–91. <https://doi.org/10.32996/jweep.2024.6.3.8>

- Almassri, M. A. H., & Zaharudin, R. (2023). Effectiveness of flipped classroom pedagogy in programming education: A meta-analysis. *International Journal of Instruction*, 16(2), 273–292. <https://doi.org/10.29333/iji.2023.16216a>
- Brown, H. D., & Lee, H. (2020). *Principles of language learning and teaching (7th ed.)*. Pearson Education.
- Brown, H. D., & Lee, H. (2020). *Teaching by Principles: An Interactive Approach to Language Pedagogy (5th ed.)*. Pearson Education.
- Chafouk, A. (2022). Comparing the impact of synchronous and asynchronous online learning on student retention and satisfaction. *European Journal of Education Studies*, 11(11), 1–14. <http://dx.doi.org/10.46827/ejes.v11i11.5605>
- Doan, N. B. (2022). Using role play to motivate high-school students in EFL speaking classes. *European Journal of Foreign Language Teaching*, 6(1), 1–20. <https://doi.org/10.46827/ejfl.v6i1.5272>
- El Mortaji, L. (2022). Public speaking and online peer feedback in a blended learning EFL course environment: Students' perceptions. *English Language Teaching*, 15(2), 31. <https://doi.org/10.5539/elt.v15n2p31>
- Fayram, J., Boswood, N., Kan, Q., Motzo, A., & Proudfoot, A. (2018). Investigating the benefits of online peer mentoring for student confidence and motivation. *International Journal of Mentoring and Coaching in Education*, 7(4), 312–328. <https://doi.org/10.1108/IJMCE-10-2017-0065>
- Fischer, I.D. & Yang, J.C. (2022). Flipping the flipped class: Using online collaboration to enhance EFL students' oral learning skills. *International Journal of Educational Technology in Higher Education*, 19(1), 1–15. <https://doi.org/10.1186/s41239-022-00320-2>
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. John Wiley & Sons.
- Gesta, M. L., Lozano, L. L., & Patac, A. (2023). Teachers' perceived barriers to technology integration during online learning. *International Journal of Technology in Education and Science*, 7(3), 415–430. <https://doi.org/10.46328/ijtes.495>
- Hasnain, S., & Halder, S. (2021). Task-based language teaching approach for improving speaking fluency: Case study of trainee teachers in West Bengal. *World Futures*, 79(7-8), 747–775. <https://doi.org/10.1080/02604027.2021.1996189>

- Isaacs, M.-A., Tondeur, J., Howard, S., Claro, M., & van Braak, J. (2024). Digital storytelling as a strategy for developing 21st-century skills: A systematic review of qualitative evidence. *Technology, Pedagogy and Education*, 33(5), 573–593. <https://doi.org/10.1080/1475939X.2024.2343929>
- Jiang, M. Y.-C., Jong, M. S.-Y., Lau, W. W.-F., Chai, C.-S., & Wu, N. (2023). Exploring the effects of automatic speech recognition technology on oral accuracy and fluency in a flipped classroom. *Journal of Computer Assisted Learning*, 39(1), 125–140. <https://doi.org/10.1111/jcal.12732>
- Lapitan, D. S., Tiangco, C. E., Sumalinog, D. A. G., Sabarillo, N. S., & Diaz, J. M. (2021). An effective blended online teaching and learning strategy during the COVID-19 pandemic. *Education for Chemical Engineers*, 35, 116–131. <https://doi.org/10.1016/j.ece.2021.01.012>
- Liu, Y., Wang, H., & Chen, J. (2024). Speech recognition sensors and artificial intelligence automatic evaluation application in English oral correction system. *Measurement: Sensors*, 32, 101070. <https://doi.org/10.1016/j.measen.2024.101070>
- Mayer, R. E. (2001). *Multimedia learning*. Cambridge University Press.
- Mayasari, A. R., Abdurrachman, A., & Fitriati, S. W. (2021). The effectiveness of storytelling and role-play in teaching speaking for students with high and low motivation. *English Education Journal*, 11(2), 187–197. <https://doi.org/10.15294/eej.v11i1.42907>
- Moncayo Mendoza, M. P., & Ramirez Avila, M. R. (2022). Self-assessment to improve speaking skills: A brief action research. Sapienza: *International Journal of Interdisciplinary Studies*, 3(4), 351–362. <https://doi.org/10.51798/sijis.v3i6.492>
- Park, J. (2024). Students' perceptions toward providing video-enhanced multimodal feedback on oral presentations. *Computer Assisted Language Learning*, 1–27. <https://doi.org/10.1080/09588221.2024.2344546>
- Phetsut, P., & Waemusa, Z. (2022). Effectiveness of mobile assisted language learning (MALL)-based intervention on developing Thai EFL learners' oral accuracy. *International Journal of Technology in Education*, 5(4), 571–585. <https://doi.org/10.46328/ijte.271>
- Salang, M. V. V., Acuram, J. D., Ganados, A. C., Gulisao, J. E., Iquico, S. M., Jimenez, M. T. B. M., Sandigan, C. D., & Bolanio, I. C. (2023). Challenges encountered in blended learning in relation to oral communication skills among BSEd-English students.

- University of Bohol Multidisciplinary Research Journal*, 11(1), 62–74.
<https://doi.org/10.15631/azans934>
- Shadiev, R., & Feng, Y. (2023). Using automated corrective feedback tools in language learning: A review study. *Interactive Learning Environments*, 32(6), 2538–2566.
<https://doi.org/10.1080/10494820.2022.2153145>
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. [https://doi.org/10.1016/0364-0213\(88\)90023-7](https://doi.org/10.1016/0364-0213(88)90023-7)
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Yang, J., Yin, C., & Wang, W. (2022). Flipping the flipped class: Using online collaboration to enhance EFL students' oral learning skills. *International Journal of Educational Technology in Higher Education*, 19(1), 1–15. <https://doi.org/10.1186/s41239-022-00320-2>
- Zakaria, W., Turmudi, T., & Pentang, J. T. (2022). Information and communication technology in elementary schools: A Comparison between hybrid and face-to-face learning systems. *Profesi Pendidikan Dasar*, 9(1), 46-54.
- Zou, B., Li, J., & Jin, L. (2023). Supporting speaking practice by social network-based interaction in artificial intelligence (AI)-assisted language learning. *Sustainability*, 15(4), 2872. <https://doi.org/10.3390/su15042872>