

# BSED-English Students' Perspectives on the Development of Classroom Presentation Skills

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## ABSTRACT

This study explores the factors shaping the development of classroom presentation skills among Bachelor of Secondary Education major in English (BSED-English) students. Utilizing a generic qualitative research design, the study gathered insights from ten (10) purposively selected participants at a tertiary Catholic higher education institution in Olongapo City, Philippines. Data were collected through semi-structured interviews conducted via Microsoft Teams and analyzed using thematic analysis. The findings revealed that self-efficacy and confidence are the primary internal determinants of presentation performance, significantly shaped by prior experiences and cognitive preparedness. Externally, instructional support—characterized by actionable feedback and active learning strategies such as group-based rehearsals—was found to provide essential scaffolding for skill acquisition. The results also highlighted the critical role of a psychologically safe classroom climate and peer collaboration in reducing communication apprehension. While technology served as a facilitator for organization and engagement, it also emerged as a potential source of technical anxiety. The study concludes that the development of presentation prowess is a multidimensional process requiring an integrated approach that combines psychological readiness, effective pedagogy, and consistent opportunities for deliberate practice. Recommendations include strengthening instructional feedback mechanisms, fostering inclusive learning environments, and implementing peer mentorship programs to enhance the communicative competence of future educators.

**Keywords:** *BSED-English Students, Instructional Support, Presentation Skills, Self-Efficacy, Qualitative Research, Teacher Education.*

## INTRODUCTION

Effective communication is a cornerstone of success in the field of education, and the ability to deliver impactful presentations is a critical component of this skill set. This is particularly true for future educators, as Bachelor of Secondary Education major in English (BSED-English) students are expected to possess strong English language skills to confidently engage learners through effective classroom presentations (Cabas & Clemente, 2019). Over the past decade, research has consistently highlighted the importance of presentation skills for future teachers. Studies have shown that effective presentation delivery can significantly enhance student engagement and learning outcomes (Nguyen et al., 2018). Similarly, research conducted by Abdullah et al. (2020) demonstrated a positive correlation between teachers' presentation skills and student performance. These findings align with the global emphasis on creating

interactive and engaging learning environments, where presentation plays a key role in facilitating effective instruction (Arends, 2021). Despite the recognized importance of presentation skills, there remains a notable lack of development of these abilities within the BSED-English program. Castro et al. (2017) found that while English majors acknowledge the importance of presentation skills, they often experience limited opportunities to practice and improve these competencies within their coursework. This lack of sufficient development may lead to challenges such as anxiety, stage fright, and reduced effectiveness in classroom presentations (Ayupova & Usanova, 2019). While prior studies emphasize the importance of presentation skills, limited research has examined how these skills are actually developed within teacher education contexts, particularly from the perspective of BSED-English students in Philippine higher education.

This gap highlights the need to explore BSED-English students' perspectives on developing classroom presentation skills. Understanding their experiences can provide insights into the current state of presentation skills development within the program and identify areas for improvement. This study aims to examine how classroom presentation skills are developed among BSED-English students. Specifically, it seeks to identify key factors that influence skill development, as well as the instructional practices and support systems that contribute to enhancing students' presentation abilities from their perspectives. The study has important implications for teaching professionals and policymakers. By identifying the specific challenges and needs of BSED-English students, educators can develop more effective approaches to support the development of presentation skills. In turn, academic institutions may use these findings to inform curriculum enhancements that intentionally promote communication competence within the program. Moreover, the findings may serve as a basis for improving professional development initiatives aimed at preparing future teachers with the necessary tools and strategies for effective classroom presentations. By addressing existing gaps in presentation skills development, this study contributes to the preparation of competent and confident educators who can foster engaging and meaningful learning environments. This study brings forward the perspectives and experiences of BSED-English students to support the continuous improvement of teacher education programs. It aligns with broader educational goals of enhancing teaching and learning processes through effective instructional practices (Arends, 2021) and contributes to the ongoing development of communication skills among future educators.

### **Theoretical Framework**

This study is anchored in Albert Bandura's Self-Efficacy Theory (1977), which emphasizes that individuals' beliefs in their capabilities significantly influence their actions, motivation, persistence, and performance outcomes. Self-efficacy refers to a person's confidence in their ability to successfully perform a specific task. According to Bandura, individuals with strong self-efficacy are more likely to approach challenging situations with confidence, exert greater effort, and persist despite difficulties. In the context of this study, Self-Efficacy Theory provides a relevant framework for understanding how BSED-English students develop classroom presentation skills. Students' confidence in speaking, presenting ideas, and engaging with an audience influences their willingness to participate in oral activities and affects the quality of their presentation performance. Positive experiences, preparation, instructional support, and repeated opportunities for practice contribute to the strengthening of self-efficacy, while negative experiences and communication apprehension may reduce students' confidence and participation. The theory also highlights the importance of environmental and social influences in shaping self-efficacy beliefs. Factors such as faculty feedback, peer support, classroom climate, and instructional strategies may either enhance or hinder students' confidence in delivering classroom presentations. Through this framework, the study examines how both internal and external factors interact in shaping the presentation skills development of BSED-English students. Bandura's Self-Efficacy Theory serves as the guiding theoretical lens of the study by explaining how confidence, experience, and supportive learning environments influence students' presentation competence and overall communication development.

### **Statement of the problem**

The study explores factors shaping BSED-English students' presentation skills development, as perceived by these future English teachers.

Specifically, this study seeks to answer the following questions:

1. What are the perceptions of BSED-E students regarding the critical factors that influence the development of their classroom presentation skills?
2. How do instructional strategies and faculty feedback contribute to the development of the presentation skills of BSED-E students?
3. In what ways do peer interaction and the learning environment affect the confidence and competence of BSED-E students in delivering classroom presentations?
4. What interaction patterns and support systems are perceived as effective in enhancing the presentation skills of BSED-E students?

## **METHODS**

### **Research Design**

The study employs a generic qualitative research design to explore the perspectives and experiences of Bachelor of Secondary Education major in English (BSED-English) students regarding the development of classroom presentation skills. This approach is appropriate for studies that aim to understand how individuals interpret and make sense of their experiences without adhering to the strict philosophical and procedural requirements of established qualitative traditions such as phenomenology, grounded theory, or ethnography. A generic qualitative design allows the researcher to focus on participants' descriptions, interpretations, and meanings of their experiences in a flexible yet systematic manner. It is particularly suitable for applied educational research where the goal is to generate practical and contextually grounded insights rather than to develop theory or identify the essential structure of a phenomenon (Merriam & Tisdell, 2015). In this study, the design facilitates the examination of how students perceive the factors influencing their presentation skills, including instructional practices, peer interactions, and learning environments. Rather than seeking to determine the essence of presentation skill development, the study aimed to identify recurring patterns, shared perspectives, and variations in students' experiences. This approach enables a nuanced understanding of the challenges, supports, and strategies that shape presentation competence within the academic context. Through this lens, the research provides a descriptive and interpretive account of presentation skills development at the micro level, grounded in the voices and experiences of the participants.

### **Research Locale**

The study was conducted in a tertiary Catholic higher education institution situated in Olongapo City, Philippines. This institution is recognized for its commitment to holistic and values-based education, particularly in the formation of future professionals in various academic disciplines, including teacher education. The Bachelor of Secondary Education major in English (BSED-E) program is housed under the College of Arts and Sciences and Education (CASEd), which is responsible for preparing pre-service teachers with the necessary pedagogical knowledge, communication skills, and professional competencies required in the field of education.

### **Participants and Sampling Technique**

The participants of the study were officially enrolled BSED-E students during the second semester of the academic year 2023–2024. These students are undergoing structured academic training that includes content courses, professional education subjects, and field-related activities designed to enhance their

teaching competence. In particular, the program emphasizes the development of English language proficiency and classroom communication skills, which are essential for effective instructional delivery.

A purposive sampling technique, a non-probability sampling method, was utilized to select participants who could provide rich and relevant data aligned with the objectives of the study (Creswell, 2018). Inclusion criteria were established to ensure that participants possessed relevant characteristics necessary for meaningful participation in the study.

The criteria for selection included the following:

- Enrollment: Officially enrolled BSED major in English students during the specified semester.
- Program Affiliation: Students specializing in English under the Bachelor of Secondary Education program.
- Experience: Students with prior experience in delivering classroom presentations.

To ensure representation across year levels, the participants consisted of three (3) first-year students, three (3) second-year students, three (3) third-year students, and one (1) fourth-year student, totaling ten (10) participants.

This selection ensured that participants had sufficient exposure to presentation-related academic activities, allowing the study to gather informed and experience-based insights on the development of presentation skills within the program context. Ethical considerations were observed by ensuring that participation was voluntary, based on clearly defined criteria, and aligned with the objectives of the study.

### **Research Instrument**

The primary data collection method used in this study was semi-structured interviews. This approach involved the use of a guide composed of open-ended questions that allowed for consistency across interviews while providing flexibility for probing and follow-up questions based on participants' responses (Creswell, 2014). An interview guide was developed specifically for this study to elicit in-depth responses from Bachelor of Secondary Education major in English (BSED-E) students. The questions were designed to explore participants' perceptions of presentation skills and their importance, opportunities provided for classroom presentations, challenges encountered during presentations, and strategies used to address such difficulties. To ensure clarity, relevance, and appropriateness of the questions, the interview guide underwent pilot testing with a small group of students prior to the actual data collection. Feedback from the pilot test was used to refine and improve the instrument before its final administration.

### **Data Gathering**

This study employed semi-structured interviews conducted through Microsoft Teams. The platform facilitated a semi-structured discussion guided by a pre-developed interview guide, allowing the researcher to maintain consistency in questioning while encouraging interactive discussion among participants (Morgan, 1997). This method enabled the researcher to capture a range of perspectives while also allowing interaction among participants to generate richer insights. Prior to data collection, informed consent was obtained from all participants. With their permission, all semi-Structured Interviews were audio-recorded to ensure accurate documentation of responses. The sessions were conducted in a respectful and open environment where participants were encouraged to freely express their views. The researcher applied active listening throughout the discussion to encourage elaboration and ensure that all participants were given equal opportunity to share their perspectives (Morgan, 1997). Following each session, the recordings were transcribed verbatim. The transcripts were then reviewed and corrected to ensure accuracy and clarity. All identifying information was removed to maintain confidentiality, and pseudonyms were used in place of real identities (Creswell, 2014). The cleaned transcripts served as the primary data for analysis. The use of Microsoft Teams enabled the researcher to gather in-depth insights into students' perceptions of presentation skills development while also capturing emerging ideas and diverse viewpoints within the discussion.

## Data Analysis

The qualitative data gathered from the semi-structured interviews were analyzed using thematic analysis to identify meaningful patterns and insights. The data were analyzed using thematic analysis following Braun and Clarke (2006), focusing on identifying recurring patterns, shared meanings, and variations in participants' responses. To enhance trustworthiness, the researcher ensured careful transcription, repeated reading of the data, and systematic coding. Themes were refined through iterative review to ensure alignment with the research questions and participant responses.

*Transcription and Familiarization.* The audio recordings were transcribed and manually reviewed to correct errors and ensure accuracy. The researcher repeatedly read the transcripts to become fully familiar with the data, noting initial impressions, recurring ideas, and participant expressions.

*Initial Coding.* After familiarization, initial coding was conducted by identifying meaningful segments of data related to the research questions. These codes represented key ideas, experiences, and concepts shared by participants. Both descriptive and interpretive codes were used to capture surface-level meanings as well as underlying ideas, such as confidence issues in presentation performance (Braun & Clarke, 2006).

*Theme Identification.* The coded data were then grouped into broader themes that reflected significant patterns in participants' experiences and perceptions. These themes captured central ideas such as challenges in presentation delivery and factors influencing confidence and performance (Braun & Clarke, 2006).

*Reviewing and Defining Themes.* Themes were reviewed and refined to ensure accuracy, clarity, and consistency with the data. Each theme was checked against the transcripts to confirm that it was well-supported and representative of participants' responses. Themes were then clearly defined and labeled to reflect their essence.

*Data Saturation.* Throughout the analysis, the researcher observed data saturation, which occurs when no new relevant information or themes emerge from the data (Guest, MacQueen, & Namey, 2017). This ensured that the analysis was comprehensive and adequately captured the perspectives of the participants. Data saturation was considered achieved when no new themes, concepts, or insights emerged from the participants' responses during the final stages of analysis.

## Ethical Consideration

This study adhered to the highest ethical standards in accordance with institutional research ethics guidelines to ensure the protection, dignity, and welfare of all participants throughout the research process.

*Informed Consent.* Informed consent was secured from all participants prior to data collection. The consent form clearly explained the purpose of the study, the nature of participation, data collection procedures, and the voluntary nature of involvement. Participants were informed of their right to withdraw from the study at any time without penalty or consequence. The language used in the consent form was simple and understandable to ensure clarity and accessibility.

*Confidentiality and Anonymity.* Confidentiality and anonymity were strictly maintained throughout the study. All collected data were securely recorded, transcribed, and stored following data protection protocols. Identifiable information was removed from transcripts, and pseudonyms were assigned to participants to protect their identities. Access to the data was limited solely to the researcher for analysis purposes.

*Respect for Participants.* The study upheld respect for all participants by ensuring voluntary participation and promoting an open and non-coercive environment during data collection. Participants were treated with dignity, and their views were equally valued regardless of differing perspectives. Care was taken to ensure that participation remained free from pressure or influence.

*Avoidance of Harm and Justice.* The research design ensured that no harm, whether physical, emotional, or psychological, was inflicted on participants. Sensitive topics were avoided, and the discussion

focused solely on academic experiences related to presentation skills. The selection of participants ensured fair representation, and the data collected were used exclusively for research purposes. The study also promoted fairness by giving equal opportunity for participation across eligible students.

*Validation.* To ensure the quality and credibility of the research instrument, a content validation process was conducted on the semi-structured interview guide prior to data collection. The instrument was reviewed by qualified academic reviewers familiar with the study context to assess the clarity, relevance, and alignment of the interview questions with the research objectives. Based on their feedback, revisions were made to improve the instrument's structure and content.

Additionally, pilot testing was conducted with a small group of students to evaluate the clarity and effectiveness of the questions in eliciting meaningful responses. Feedback from the pilot study was used to refine and improve the interview guide further. This process helped ensure that the instrument was appropriate, understandable, and capable of generating rich and relevant data for the study.

## RESULTS AND DISCUSSION

### Self-Efficacy and Confidence in Presentation Performance

Self-efficacy and confidence emerged as important factors influencing students' classroom presentation performance. Participants consistently described confidence as dependent on preparation, prior experiences, and familiarity with the presentation topic. Students who felt prepared and knowledgeable about the subject matter expressed greater willingness to participate in presentation activities.

One participant explained that preparedness directly influenced confidence during presentations: "I feel confident when I already understand the topic well, but when I am not prepared, I really get nervous and forget what to say."

The response suggests that cognitive preparedness contributes to students' confidence and ability to manage anxiety during presentations. Participants also revealed that negative presentation experiences affected their willingness to engage in future speaking tasks.

Another participant shared: "Even if I study, I still feel nervous when presenting because I had a bad experience before where I forgot everything."

The findings indicate that previous experiences shape students' confidence and influence how they respond to presentation situations. Students with positive experiences demonstrated greater confidence, while those with negative experiences reported persistent nervousness and communication apprehension. These findings support Albert Bandura's Self-Efficacy Theory (1977), which explains that individuals' beliefs in their abilities influence their performance, persistence, and behavior. The findings also align with McCroskey's (1982) concept of communication apprehension, where anxiety may develop through repeated negative speaking experiences.

### Instructional Support

Instructional support emerged as an important factor influencing students' presentation skills development. Participants emphasized that teachers play significant roles not only as content facilitators but also as providers of guidance, feedback, and encouragement during presentation activities. Several participants highlighted the importance of constructive feedback in improving their presentation performance. One participant explained: "When the teacher explains clearly what I did wrong and how I can improve; it helps me do better next time." The response suggests that clear and specific feedback helps students recognize areas for improvement and develop greater confidence in presenting. Participants perceived supportive feedback as a motivating factor that encouraged continuous improvement.

Students also identified structured classroom activities such as group presentations, guided speaking tasks, and rehearsal opportunities as beneficial in developing their communication skills. These activities were viewed as less intimidating and more supportive learning experiences. One participant

shared: “Group presentations help because I get to practice speaking first with my classmates before doing it alone.” The findings indicate that collaborative and guided presentation activities help reduce anxiety and allow students to gradually build confidence before engaging in individual presentations. Participants also emphasized that repeated exposure to structured speaking tasks improved their familiarity and comfort with public speaking situations.

In addition, participants described instructional strategies such as step-by-step presentation activities, peer rehearsals, and guided rubrics as helpful in bridging the gap between theoretical knowledge and actual presentation performance. One participant stated: “It becomes easier to understand lessons when we apply them in actual presentations.” The findings suggest that experiential and practice-based learning activities contribute to students’ understanding and presentation competence. Opportunities for application allowed students to connect theoretical concepts with actual communication experiences. These findings support Hattie and Timperley’s (2007) framework, which emphasizes the importance of clear and actionable feedback in improving learning outcomes. The findings also align with Bonwell and Eison’s (1991) Active Learning Theory, which highlights engagement and participation as essential components of skill development. Furthermore, the findings reflect Schön’s (1983) reflective practice model, where learning develops through experience, reflection, and continuous application.

### **Peer and Environmental Dynamics**

Peer interaction and classroom environment emerged as important factors influencing students’ confidence and presentation performance. Participants consistently described classmates as sources of encouragement, reassurance, and feedback during presentation activities. These interactions helped reduce nervousness and increased students’ willingness to participate in classroom presentations.

One participant shared: “My classmates encourage me, so I feel less nervous when I present.” The response suggests that peer support contributes to students’ emotional comfort during presentation activities. Participants perceived collaborative learning experiences as supportive spaces where they could practice communication skills with less fear of criticism or embarrassment. In addition to encouragement, students also viewed peers as sources of informal feedback that helped them improve their delivery and presentation strategies.

The classroom environment was also identified as a significant influence on students’ participation and confidence. Participants emphasized that respectful, supportive, and non-judgmental learning environments made them feel more comfortable expressing themselves during presentations. One participant explained: “I become more confident when the classroom feels friendly and supportive.”

The findings indicate that psychologically safe classroom environments help reduce communication apprehension and increase students’ willingness to engage in speaking activities. Conversely, participants reported that fear of negative judgment from classmates contributed to self-consciousness and presentation anxiety.

Technology also played an important role in students’ presentation experiences. Participants described presentation software and online resources as useful tools that enhanced organization, creativity, and audience engagement. One participant stated: “Using PowerPoint helps me present better because I can organize my ideas clearly.” However, some participants also noted that technical difficulties during presentations increased nervousness and disrupted their performance. One participant shared: “Sometimes I get nervous when there are technical problems during presentation.”

The findings suggest that technology can both support and challenge students’ presentation experiences depending on accessibility, familiarity, and technical reliability. In addition, repeated exposure to presentation activities was identified as essential in improving students’ confidence and communication competence. Participants emphasized that regular practice allowed them to gradually overcome nervousness and become more comfortable speaking in front of others.

One participant explained: “The more I practice presenting, the more confident I become.” The findings indicate that continuous practice contributes to skill improvement and reduced presentation anxiety through familiarity and repeated exposure to speaking situations.

These findings support Barkley et al. (2005), who emphasized the importance of collaborative learning in promoting engagement and emotional support. The findings also align with Hattie’s (2009) assertion that classroom climate significantly affects students’ participation and learning behaviors. Furthermore, the findings reflect Ericsson et al.’s (1993) concept of deliberate practice, which emphasizes repeated practice as essential for skill development and performance improvement.

### **Institutional and Technological Support Systems**

Institutional and technological support systems emerged as important contributors to the development of students’ presentation skills. Participants emphasized the need for more structured and interactive instructional activities that provide opportunities for active participation and repeated speaking practice.

Several participants expressed the importance of experiential learning activities such as simulations, graded speaking tasks, and rehearsal-based exercises in improving their presentation competence. One participant stated: “We need more chances to practice speaking in class.” The response suggests that students value performance-based learning experiences that allow them to apply communication skills in realistic classroom situations. Participants perceived repeated speaking opportunities as helpful in reducing nervousness and improving confidence during presentations. Support systems within the academic environment were also identified as important in helping students manage anxiety and prepare for presentation tasks. Participants described teachers and classmates as sources of both technical guidance and emotional encouragement.

One participant shared: “My teacher and classmates help me feel more confident when I present.” The findings indicate that academic and interpersonal support contribute to students’ readiness and willingness to participate in presentation activities. Participants emphasized that encouragement, reassurance, and guidance from teachers and peers helped lessen anxiety and improve their overall presentation experiences. Technology integration was likewise recognized as an important support mechanism in learning and presentation preparation. Participants reported using online resources, presentation tools, and educational videos to improve their communication techniques and presentation styles. One participant explained: “Watching online videos helps me learn how to present better.”

The findings suggest that technology provides students with accessible learning resources that support skill development, preparation, and self-improvement. Through digital platforms, students are exposed to various presentation styles and strategies that they may apply in their own classroom presentations. These findings support Tinto’s (1993) model of academic and social integration, which emphasizes the importance of institutional support systems in promoting student success and engagement. The findings also align with Mishra and Koehler’s (2006) TPACK framework, which highlights the integration of technology, pedagogy, and content knowledge in enhancing learning experiences and instructional effectiveness.

### **CONCLUSION**

This study examined the factors influencing the development of presentation skills among Bachelor of Secondary Education major in English students from the perspective of learners. The findings reveal that presentation skill development is a multidimensional process shaped by interrelated psychological, instructional, social, and environmental factors.

A central finding of the study is the critical role of self-efficacy and confidence, which significantly influences students' willingness and ability to perform oral presentations. Students with higher confidence levels demonstrated greater engagement, while those with prior negative experiences exhibited communication apprehension and performance anxiety.

In addition, the study highlights the importance of instructional support, particularly through effective feedback, structured activities, and active learning strategies. These instructional practices were found to enhance students' understanding, preparedness, and overall performance in presentation tasks.

The findings further emphasize the role of the learning environment and peer interaction, where supportive classroom climates and collaborative experiences contribute to reduced anxiety and improved communication competence. Conversely, unsupportive or highly evaluative environments were associated with increased stress and reduced performance confidence.

Moreover, technology integration and repeated practice opportunities emerged as enabling factors that support skill development. When effectively implemented, these tools enhance engagement, organization, and presentation delivery. It is clearly evident that the development of presentation skills requires an integrated approach combining psychological readiness, effective pedagogy, supportive learning environments, and continuous practice opportunities.

### Recommendations

Based on the findings, the following recommendations are proposed:

1. *Enhance Self-Efficacy and Confidence.* Educational institutions should implement strategies that strengthen students' confidence in public speaking. This may include gradual exposure to speaking tasks, positive reinforcement, and structured opportunities for successful presentation experiences.
2. *Strengthen Instructional Strategies.* Faculty members are encouraged to adopt student-centered instructional approaches such as group presentations, simulations, peer collaboration, and experiential learning activities. These strategies promote active engagement and skill development.
3. *Improve Feedback Practices.* Faculty development programs should focus on enhancing the quality of feedback delivery. Feedback should be timely, specific, and constructive to effectively guide students in improving their presentation skills.
4. *Foster a Supportive Learning Environment.* Classroom environments should promote psychological safety, respect, and collaboration. Encouraging peer support and group-based learning activities can help reduce anxiety and improve participation.
5. *Integrate Technology in Learning.* The use of digital tools and presentation technologies should be maximized to enhance student engagement and output quality. Institutions should ensure access to reliable technological resources to support presentation practice and delivery.
6. *Establish Mentorship Opportunities.* A peer mentorship program may be implemented, pairing more experienced students with those who experience difficulty in presentations. This will provide guidance, modeling, and emotional support.
7. *Conduct Continuous Program Evaluation.* Regular assessment of instructional strategies, learning environments, and support systems should be conducted to ensure continuous improvement in developing students' presentation skills.

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