

# Development and Validation of the Speak Up Intervention Program Towards the Improvement of the Oral Communication Skills of Grade 12 Learners

<sup>1</sup>Maureen D. Pulvera, <sup>2</sup>Susan B. Pineda

<sup>1</sup>Department of Education, <sup>2</sup>Marinduque State University

<sup>1</sup>[maureen.pulvera@deped.gov.ph](mailto:maureen.pulvera@deped.gov.ph), <sup>2</sup>[sedbeed@gmail.com](mailto:sedbeed@gmail.com)

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Corresponding Email:

[maureen.pulvera@deped.gov.ph](mailto:maureen.pulvera@deped.gov.ph)

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oral communication, intervention program, SPEAK-UP Program, grade 12 learners, descriptive validation, DepEd standards, Philippines

**Abstract.** This study focused on the development and validation of the SPEAK UP Program (Strengthening Proficiency and Enhancing Academic Knowledge through Unified Programs), a structured intervention designed to improve the oral communication skills and academic performance of Grade 12 learners at San Andres National High School, Quezon Province. The program integrated podcast-based speaking activities, performance tasks, collaborative exercises, and guided reflections aligned with Department of Education Senior High School standards. A total of ten expert validators evaluated the program using a structured validation tool covering key criteria such as alignment with standards, instructional design, implementation strategies, assessment, and sustainability. The results revealed an overall mean score of 4.42 (SD = 0.81), interpreted as Very Good. The program was rated Excellent in terms of alignment with standards and learner needs (M = 4.60, SD = 0.70), clarity and relevance of program design (M = 4.60, SD = 0.70), and implementation strategies and resource management (M = 4.50, SD = 0.85). It received Very Good ratings in instructional materials (M = 4.20, SD = 0.79), monitoring and evaluation (M = 4.30, SD = 0.82), and stakeholder involvement (M = 4.30, SD = 0.95). The findings indicate that the SPEAK UP Program is well-developed, systematic, and responsive to learners' needs. Revisions based on expert feedback further enhanced its quality, particularly in assessment tools and stakeholder engagement. The program is therefore considered valid and ready for pilot implementation as an effective approach to improving learners' communication proficiency, confidence, and academic performance among senior high school learners.

## Introduction

Oral communication is an important skill that greatly affects students' academic success, social skills, and readiness for work. As communication becomes more important both globally and locally, being able to speak clearly, fluently, and confidently is now a key goal in education. In the Philippines, the Department of Education (DepEd) highlights this through the K-12 curriculum, which requires students to be proficient in both oral and written communication to prepare them for higher education, jobs, and active roles in society.

Even with this focus, many studies and classroom observations show that senior high school students in the Philippines still struggle with speaking English. They often have a limited vocabulary, unclear speech, fear of speaking in front of others, and low confidence. These issues make it hard for them to join class discussions and stay engaged. Long-term data from Philippine schools also show that students often lack strong skills in fluency, coherence, and pronunciation. These ongoing problems highlight the need for well-designed communication programs that meet DepEd standards.

Existing interventions have produced positive yet limited outcomes. Many target isolated skills, such as pronunciation. Current programs have had some success, but their results are limited. Many focus only on single skills like pronunciation or vocabulary, instead of combining the language, thinking, and emotional skills needed for strong communication. Most programs also have not been thoroughly tested or shown to match the Most Essential Learning Competencies (MELCs). Because of this, there is a clear need for a complete, curriculum-based program that experts have reviewed to help Grade 12 students improve their oral communication in a lasting and effective way.

In response to these needs, the present study developed and validated the SPEAK UP Intervention Program (Strengthening Proficiency and Enhancing Academic Knowledge through Unified Programs)—a structured, data-driven framework designed to improve the oral communication skills of Grade 12 learners through guided speaking exercises, collaborative tasks, and podcast-based performance activities. Anchored in Communicative Language Teaching, Social Constructivism, Self-Efficacy Theory, and Multimodal Learning Theory, the program promotes interactivity, confidence building, and learner engagement while aligning with DepEd standards and MELCs. The main thrust of this study was to develop and validate the SPEAK UP Intervention Program towards the improvement of the oral communication skills of Grade 12 learners at San Andres National High School during the school year 2025–2026. Specifically, the study sought to answer the following questions:

1. How is the SPEAK UP Intervention Program developed in terms of:
  - 1.1 setting clear objectives;
  - 1.2 designing activities and implementation processes; and
  - 1.3 preparing resources and establishing support systems?
2. How is the SPEAK UP Intervention Program validated in terms of:
  - 2.1 alignment with DepEd standards and identified learners' needs;
  - 2.2 clarity and relevance of the program design;
  - 2.3 quality and appropriateness of instructional strategies and materials;
  - 2.4 implementation strategies and resource management;
  - 2.5 monitoring, evaluation, and documentation of learner progress; and
  - 2.6 stakeholders' involvement and sustainability?
3. What are the comments and suggestions given by the expert evaluators to improve the SPEAK UP Intervention Program?
4. What intervention plan could be proposed by the researcher based on the findings of the study to improve the SPEAK UP Program?

Through this inquiry, the study aimed to produce an empirically validated and curriculum-aligned oral communication program that can serve as a model for other schools seeking to enhance learners' fluency, organization, confidence, and overall communicative competence in English.

## Methodology

### *Research Design*

This study utilized a descriptive-validation research design to develop and evaluate the SPEAK UP Intervention Program (Strengthening Proficiency and Enhancing Academic Knowledge through Unified Programs), intended to strengthen the oral communication skills of Grade 12 learners. The design described and analyzed the process of program development and expert appraisal without experimental implementation among students. Through systematic validation, the study gathered qualitative and quantitative feedback from experts to determine the program's clarity, alignment, and readiness for classroom use. The approach enabled the identification of strengths, limitations, and areas needing refinement before large-scale application.

### *Research Environment*

The study was conducted at San Andres National High School, a public senior high school located in the municipality of San Andres, province of Quezon, in the CALABARZON region. The area is characterized by both mainland and island barangays, representing diverse learner backgrounds, socio-economic conditions, and levels of exposure to educational and digital resources. This diversity made the school an appropriate locale for the study since it typifies the communication challenges faced by public-school learners. The institutional support of administrators, along with available technological equipment, also facilitated the development and validation of the program's components and podcast-based activities.

### *Research Participants*

The participants of the study were ten (10) expert validators drawn from San Andres National High School and selected public secondary schools in the Division of Quezon Province and Calamba, Laguna. They included two English subject

experts, three master teachers in English, one head teacher, two school principals, and two teachers with more than twenty-eight years of teaching experience. Validators were purposively selected based on the following criteria:

1. Currently teaching English or related language subjects;
2. Holding a master teacher or equivalent senior teaching position; and
3. Having extensive experience in curriculum implementation, instructional-material development, or program validation.

Their collective experience and professional expertise ensured the accuracy, reliability, and credibility of the program's evaluation results.

#### *Research Instrument*

The principal research instrument was a Validation Rubric and Structured Questionnaire specifically designed for assessing the SPEAK UP Intervention Program. The rubric evaluated the program's objectives, instructional activities, strategies, alignment with Department of Education (DepEd) standards, and overall feasibility using a five-point Likert scale (1 = Poor to 5 = Excellent). The questionnaire gathered qualitative comments, recommendations, and suggestions to further refine the program's design and instructional content.

Reliability was ensured through consistent responses across validators, reflected in low standard deviation values, while content validity was established by expert review confirming the rubric's alignment with DepEd MELCs and oral communication competencies.

#### *Data Gathering Procedure*

The research process was completed in several phases. First, the draft of the SPEAK UP Program underwent preliminary review by a master teacher in English to ensure pedagogical soundness. After consultation and revision, the program proposal was submitted to the school principal for approval. Upon authorization, the validation materials were distributed to the ten expert evaluators.

Each expert validator assessed the program using the standardized rubric and provided written qualitative feedback. Responses were collated, and quantitative data were subjected to descriptive statistical analysis. The collected insights served as the basis for the revision and refinement of program content, activities, and support systems. Ethical considerations—including informed consent and institutional approval—were strictly observed throughout the process.

#### *Statistical Treatment of Data*

Data were analyzed using descriptive statistics, specifically mean and standard deviation, to determine validators' level of agreement on each component of the SPEAK UP Program. Quantitative interpretations were based on DepEd-aligned rating scales.

## **Results and Discussion**

#### *Development of the SPEAK UP Intervention Program*

The SPEAK UP Intervention Program (Strengthening Proficiency and Enhancing Academic Knowledge through Unified Programs) was developed to address persistent challenges in learners' oral communication, specifically in fluency, organization of ideas, pronunciation, vocabulary, and confidence. A five-year performance analysis of Grade 12 learners in Oral Communication indicated a consistent below-mastery average of 57.80%, which is significantly lower than the Department of Education's (DepEd) target mastery level of 75%. These results indicate that learners struggled to articulate coherent responses and demonstrated limited engagement in class discussions. Consequently, there is a clear need for a structured, curriculum-aligned program to enhance oral proficiency.

The design of the program was anchored on three major components:

1. Setting Clear Objectives – aligned with the Most Essential Learning Competencies (MELCs) in Oral Communication;
2. Designing Program Activities and Implementation Processes – integrating guided speaking tasks, collaborative exercises, role-playing, and podcast-based performance activities to enhance communicative competence progressively; and
3. Preparing Resources and Establishing Support Systems – developing teacher guides, activity sheets, speaking rubrics, feedback templates, and monitoring tools to ensure coherence and instructional fidelity.

These features collectively formed a learner-centered and data-driven instructional framework consistent with Communicative Language Teaching and Social Constructivist principles.

*Validation of the SPEAK UP Program*

Ten (10) expert validators evaluated the program using a standardized rubric measuring clarity, relevance, alignment with DepEd standards, instructional strategies, implementation feasibility, and sustainability. Quantitative results are presented below.

Criteria	Indicators	M	SD	Verbal Interpretation
Alignment with DepEd Standards and Learner Needs	Program objectives, learning outcomes, and activities align with DepEd SHS standards and address learners' oral communication gaps	4.60	0.70	Excellent
Clarity and Relevance of Program Design	Structure, sequencing of units, and instructions are clear; content is relevant to target learners	4.60	0.70	Excellent
Appropriateness of Instructional Strategies and Materials	Activities, worksheets, rubrics, and resources are suitable, engaging, and effective for learning outcomes	4.20	0.79	Very Good
Implementation Strategies and Resource Management	Guidelines for delivery, time management, and classroom resources are clear and practical	4.50	0.85	Excellent
Monitoring, Evaluation, and Documentation	Procedures for assessment, tracking progress, and documenting results are systematic, reliable, and clear	4.30	0.82	Very Good
Stakeholder Involvement and Sustainability	Program involves teachers, learners, administrators, and community; addresses sustainability and adaptability	4.30	0.95	Very Good
<b>Overall Mean</b>		<b>4.42</b>	<b>0.81</b>	<b>Very Good</b>

*Table 1. Overall Validation of the SPEAK UP Intervention Program*

The results indicate that the program attained Excellent ratings in its alignment with DepEd standards, clarity of design, and implementation strategies, confirming strong compliance with curriculum expectations and instructional feasibility. The overall mean of 4.42 ("Very Good") signifies that the program is highly credible and ready for pilot implementation with only minor adjustments required.

These findings parallel Mendoza and Rosales (2021), who demonstrated that well-structured, curriculum-aligned communication programs significantly enhance learners' oral fluency and academic performance. Likewise, Asio et al. (2023) emphasized that technology-supported and performance-based strategies—such as the podcast activities integrated in SPEAK UP—can effectively improve learner engagement and speech confidence

Meanwhile, monitoring, evaluation, and documentation and stakeholders' involvement and sustainability both garnered a mean of 4.30, interpreted as Very Good. This means that although these components were rated positively, validators recommended strengthening collaboration among stakeholders such as parents, teachers, and school administrators, as well as improving documentation systems to ensure continuous monitoring of learner progress.

The findings support the view that intervention programs become more effective when they are systematically developed, curriculum-aligned, learner-centered, and supported by clear implementation plans. The strong ratings further indicate that the SPEAK UP Program has high potential to enhance oral communication skills, confidence, fluency, and learner participation once implemented.

To further examine the strengths and areas for improvement of the program, Table 2 presents the ranking of program components based on mean scores.

Rank	Criteria	Mean
1	Alignment with DepEd Standards and Learner Needs	4.60
1	Clarity and Relevance of Program Design	4.60

3	Implementation Strategies and Resource Management	4.50
4	Monitoring, Evaluation, and Documentation	4.30
4	Stakeholders' Involvement and Sustainability	4.30
6	Instructional Strategies and Materials	4.20

*Table 2. Ranking of Program Components Based on Mean Scores*

As shown in Table 2, alignment with DepEd standards and clarity of program design ranked highest (M = 4.60), confirming that these are the strongest aspects of the program. This implies that the intervention is both theoretically sound and practically organized. Implementation strategies ranked third (M = 4.50), further supporting the program's applicability in instructional settings. On the other hand, instructional strategies and materials ranked lowest (M = 4.20), highlighting the need for enhancement in terms of clarity, variety, and appropriateness of learning resources. The ranking provides a clear direction for prioritizing improvements while maintaining the strengths of the program.

In addition to quantitative results, qualitative feedback from expert validators provided further insights into specific areas for refinement. Table 3 summarizes the key comments and corresponding actions taken.

Area	Key Feedback	Action Taken
Instructional Materials	Improve clarity and examples	Revised and simplified materials
Assessment Tools	Strengthen evaluation criteria	Added clearer rubrics
Stakeholder Involvement	Increase participation	Included coordination strategies

*Table 3. Summary of Validators' Qualitative Feedback*

Table 3 shows that validators emphasized the need to improve instructional materials, strengthen assessment tools, and enhance stakeholder involvement. Suggestions included providing clearer examples, simplifying content for better understanding, and developing more structured evaluation criteria. These recommendations were addressed through revisions in the program, such as refining learning materials, improving rubrics, and incorporating strategies for stakeholder engagement. The integration of qualitative feedback demonstrates the responsiveness of the program to expert input and contributes to its overall validity and quality.

For consistency in interpreting the quantitative results, Table 4 presents the scale used to classify the level of acceptability.

Scale	Range	Interpretation
5	4.21 – 5.00	Excellent
4	3.41 – 4.20	Very Good
3	2.61 – 3.40	Good
2	1.81 – 2.60	Fair
1	1.00 – 1.80	Poor

*Table 4. Level of Acceptability Interpretation Scale*

The use of this scale ensures objective and consistent interpretation of the mean scores. Based on this classification, the overall rating of the program falls within the Very Good range, indicating that it meets acceptable standards with minor areas for improvement. Components rated as Excellent reflect high levels of quality and readiness for implementation, while those rated as Very Good suggest the need for further refinement.

Overall, the results indicate that the SPEAK-UP Intervention Program is a well-designed, curriculum-aligned, and feasible instructional intervention. The combination of high quantitative ratings and constructive qualitative feedback supports its validity and potential effectiveness in improving the oral communication skills of Grade 12 learners. The findings further imply that structured, learner-centered, and validated intervention programs can serve as effective tools in addressing communication gaps in senior high school education.

## Conclusion and Recommendations

The present study developed and validated the SPEAK UP Intervention Program toward improving the oral communication skills of Grade 12 learners at San Andres National High School. Responding to four research questions, the study evaluated the program's development process, alignment with Department of Education (DepEd) standards, and overall quality through expert validation. Findings revealed that the program achieved an overall mean rating of 4.42 (Very Good),

indicating that its objectives, learning activities, instructional strategies, and support systems are clearly defined, curriculum-aligned, and acceptable for school-based implementation.

#### *Theoretical Contributions*

The study advances the field of language education by consolidating multiple pedagogical frameworks—Communicative Language Teaching (Richards & Rodgers, 2014), Social Constructivism (Vygotsky, 1978), Self-Efficacy Theory (Bandura, 1997), and Multimodal Learning Theory (Kress, 2010)—into a unified intervention model that operationalizes oral communication development. It contributes theoretically by:

Demonstrating that self-efficacy and multimodal exposure through podcast-based tasks promote learner confidence, a psychological construct often underdeveloped in language learning research.

Providing a validated framework that links task-based learning and performance-driven assessment directly to measurable communication gains.

Extending communicative theories into Philippine classroom settings where contextualized, technology-assisted learning ecosystems remain limited. Thus, the SPEAK UP Program bridges the gap between theory and applied linguistics by producing an empirically validated model that integrates cognitive, social, and affective learning constructs.

#### *Practical Implications*

For *Teachers and Educators*. The program offers a ready-to-adapt, evidence-based set of materials and strategies for delivering oral communication lessons that are interactive and performance-centred. Its systematic sequence of guided, collaborative, and independent speaking tasks supports differentiated instruction.

For *School Administrators*. Validated implementation procedures and monitoring tools provide a model for institutionalizing oral communication programs within school improvement plans and learning recovery initiatives.

For *Policymakers and DepEd*. Findings reinforce the necessity of curriculum-aligned interventions in communication education. The program may serve as a prototype for future national or regional enhancement initiatives promoting communicative competence.

For *Learners*. SPEAK UP's focus on confidence building and authentic task execution contributes to learner autonomy, self-expression, and academic motivation.

#### *Limitations*

The study was delimited to expert validation and did not include pilot implementation with students; thus, it did not directly measure learning gains or affective changes. The validators were limited to selected schools within Quezon Province and Laguna, potentially restricting generalizability to other contexts. Despite these limitations, the descriptive-validation process ensured program credibility and offers an empirical foundation for future field testing.

#### *Future Research Directions*

To expand the scope and impact of this study, future investigations may:

1. Pilot-test the SPEAK UP Program using an experimental or quasi-experimental design to quantify its effects on learners' oral fluency, organization of ideas, and confidence.
2. Longitudinally evaluate how repeated exposure to podcast-based tasks sustains oral proficiency and academic engagement over time.
3. Explore moderating variables such as socio-economic background, language exposure, and technological access to examine their influence on program outcomes.
4. Develop predictive models linking oral communication competence with academic performance metrics in English and related subjects.
5. Adapt and validate the framework across other grade levels or subject areas (e.g., Filipino, Social Studies) to strengthen cross-disciplinary communication competencies.

Through these directions, the SPEAK UP Program can evolve into a scalable model for communication-skills enhancement that supports the broader goal of fostering articulate, confident, and globally competitive Filipino learners.

### Conceptual / Theoretical Framework

Effective oral communication arises from the dynamic interaction of cognitive, affective, and sociocultural factors. The SPEAK UP Intervention Program was grounded on the synthesis of four interrelated theories:

1. Communicative Language Teaching (CLT) (Richards & Rodgers, 2014) – positions interaction as both a goal and a medium of language learning, emphasizing real-life communicative performance.
2. Social Constructivism (Vygotsky, 1978) – asserts that knowledge is co-constructed through social collaboration; peer discussions and feedback activities operationalize this principle.
3. Self-Efficacy Theory (Bandura, 1997) – explains how belief in one’s ability influences motivation and persistence; repeated speaking practice and formative feedback in the SPEAK UP Program enhance learner confidence.
4. Multimodal Learning Theory (Kress, 2010) – advocates multiple sensory and symbolic modes such as audio, video, and text; podcast-based speaking tasks facilitate multimodal engagement suited to digital learners.

#### Core Variables:

- Input: DepEd MELCs, theoretical foundations, validated instructional materials.
- Process: Program development, expert evaluation, and refinement.
- Output: Validated SPEAK UP Program with structured modules and implementation guide.
- Outcome: Improved learner fluency, confidence, vocabulary breadth, and pronunciation accuracy.

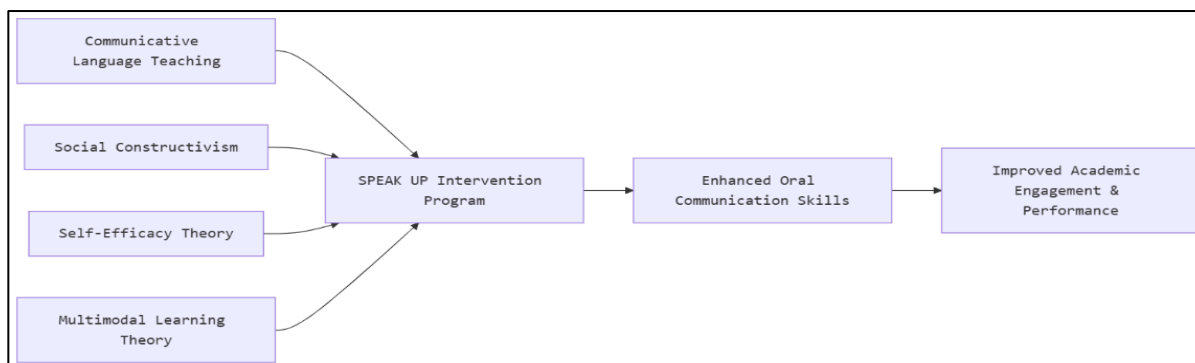


Diagram – Theoretical and Conceptual Relationships

This framework illustrates how the integration of communicative, social, psychological, and multimodal constructs produces a cohesive instructional model that develops holistic communicative competence among senior high school learners.

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## Competing Interests Statement

The author declares that there are no known financial interests, personal relationships, or other circumstances that could have influenced the work reported in this article.

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## Data Availability Statement

Data sharing is not applicable to this article, as no new datasets were created or analyzed in this study. All information utilized was derived from existing sources and materials cited in the reference list.

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## Appendices

No appendices are included in this article.