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## Using Mobile-Supported Self-Learning Modules in Developing Oral Communication Skills of Grade 9 ESL Students

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### ABSTRACT

With the recent pandemic, the development of oral communication skills became more challenging to address. Hence, the study sought to determine the effect of mobile-supported SLMs on oral communication skills and identify the attitudes of students toward the use of the material. The study used one-group pretest-posttest design. The scores in the pretest and posttest were analyzed through paired-samples t-test, while the answers in the attitude survey questionnaire were analyzed through the median of every item and triangulated with the students' essay and teacher's log. The study found a statistically significant difference in students' oral communication skills before and after exposure to the mobile-supported SLMs, and students generally have a positive attitude towards the use of the materials. It was concluded that students in low-resource contexts can still develop their oral communication skills and that they like using mobile-supported SLMs to develop their oral communication skills during education in emergencies.

### INTRODUCTION

Oral communication is one of the critical components of speaking as a macro language skill that plays an essential role in everyday life (Khan, 2015). It is a social activity when two or more persons engage in a spoken interaction where effective transmittal of information, thoughts, feelings, and values is required in a given context (Rahman, 2015). In the Philippines, developing these skills has been one of the priorities of the Department of Education (DepEd) as embodied in the K-12 Curriculum.

However, with the recent pandemic brought about by the Covid-19, the development of oral communication skills became more challenging to address since it was not emphasized in the simplified curriculum to sustain education during emergencies. To sustain education delivery at times of emergency and provide ample time for mastery and coverage, 60% of the learning competencies were reduced (Arcilla, 2020). Sadly, it has practically left out the development of oral communication skills in the English Curriculum Guide of K-12. It can be said that all macro skills are indispensable in the language learning process (Abbasi, Mangrio, Channa & Hanif, 2020). However, oral communication skills are one of the most vital skills for ESL students (Amin & Raba, 2017). They are considered lifelong skills because humans communicate orally more than they write (AlSaleem, 2018). It is also essential as it can be a part of the survival skills that humans need during emergencies. It may be argued that in emergencies, these competencies become all the more applicable, therefore, should be developed. Moreover, there were also limitations on regular self-learning modules (SLMs) since the critical key concepts for developing oral communication skills cannot be

easily carried out on a printed or digital version of SLMs. Notwithstanding the good intention of SLMs as priority learning materials for modular distance learning modality during emergencies, they may fall short in facilitating the critical process of developing oral communication skills. Modeling of the language, speaking practices, significant input, oral interaction, and feedback-giving (Burns, 2019) cannot be efficiently executed with the limitations of regular SLMs. Interactions with a language teacher to facilitate those critical processes are imperative as these are crucial concepts in the Interactionist Theory, Output Theory, and Sociocultural-Constructivist Learning Theory (Goh & Burns, 2012).

Lastly, even before the pandemic, a concern in the curriculum guide of the K-12 English program, particularly in English 9, already exists. At a closer look, the majority of the competencies to develop oral communication skills are only within the spectrum of pronunciation skills through the delivery of lines in speech choir, readers chamber, one-act play, and full-act play. Considering that the K-12 curriculum implements spiral progression, the complexity of skills is expected to increase as the student progresses to a higher level. The heavy emphasis on linguistic knowledge in pronunciation is insufficient for developing oral communication skill. As stated in the Communicative Competence Theory, speakers must obtain knowledge about language and the skill to utilize it in any communicative context. According to Goh and Burns (2012), pronunciation is the lowest core of speaking skills. Language or speech functions, interaction management, and speech cohesion and coherence (which is also known as discourse management) are the other higher core speaking skills which need to be emphasized.

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This is why the study aimed to investigate the feasibility of using mobile-supported SLM by determining its effects on the oral communication skills of Grade 9 ESL students. Additionally, since it involves integration of the use of technology, an investigation of attitude towards the use of the said material is deemed warranted considering that attitude can be a driving force that can affect learning of speaking (Quyen & Channarong, 2013), and intention to use the gadget for learning (Jahromi & Salimi 2013; Liaw, Huang, & Chen, 2007; Teo, 2006; Ushida, 2005).

### General Purpose and Research Questions of the Study

The study investigated the feasibility of using mobile-supported SLMs in developing oral communication skills. More specifically, it sought to answer the following questions:

1. Is there a significant difference between the oral communication skills of Grade 9 ESL students before and after the use of the mobile-supported self-learning modules in terms of: a) language function skills; b) interaction management; and c) speech cohesion and coherence?

2. What are the attitudes of the learners towards the use of mobile-supported self-learning modules to develop oral communication skills?

## LITERATURE REVIEW

### Second Language Acquisition and Learning Theories

There are several SLA theories which highlight key concepts on how oral communication skills are developed. One of these is the Interactionist Theory which recognizes that when an expert (parent or teacher) demonstrates conversational techniques during interaction and provides feedback, a child develops an awareness of language form and its connection with language function (Halliday as cited from Thwaite, 2019). Similarly, the role of interaction is also highlighted in Sociocultural-Constructivist Learning Theory which expresses a view that both cognitive and social process are involved in language learning. It emphasizes that knowledge is built and developed by learning through interactions with other people – which is primarily a social process based on the sociocultural settings (Mustafa, Masnan, Alias, Mashitah, & Radzi, as cited from Saville-Troike, 2017).

In the two theories discussed, significant input is both present which is also the key concept in Krashen's Input Hypothesis. However, several research mentioned that comprehensible input alone is insufficient for SLA (Harley & Hart, 1997; Harley & Swain, 1984) because the ability to comprehend meaning is different from the ability to apply linguistic system to express meaning (Swain, 1985; Sharwood, 1986; Crookes, 1991). Moreover, in the provision of significant input and output, Hymes (1972) argued that it is not only the linguistic competence that language teachers should focus on but also the ability of the students to use it

effectively in communication (Nordquist, 2019). This is supported in the Communicative Competence theory, which considers the language learners' ability to utilize appropriate grammatical structures in various contexts to communicate and understand messages, and to negotiate meaning for successful communication.

### Core Speaking Skills and Teaching Speaking Cycle Model of Goh and Burns

In line with the discussed language learning theories, Goh and Burns (2012) mentioned the four core speaking skills that can help develop oral communication skills. The first core speaking skill is pronunciation, which is the ability to produce correct and appropriate segmental and suprasegmental features of the target language. While pronunciation plays an important role in oral communication skills, it was identified that majority of the competencies in English 9 fall under the scope of pronunciation. As such, the development of higher core speaking skills must be emphasized. The second core speaking skill is language functions that pertains to the ability to know how to express basic wants and intentions through the correct use of language in a given context. The third core speaking skill is interaction management that refers to the ability to manage and influence the course of interaction. Lastly, the fourth core speaking skill is discourse management, which is the ability to follow discourse rules to achieve cohesion and coherence in their set of utterances.

In developing such skills, Goh and Burns (2012) presented the Teaching Speaking Cycle which highlights seven stages in the holistic approach to teaching speaking. The stages are: 1) focus on attention on speaking; 2) provide and guide planning; 3) conduct of speaking practice; 4) focus on language skills and strategies; 5) repeat speaking task; 6) direct learners' reflection on learning; and 7) facilitate feedback on learning.

With the knowledge of this model, teachers can attend to the existing concerns of ESL learners in speaking and offer significant scaffolding, input, and guidance to develop the students' skills as they participate in any task related to speaking.

Additionally, various studies confirmed the effectiveness of the tasks-based approach that can provide meaningful use of language and explicit teaching of pragmatic language, turn-taking, and topic management strategies, which can also be used in the mobile-supported SLMs in the context of ERT to develop language functions, interaction management, and speech cohesion and coherence. (Green and Oxford, 1995; Hong-Nam & Leavell, 2006; Alzebaree & Yavuz, 2017; Hussein & Albakri, 2019; Lestari, 2017; Oradee, 2012; Abdilah and Shiri; Saleh & UL-Ridha, 2020; and Rehman & Zaki, 2018).

Moreover, the teaching discourse markers in the study of Khamaneh & Fajuri (2020) can also be explored in the context of the present study to investigate their effects on the speech cohesion and coherence of students.



## Enhancement of Self-Learning Modules Through MALL Framework

While it is essential to discuss the language learning theories and related studies that can support the development of oral communication skills, it is also important to find a way to enhance the experience of students in using SLMs to accommodate the fundamental concepts of developing oral communication skills. SLMs are defined as self-directed learning resources in print or digital format where the learner engages with the material to understand the lesson (DepEd, 2020). Considering that students enrolled in modular distance learning modality have limited resources, limited options can only be drawn. Among these, smartphones have been reported to be the resources of the majority of students enrolled in the pandemic learning setup. In fact, even before the global pandemic brought about by Covid-19, using smartphones for learning was not new, especially in language education.

Mobile-Assisted Language Learning (MALL) framework has been frequently cited due to its capacity to assist learning through easy-access, real-time, and contextualized learning opportunities for students to be more adaptive to the academic environment (Gonulal, 2019; Lee, 2019; and Sarré, 2019). MALL is a branch of technology-enhanced learning that assists or enhances language learning through smartphones or other mobile technologies (Kukulka-Hugme, 2009). Kukulka-Hulme (2009) asserted that MALL is more suitable for activities outside the classroom since it enables learning to be more directly connected with the conditions of the real world. Moreover, learning through mobile phones can better utilize the learner's free time since students do not always have to study in a classroom. Through technological advancements, they now have the opportunity to learn anytime and practically anywhere. This makes remote learning more effective because, through MALL, the physical presence of the students in the classroom is no longer required (Kukulka-Hulme & Shield, as cited from Mortazavi *et al.*, 2021). Numerous studies have also reported on the effectiveness of the mobile device in developing oral communication skills (Darmi & Albion, 2017), and assessing speaking (Tarighat & Khodabakhsh, 2016).

However, for students in low-resource contexts who do not have regular internet connection at home, real-time interaction and language modeling through videos can be challenging. As such, the use of cellular calls through three-way calls as a substitute for Voice over Internet Protocols (VoIP) calls can be explored for the provision of interaction and feedback. Moreover, offline curated videos can be created, provided that the videos should be within the optimal length of three to six minutes, and transcriptions of speech should be reflected in the module (Brame, 2015). These videos can be distributed through USB-OTG with a dangling adapter for USB Type C and Micro USB.

## Attitude of Students Towards MALL

Lastly, since the study involves the integration of the MALL framework into SLMs, it is also necessary to investigate the attitude of students towards the use of it in the context of emergencies. Attitude is defined as one's judgment towards something due to experiences (Sujono, 2017). Dashtestani (2016) mentioned that students display a positive attitude towards the use of the MALL framework because of the personalization of learning. Moreover, attitude plays an important role as it can affect learning of speaking (Quyen & Channarong, 2013), self-discipline, drive, and students' experiences interacting with the material (Smidt, Bank, McGory, Li, Gatenby, *et al.*, 2014). Additionally, attitudes towards technological devices can influence the intention to use gadgets for learning (Jahromi & Salimi 2013; Liaw, Huang, & Chen, 2007; Teo, 2006; Ushida, 2005).

## MATERIALS AND METHODS

This study employed the mixed-method qualitative and quantitative design. Firstly, it used a quasi-experimental research design to evaluate the effectiveness of mobile-supported SLMs in developing the oral communication skills of Grade 9 ESL students. This design is useful in analyzing the impact of the use of mobile-supported SLMs on the oral communication skills of students by highlighting the use of data comparisons, such as the scores in the pretest and posttest, to interpret the findings and observe the outcome (Gibbons *et al.*, 1997; Cresswell, as cited from Francia, 2022). Moreover, this design does not have a random assignment (Cook & Campbell, as cited from Price, Jhangiani, and Chiang, 2015; Reichardt, 2019), which is appropriate to the study since it is intended for an emergency context where the willingness of students in modular learning modality to participate in the study play a role. More particularly, the study used a one-group pretest-posttest design where the participants were given a pretest followed by an experimental intervention and a posttest (Johnson & Christensen, 2008).

The study also used Descriptive Research with a qualitative approach, a design that describes a phenomenon, population, or situation being studied (Zuyyina, Wijaya, & Senjawati, 2018; Kumar, as cited from Villanueva & Gamiao, 2022). A descriptive research design does not answer questions about how, why, or when. It answers the "what" question (Faelasofi, 2017), which makes it appropriate because this study aims to determine the feasibility of using mobile-supported SLMs to develop oral communication skills. Aside from the quantitative data, which determines the effect of the said material on oral communication skills, using qualitative data is a necessity as it can support the feasibility of using the material at times of emergency by determining the attitude of the group of participants.

## Research Locale and Participants

The participants were 35 Grade 9 ESL students enrolled

in the regular program in a public school in Marikina for the School Year: 2022-2023. They were selected through convenient sampling technique to determine who were willing to commit to the study. They were under modular distance learning modality with no unlimited internet subscription at home but have a smartphone with: 1) an active SIM Card from any network to receive cellular calls; 2) any voice recording application; and 3) capacity to accommodate USB-OTG devices.

### Research Instruments

To gather the pretest and posttest scores for the statistical analysis of data, a researcher-made oral communication skills test that targeted the competencies of oral communication skills was employed for the participants. The test is a role-play conversation that assess the competencies for language functions, interaction management, and speech cohesion and coherence. The speaking performances in the pretest and posttest were evaluated using an analytic rating scale. To investigate further how the materials helped the students develop their oral communication skills, an interview questionnaire was also used. For the attitude of the students towards the use of the mobile-supported SLMs, a researcher-made five-point Likert Scale-type containing descriptions of positive and negative attitudes toward the mobile-supported SLMs was used.

### Data Gathering and Analysis Procedures

A pre-test was first given through a role-play conversation to set a baseline for the students' oral communication skills in language functions, interaction management, and speech cohesion and coherence. After this, the students were exposed to the use of mobile-supported SLMs. They were given four (4) modules with various individual tasks that provided them with scaffolding, metacognitive awareness, speaking practice, language modeling, language strategies, and additional speaking tasks for the continuity and mastery of the skills. They also attended all of the four (4) teacher-facilitated tasks through cellular calls (three-way calls) for their weekly speaking performance, reflection, and feedback-giving.

However, it can be mentioned that during the second week of the implementation, Storm Signal 4 hit Metro Manila. The researcher provided an intervention by providing a replacement for the destroyed materials due to flooding. Participants were also given a week to recover from the storm before resuming the implementation of Module 3 and 4. They were also given a large plastic zip-lock bag, and instructed to think of a safe place to store their mobile-supported SLMs in case they experience flooding again in the future. After the four weeks of implementation, a posttest was conducted, and students were asked to answer the students' attitude questionnaire to rate their attitude and justify their answers. They were also interviewed about how the materials helped them improve their oral communication skills.

To find out the effect of the mobile-supported SLMs on the oral communication skills, the mean scores in the speaking performance in the pretest and posttest were analyzed using Cohen's *d* paired samples two-tailed t-test with 0.05 level of significance. On the other hand, to determine the students' attitudes towards using mobile-supported SLMs for oral communication skills, the median of the scores of the Students' Attitude Questionnaire for Mobile-Supported SLMs was identified to locate the central tendency.

The items were then clustered according to their theme and analyzed using the students' answers in the short-constructed response essay and teacher's log containing the observation during the four weeks of implementing the mobile-supported SLMs.

## RESULTS AND DISCUSSION

This section presents the outcomes of the study based on the research questions presented in the earlier section of this paper.

### Effect of Mobile-Supported SLMs on Oral Communication Skills

The table below shows the pre and posttest mean scores, standard deviation, and paired samples t-test results in all three sub-areas of oral communication skills. The significance level is set at .05.

**Table 1:** Pre and Posttest Paired Samples T-Test Results

Sub-Area of Oral Communication Skills	Pretest Mean	Posttest Mean	Mean Difference	p-value	Interpretation
Language function	3.50	7.45	3.95	<.001	Reject HO
Interaction management	3.77	7.19	3.91	<.001	Reject HO
Speech cohesion and coherence	3.43	7.43	3.42	<.001	Reject HO

The results in Table 1 shows that there was a significant difference in the oral communication skills of Grade 9 students in all sub-areas. Comparing the mean difference of the pre and posttest for each sub-area, language function has the biggest mean difference (3.95), followed by speech cohesion and coherence (3.91) and interaction management (3.42). This result shows that mobile-supported SLMs have a large effect on the student's oral

communication skills. The effect size is determined using Cohen's *d* effect size, where data with more than 0.8 is considered to be a large effect (McLeod, 2019).

As mentioned in the interview, the students identified several activities in the mobile-supported SLMs, which helped them develop their oral communication skills. The provision of videos and lessons on language strategies helped them understand better the target language skills,

while the feedback of the teacher made them aware of their areas for improvement. The reflection activities were also pointed out to be helpful in realizing their learning about the target skills. Moreover, the preparatory activities, speaking practice through audio recording, and repetition of speaking performance through cellular call helped them become more prepared and confident in speaking.

In addition, the study confirmed the findings of different studies to develop the sub-areas of oral communication skills. For language functions, the study confirmed the findings of several studies that also used activity-based teaching of pragmatics (Hong-Nam & Leavell, 2006; Oradee, 2012; Alzebaree & Yavuz, 2017; Lestari, 2017; Hussein & Albakri, 2019) to improve language functions. For interaction management, topic-management and turn-taking strategies were also confirmed to be effective in improving interaction management (Adbilah & Shiri, 2020; Saleh and UL-Ridha, 2020). Lastly, for speech cohesion and coherence, the study was also able to confirm that teaching discourse markers can have a significant difference in the speech cohesion and coherence of students, contrary to the study of Khamaneh and Fajuri (2020).

All in all, the study was able to confirm the effectiveness of the Teaching Speaking Cycle Model of Goh and Burns (2012) in improving the oral communication skills

in the SLM context during emergencies because of the provision of activities for metacognitive awareness, use of video for language modeling, speaking practices that allow appropriate use of the target skills, provision of language strategies based on the target skills, and giving of suggestions or corrections from the teacher. These activities are also anchored in the language learning theories such as Interactionist, Input Hypothesis, Output Hypothesis, and Communicative Competence Theory, which are present in the mobile-supported SLMs for oral communication skills.

### Attitude of Students Towards the Use of Mobile-Supported SLMs

To answer the second research question about students' attitudes toward using mobile-supported SLMs for oral communication skills, the median of the scores of the students' attitude questionnaire was identified to determine the central tendency. The items were then clustered according to their theme and analyzed using the students' answers in the short-constructed response essay and teacher's log. The succeeding tables below present the themes.

It can be seen in Table 2 that students answered Strongly Agree that they get more confident in the speaking tasks

**Table 2:** Items Related to Students' Preparation and Practice Using Mobile-Supported SLMs

Descriptions of attitude	Median	Verbal Interpretation
I get more confident in the speaking tasks because of the preparatory activities and repetition of the speaking task.	5	SA
The preparatory activities are helpful in coming up with a good speaking performance.	5	SA
I avoid answering the preparatory activities because they are not important.	2	D

because of the preparatory activities and repetition of speaking tasks. They also Strongly Agree that the preparatory activities are helpful in coming up with good speaking performances. Moreover, they Disagree that they avoid answering the preparatory activities because they are not important.

The results imply that the students have recognized the importance of preparation and practice in achieving good speaking performances using mobile-supported SLMs.

Table 3 shows that students Strongly Disagree that the regular session is a waste of time. It also reveals that they Strongly Agree that attending the regular sessions for

**Table 3:** Items Related to Students' Willingness to use the Mobile-Supported SLMs

Descriptions of attitude	Median	Verbal Interpretation
The regular sessions for teacher-facilitated task is a waste of time.	1	SD
It is important to attend the regular sessions for teacher-facilitated tasks in the mobile-supported SLMs.	5	SA
The mobile-supported SLMs give me additional burden in my academic tasks.	2	D

teacher-facilitated tasks in the mobile-supported SLMs is important. Additionally, they answered Disagree that the mobile-supported SLMs give them an additional burden in their academic tasks.

It can be seen in Table 4 that students Agree that the integration of mobile technology into the SLMs motivates them to learn oral communication skills. They answered Strongly Disagree about the offline curated videos that

**Table 4:** Items Related to Students' Interest in the Integration of Mobile Technology to SLMs

Descriptions of attitude	Median	Verbal Interpretation
The use of mobile technology with SLMs motivates me to learn oral communication skills.	4	A

I like that I don't need to connect to the Internet to watch the videos. I can easily watch them anytime I want.	5	SA
The implementation of mobile-supported SLMs is complicated and discourages me to take it seriously.	2	D
I like that my teacher can connect to me even without the Internet.	4	A

allow them to watch the videos even without connecting to their internet. They Disagree that the implementation of mobile-supported SLMs is complicated and discourages them from taking it seriously. Lastly, they Agree that they like that their teacher can connect to them even without

the internet.

Table 5 shows that students answered Strongly Agree that the independent and teacher-facilitated tasks help them develop their oral communication skills, independent learning, and good study habits. They also answered

**Table 5:** Items Related to Students' Appreciation of the Usefulness of the Lessons and Activities for Independent Learning and Oral Communication Skills

Descriptions of attitude	Median	Verbal Interpretation
The independent and teacher-facilitated tasks help me in the development of my oral communication skills.	5	SA
The reflection and feedback-giving activity through cellular call is useful in improving my oral communication skills.	5	SA
The mobile-supported SLMs help me develop independent learning and good study habit.	5	SA

Strongly Agree about the usefulness of feedback-giving and reflection to improve their oral communication skills. Table 6 shows the students Disagree that the speaking tasks, including the teacher-facilitated tasks, make them uncomfortable and nervous.

**Table 6:** Item Related to Students' Comfortableness in Teacher-Facilitated Tasks

Descriptions of attitude	Median	Verbal Interpretation
The speaking tasks, especially those that are teacher-facilitated, make me uncomfortable and nervous.	2	D

Table 7 shows the students answered Agree that the mobile-supported SLMs for oral communication skills are helpful to students with limited learning resources at

**Table 7:** Item Related to Students' Acknowledgement and Support for the Purpose of Mobile-Supported SLMs

Descriptions of attitude	Median	Verbal Interpretation
The mobile-supported SLMs for oral communication skills is helpful to students with limited learning resources at home during emergencies.	4	A

home during emergencies. While students in general have positive attitudes towards the use of the material, the

study also found that few students have shown a negative attitude towards the use of mobile-supported SLMs as they skipped some parts or activities in the mobile-supported SLMs, got distracted from a poor cellular signal, and showed discomfort when asked to join other groups for the rescheduled cellular call.

Furthermore, the results of the attitude of students confirmed the study of Dashtestani (2016) that students display a positive attitude towards the use of the MALL framework because of the personalization of learning, which makes it useful for education in emergency contexts to accommodate students with limited resources. It confirmed that attitudes towards technological devices could influence the intention to use gadgets for learning (Jahromi & Salimi 2013; Liaw *et al.* 2007; Teo 2006; Ushida 2005) as the students who participated in the study used their mobile devices to support their independent learning. Lastly, it also confirmed that students with a positive attitude towards speaking English have better speaking performance (Quyen & Channarong, 2013) as the scores of the students in language functions, interaction management, and speech cohesion and coherence improved.

## CONCLUSION

Based on data analysis, the study found a statistically significant difference in students' oral communication skills before and after exposure to mobile-supported SLMs in all three sub-areas, such as language functions, interaction management, and speech cohesion and coherence. This means that using mobile-supported SLMs effectively develops the oral communication skills of Grade 9 ESL students in times of emergency despite being in a low-resource context. The mobile-supported SLMs made it feasible to address the limited resources



of students in modular distance learning modality by maximizing the offline features of their smartphones to develop their oral communication skills.

The study also found that the students have a positive attitude towards the SLMs because of their features that allow them to develop their oral communication and independent learning skills. Their attitude revealed that they recognize the importance of preparation and practice to achieve successful speaking performance, demonstrate a willingness to answer the modules and attend the teacher-facilitated tasks, show interest in the integration of mobile technology with SLMs, appreciate the usefulness of activities in the mobile-supported SLMs in developing independent learning and oral communication skills, feel comfortable in teacher-facilitated tasks when they attend with their groupmates, and acknowledged and supported the purpose of mobile-supported SLMs. Notwithstanding the result that the attitude of students is mostly positive, a few students have displayed negative attitudes towards the use of mobile-supported SLMs. Such negative attitudes are skipping some activities in the mobile-supported SLMs, being distracted from a poor cellular signal, and showing discomfort when asked to join other groups for the rescheduled cellular call.

Furthermore, the research reveals that, students in low-resource context like the idea of using mobile-supported SLMs during education in emergencies. Having only smartphones with limited internet connection access did not discourage them from pursuing the development of their oral communication skills. Instead, it motivated them to maximize the use of their smartphones to aid their learning. As such, the study served as a testing ground for the actual emergency remote learning setup, which can also be used in the post-pandemic realities where the continuity of learning is shifted through online classes and modular learning when faced with emergencies that are not limited to natural disasters.

Notwithstanding the results, due to the limited time in the implementation, the study recommends at least two weeks for the students to accomplish all the activities in the mobile-supported SLMs to prevent students from skipping some items. Furthermore, future researchers may investigate further the effect of mobile-supported SLMs on other components of oral communication skills. The delivery of the speech is one of the concerns in their weekly speaking performance during cellular call sessions. Several students spoke monotonously, making their speaking performance less appealing. The mobile-supported SLMs can have an additional lesson on segmental and suprasegmental speech features to improve their pronunciation. In particular, a suprasegmental lesson may be added to the interaction management lesson to improve students' proper turn-taking skills. Other language functions may also be explored since the study is limited to explaining and expressing opinions. Additionally, more discourse markers can be introduced for speech cohesion and coherence that can be used in other speaking tasks. Lastly, future researchers may study

the direct relationship between attitude and speaking performance to understand further how attitude affects the ability of students to improve their speaking performance. In doing this, appropriate interventions can be identified and implemented to fully maximize the use and benefits of the mobile-supported SLMs.

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