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Designing Pedagogy for Multimodal Oral Presentation Skills through a Responsive Case Study

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Abstract. This paper reports on a responsive case study which guided the development of a pedagogical design that was couched within the multiliteracies framework and aimed at developing multimodal oral presentation skills among tertiary English as second language students in a local university. We contend that the responsive case study is a feasible adaptation of conventional action research designs that require several cycles of application which many practitioners cannot implement due to situational constraints of natural classroom settings. The Responsive Multimodal Oral Presentation Pedagogy or RMO2P was employed for 13 weeks in an oral presentation course to explore the extent to which a responsive pedagogy can address different learning needs and unpredictable needs that arise. The findings suggest that RMO2P could enhance learning outcomes in multimodal oral presentation skills such as linguistic ability, oral ability and overall credibility, while engaging students with different levels of linguistic proficiency and different needs. However, the desired outcomes required contributions by the multi-layered integration of multimodal tools with pedagogical techniques, which are informed by

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multiliteracies principles and managed by teacher responsiveness. These findings are significant for practitioners seeking guidance for teaching multimodal oral presentation skills and researchers who want to embrace praxis through action research. RMO2P's novelty lies in its practical and adaptable instructional design for multimodal oral presentation skills which can be carried out by an individual teacher.

Keywords: action research; education; English; multiliteracies; SDG4; speaking; teacher

1. Introduction

The study was motivated by our observations that the teaching of public speaking has been complicated by the salience of communication technology in 21st-century communication repertoire. There have been proposals from more than a decade ago for educators to respond to students' learning needs in delivering multimodal oral presentations, whereby students need to orchestrate multiple modes of communication in a single presentation which is frequently enhanced by technology, such as written language, media (audio, animation and/or video), pictures, gestures and speech (Anstey & Bull, 2018; Kress, 2010). Even recently, academics have reiterated the pedagogical need to systematically develop the non-verbal skills of students along with verbal skills to facilitate them in delivering multimodal oral presentations or MOPs (Gray, 2021; Harrison, 2024; Rahmanu & Molnar, 2024).

As practitioners who are also researchers, we observed that practical solutions need to be explored for the lack of systematic pedagogical designs for MOPS. This is because empirical studies which adopted a multimodal perspective to oral presentations either investigated presentations as a multimodal tool or activity with attractive affordances (Hadizadeh, 2025; Tian, 2022; Wang, 2022), or these studies completed detailed analyses or systematic review on multimodal presentations (Palmour, 2023; Rahmanu & Molnar, 2024). In a preliminary study we conducted (Lee et al., 2018), the integration of techniques in RMO2P such as videos, feedback, collaborative learning and Web 2.0 could scaffold the students' development of multimodal oral presentation skills (hereafter MOPs) and support their affective experience.

In the recent five years, there has been repeated emphasis on integrating technology with task design in pedagogy, for example through projects (Sofyan & Aeni, 2024; Tran et al., 2024) and active involvement of students (Wu et al., 2025). In terms of videos, there have been explorations of authentic conversations with video conferencing tools (Tran et al., 2024) and video dubbing (Jao et al., 2022), with TED as attractive option (Lee & Hazita, 2022; Naderifarjad & Niknia, 2024). The provision and management of feedback is also frequently complemented with technology.

Feedback can be enhanced with video (Park, 2024), while peer feedback can be assisted by learning management systems and social media applications including Facebook (Urena-Rodriguez et al., 2025). The types of feedback tools

have expanded digitally to choices from automated feedback systems (Li & Kim, 2024) to Google Assistant (Zhang, 2024). Collaborative learning continues to be recommended for learning (Tindaon & Napitupulu, 2025) and is frequently enhanced with technology (Rahimi & Fathi, 2022), such as virtual technology (Yan et al., 2024; Zhou et al., 2024). The teacher plays crucial planning and facilitating roles. In specific, teacher feedback should be balanced with other types of feedback (Liu & Aryadoust, 2024). Furthermore, any use of technology should be closely monitored and managed by the teacher (Li & Kim, 2024; Liu & Aryadoust, 2024).

In this study, the methodical selection of the Pedagogy of Multiliteracies as a theoretical framework is most cogently aligned with the formulation of pedagogical design within the context of MOPS. Pedagogy of Multiliteracies was first introduced by the New London Group (1996) who voiced the need for pedagogy to teach students how to manage communication in the increasingly multimodal communication landscape. Some of the effects of informing pedagogical designs with multiliteracies are developing multimodal literacy (Lim & Unsworth, 2023), attaining learning outcomes and enhancing affective experiences (Lim et al., 2022). Drawn to the positive effects of multiliteracies-grounded pedagogical designs, the first author designed

The Responsive Multimodal Oral Presentation Pedagogy (RMO2P) with the intent of exploring the extent a multiliteracies-grounded pedagogy can address different learning needs and unpredictable needs that arise. The essence of RMO2P is responsive because it is the product of the first author who played the role of a teacher-researcher in the selected context of study to respond proactively to the practical challenges faced in teaching MOPs and the theoretical gaps in multimodal pedagogy.

Responsiveness in methodological aspect lies in the teacher-researcher's active role in adapting the pedagogical structure to real-time student feedback and observable learning needs. This responsiveness shaped both instructional delivery and methodological decisions, as the study transitioned into a responsive case study (Bates, 2008) without losing the emancipatory ethos of action research (McNiff & Whitehead, 2011). The pedagogical details of RMO2P's responsive design which aimed to scaffold MOPS among tertiary ESL students will be expanded later in Section 2.2.

The design of RMO2P is timely and addresses a significant research gap. This is because despite increasing calls for integrating multimodal literacy in ESL instruction, there remains a lack of classroom-based studies that demonstrate how pedagogical frameworks like multiliteracies can be systematically applied and evaluated over time. Thus, this study aims to evaluate how a pedagogical design grounded in multiliteracies, and teacher responsiveness can support diverse ESL learners in mastering MOPs. Previous articles shared the Web 2.0 element of the pedagogical design (Lee & Hazita, 2021), and five applicable and theoretically informed design principles of RMO2P (Lee, 2021). Within the scope of this article, the focus is to discuss the impact of RMO2P on the learning of

MOPS among tertiary ESL students with different learning needs which were represented by three purposefully sampled students in the context of an English for Academic Purposes (EAP) class. The following were the research questions:

i. What is the impact of RMO2P on the development of MOPS among tertiary ESL students with different learning needs within the context of an EAP class?
ii. How does RMO2P support students with different learning needs within the context of an EAP class?

The findings are presented through three students as telling cases, whereby a telling case "serves to make previously obscure theoretical relationships suddenly apparent" (Mitchell, 1984, pp. 239). Consistent with the agenda of education justice in multiliteracies pedagogy (Lim et al., 2022) and the positioning of students as important stakeholders in action research in higher education (Jensen & Dikilitas, 2023), it is essential to discuss the experiences of students which represent different learning needs due to different levels of linguistic proficiency and personalities while differing needs could arise as their learning experiences were facilitated by the implemented pedagogy.

The experiences comprised the core compositions of the telling cases in the reported findings. It is hoped that the implications of the study will provide insights into how action research processes can be amendable and flexible for practitioners who are seeking guidance for adapting action research for natural classroom environments which come with their own contextual requirements which may complicate research.

Although prior research has explored elements of multimodal communication or Web 2.0 tools in language learning, RMO2P is, to our knowledge, the first integrative pedagogical design that systematically applies multiliteracies, teacher responsiveness, and digital technologies to scaffold the learning of multimodal presentation skills in a Malaysian tertiary ESL context. In brief, RMO2P's novelty lies in its practical and adaptable instructional design for MOPs which can be carried out by an individual teacher.

1.1 Context and Background to Research

The context is an English for Academic Purposes (EAP) course that aims to develop the formal oral presentation skills of students in the English language. Since it is a compulsory course for first-year degree students, there is no minimum English proficiency level for students to enrol in this course, although the typical student would have completed the SPM (Sijil Pelajaran Malaysia or Malaysian Education Certificate for secondary school students) English examination. Students who enroll in this course may be majoring in Media and Communication or Counselling. They are mainly of Chinese ethnicity and are multilingual speakers of Mandarin, Malay, and English. At the time of the study, it was determined that the students were frequent users of Facebook, a multimodal tool involved in RMO2P.

Due to the stipulations of course accreditation, the instructional period must run for 14 weeks each semester. The time allocated for each class when data was collected was 2.5 hours each week. Class sizes are usually small, with a minimum of 15 students and a maximum of 30 students. The textbook is a vital resource, which is typical practice in non-native-speaking countries that offer oral courses. Prior to the study, the weekly topics have always been taught according to the chosen textbook's chapter organization. Guided by responsiveness as teaching philosophy, the first author, who was also the teacher of the said course (hereafter, the teacher-researcher), communicated with graduated students and was concerned that what was taught in the course would no longer relevant to what the students needed to thrive in the multimodal communication landscape.

Moreover, to address the gap in pedagogical designs for multimodal oral presentations, we were drawn to multiliteracies for providing a repertoire of learning activities based on reflexive pedagogy that can develop any form of multimodal communication (Cope & Kalantzis, 2015). It was envisaged that multiliteracies could provide a pedagogical framework that breaks away from, firstly, the ineffective teaching of oral presentation skills without clear guidelines, and secondly, the practice of organizing the weekly teaching plan according to a selected textbook's chapter organization which does not address unique learner needs.

The teacher-researcher has had more than 15 years of teaching experience and was fully involved in designing and implementing RMO2P. The teacher-researcher played a dual role as participant-observer who provided emic perspectives of the teaching and learning experiences as a teacher deploying the RMO2P pedagogy in class. These perspectives were recorded in a reflection diary, including field notes on multiple observations throughout the implementation of RMO2P.

To explicate the impact of RMO2P on the mastery of MOPS among tertiary ESL students with different learning needs within the context of an EAP class, we selected three participants among 23 students who were registered in the course through comparison-focused sampling (Patton, 2015) from a profiling survey which was conducted prior to the implementation of RMO2P. The following descriptions of the three students between 19 and 22 years old -Mei, Suet, and Kathy (all pseudonyms) - should indicate how their learning needs may vary based on their language proficiency levels, personalities, and experiences with oral presentations.

Mei's English proficiency was at the proficient level (A- for the SPM English examination), and she was already a confident presenter when the course commenced because she had extensive experience in oral presentations in school and public events. However, her public speaking experience was limited to delivering speeches in Mandarin. Mei was a Media and Communication major who was positive and enthusiastic about improving her oral presentation skills in the English language.

Suet was a student of intermediate linguistic proficiency (B- for the SPM English examination) who majored in Counselling. Suet described herself as a shy introvert. Suet's experiences provided a unique perspective on the impact of RMO2P because she had completed a public speaking course in another college. Suet disclosed that she was reluctant to take another course focused on oral presentation skills, but her application for exemption was rejected.

Kathy was another Counselling major with elementary English proficiency (B- for SPM English examination) and the least confident in public speaking among the selected students. With almost no experience with public speaking in the English language, she admitted that in English classes, she was "always so tension" (Malaysian English slang, which means very stressed). Although English is taught as a second language in Malaysian schools, Kathy's anxiety may be one of the undesirable repercussions of high-stakes national exams prioritizing writing skills in primary and secondary education (Khan et al., 2025). Kathy would not have taken this course if it was not compulsory because she was anxious of failing.

2. Methodology

After observing that practical solutions need to be explored for gaps in pedagogy for MOPS, we were convinced of the suitability of the action research design for research problems that are practically conceived (Hopkins, 2014; McNiff & Whitehead, 2011). As the teacher-researcher, the first author attempted action research in the natural setting of a public speaking course. The other authors assisted the methodological developments as peer reviewers to the development of a valid pedagogical design through the action research design. The initial plan was to adopt the action-reflection cycle which comprises processes such as observe, reflect, act, evaluate and modify (McNiff & Whitehead, 2011) to involve other stakeholders such as other teachers and students and apply theoretical rationalizations to enhance the validity and efficiency of the pedagogical model.

Nonetheless, the teacher-researcher could only complete one action-reflection cycle. The issue of completing several cycles of action research is a possible predicament for practitioners with time constraints (Prior, 2018). The act process alone took 13 weeks to implement the pedagogical model in a natural setting. Moreover, one full cycle of the action-reflection cycle from observe to modify occupied 30 weeks. Table 1 depicts how the progression of the development of the pedagogical model (RMO2P) in 30 weeks based on the action-reflection cycle.

Table 1: Development of RMO2P based on action-reflection cycle

Research Process based on Action-reflection cycle (McNiff & Whitehead, 2011)	Development of RMO2P
Pre-implementation (13 weeks)	
Observe	Identified the pedagogical issue which should be addressed by RMO2P based on multiple sources
Reflect	Designed RMO2P by synthesizing the Pedagogy of Multiliteracies (Cope & Kalantzis, 2015) with other theories
During implementation (13 weeks)	
Act	Implemented RMO2P in the classroom
Evaluate	Evaluated the impact of RMO2P through analyzing data sources
Post-implementation (4 weeks)	
Modify	Delineated the principles of RMO2P for future implementation based on the evaluation.

Using a reflexive approach to methodology, instead of abandoning action research as a methodology, we re-conceptualized the study as a responsive case study which is "an adaptation of action research that can be used specifically for the purposes of reviewing educational courses where the participants move out of the research process after one cycle" (Bates, 2008, pp. 97). The responsive case study allowed us to retain the praxis and emancipatory spirit of action research when the fixed semestral system could not accommodate action research designs with repeated cycles. According to Bates (2008, pp. 98), when the course of study is limited to a certain duration:

> ''*The students do not participate in the course long enough for the action research cycle to turn more than once, and by the time the question has been posed, the observations have been made, the interpretations arrived at and the planning begun for the next cycle, that particular iteration of the course is over and the students have moved on.*''

We operated at two levels of responsiveness and reflexivity. At the methodological level, we applied the procedural insights gained to modify the pedagogical design for current participants and future applications with different participants. We are open to the idea that research designs may continue to evolve (Bates, 2008) during the conduct of the study itself or in future studies. At the pedagogical level, the teacher-researcher proactively responded to the challenges in mastering oral presentation skills faced by her students by designing, implementing and modifying a pedagogical design which could hopefully enhance their learning.

Figure 1 illustrates the multi-level responsiveness at the pedagogical and methodological levels. The first cycle portrays how the action-reflection cycle is connected to the theories which inform RMO2P at the onset of data collection. The second cycle exemplifies that the study is re-interpreted as a responsive case study by the time data collection is completed. From the second cycle onwards,

the design of future studies cannot be stipulated according to parsimonious understandings of theories before the research begins. The concentric dotted black line indicates the responsiveness and reflexivity in the researcher's understanding of research and pedagogy.

Despite our justifications for a single-cycle implementation of the model due to logistical constraints, we admit that we were limited in terms of further cycles of iterative feedback and extended participation from similar stakeholders. While a responsive case study cannot claim transferability and generalizability compared to experimental studies, it allows for a systematic methodology for teacher-researchers who are unable to impose strict controls on teaching-learning environments.

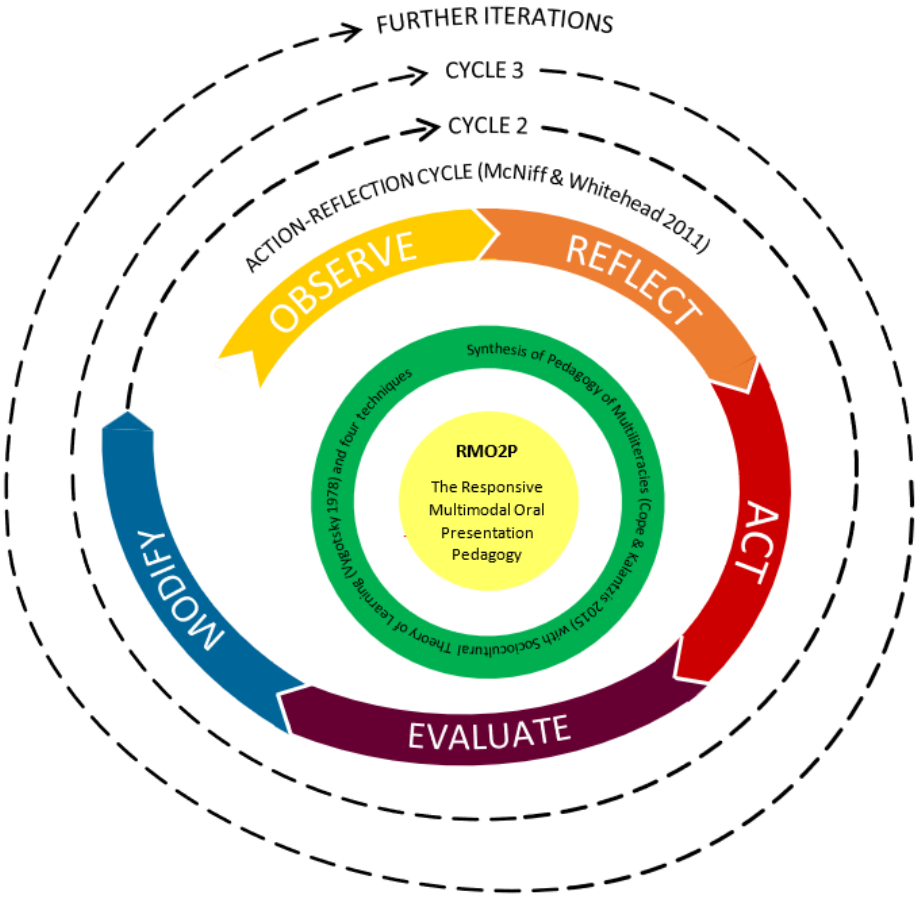

Figure 1: Re-conceptualizing the study as a responsive case study

2.1 Observe to identify problem

Guided by observe process of the action-reflection cycle (McNiff & Whitehead, 2011), we took stock of what was going on in the public speaking course as the context of study. Sources of data were 1) personal reflections of the teacher-researcher on the recent five years of teaching oral presentation skills in Malaysian higher education; 2) course outline and scheme-of-work to

understand the context and teaching methods; 3) informal conversations with 23 students who had graduated from the course and three lecturers who taught the course to affirm the relevance of the personal observations to the students' learning experiences and other lecturers' pedagogical predicaments; 4) literature review of studies within Malaysian higher education and beyond to connect the observations with local realities and global trends. The findings convinced us that students will benefit from a pedagogical model that scaffolds MOPS.

2.2 Reflect to design pedagogy

The reflect process of the action-reflection cycle (McNiff & Whitehead, 2011) indicated the need to strategize a possible way forward.

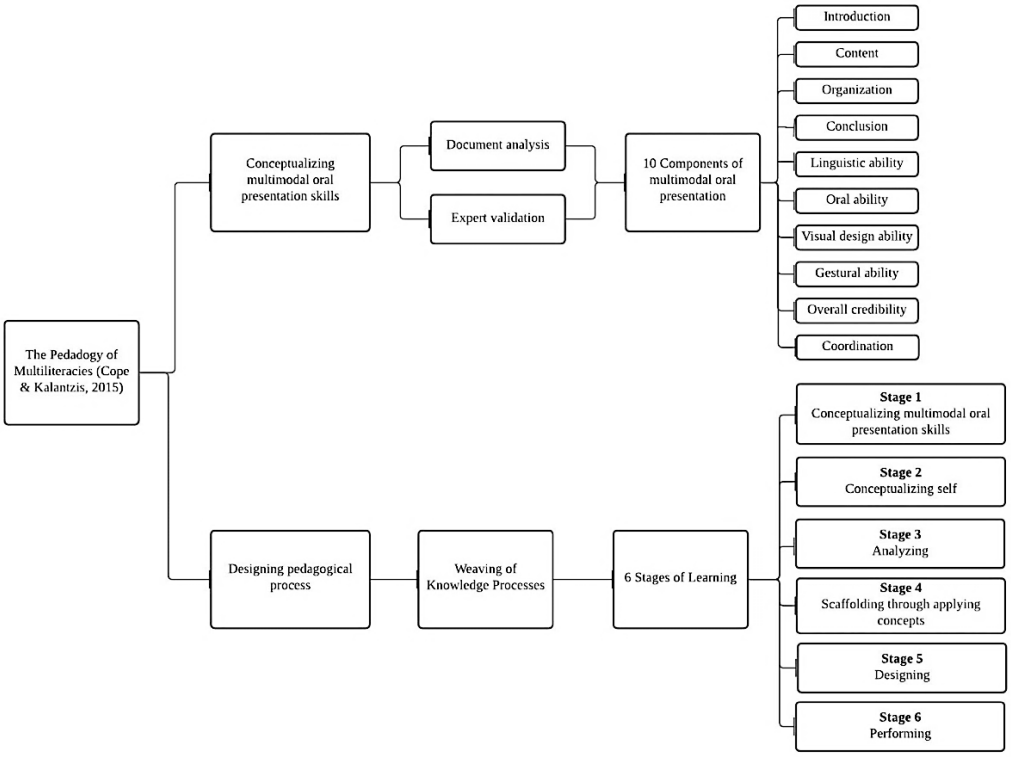

Figure 2: Design of RMO2P based on the Pedagogy of Multiliteracies (Cope & Kalantzis, 2015)

The design principle of RMO2P aligns with the teachers-as-designers phenomenon advocated by Cope and Kalantzis, whereby pedagogy refers to "the design of learning activity sequences" (2015: 17). Figure 3 illustrates how the six stages of learning that operationalized the Knowledge Processes involved were implemented in weekly progression, as well as the aim of the learning activities for each stage that were developed towards the acquisition of the MOPS.

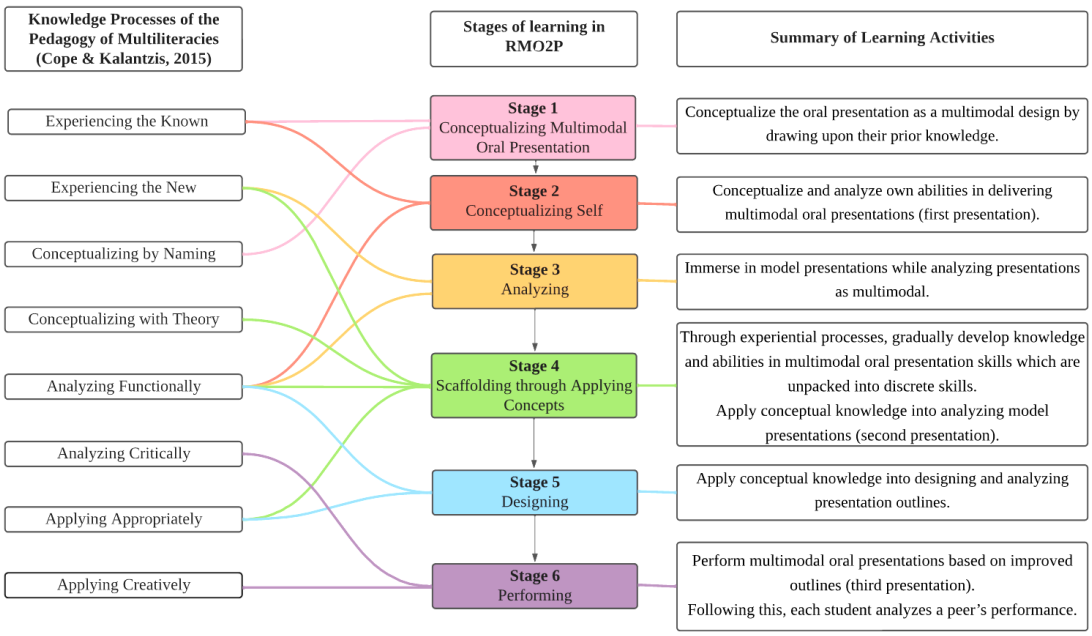

Figure 3: Weaving the Knowledge Processes to form stages of learning in RMO2P

The concept of semiotic mediation which was proposed by the Sociocultural Theory of Learning (Vygotsky, 1978) guided the selection of multimodal tools and pedagogical techniques from available literature. Appendix 1 details the weekly instructional plan, which was implemented in the classroom, including the activities which were integrated with four multimodal tools and pedagogical techniques – videos, feedback, collaborative learning and Facebook as a Web 2.0 platform to disseminate the model presentations and conduct scaffolding activities. TED videos are free online resources that serve as informative models (Naderifarjad & Niknia, 2024), while self-recorded videos of student presentations develop self-awareness (Lee & Hazita, 2021). A private Facebook account was created to overcome the insufficient weekly face-to-face classes of 2.5 hours.

In total, students completed six Facebook tasks, whereby four were individual, and two were collaborative. The use of technology such as Facebook and videos is structured around active learning activities (Wu et al., 2025) and assisted by videos (Naderifarjad & Niknia, 2024). Other activities integrated into RMO2P included games (Weeks 5 and 6) and dramatization (Week 6). For structured feedback on students' performances, scheduled teacher feedback was provided more frequently face-to-face and on Facebook than peer feedback, according to recommendation for different types of feedback (Liu & Aryadoust, 2024). Additionally, learning resources such as The New Learning Website (Cope & Kalantzis, 2025) were accessed for a more comprehensive selection of concept maps to scaffold learning. In line with the implementation of RMO2P, students delivered three group presentations progressively in the course.

2.3 Act, evaluate and modify

The act and evaluate processes of McNiff and Whitehead's (2011) action-reflection cycle guided the concurrent implementation and evaluation of RMO2P. To evaluate the impact of RMO2P during its implementation, we collected and analyzed multiple sources of data – oral presentation test scores, Facebook tasks that students completed, the teacher-researcher's reflection diary, and post-intervention interviews. Figure 4 illustrates how multiple data were collected over 14 weeks as RMO2P was implemented.

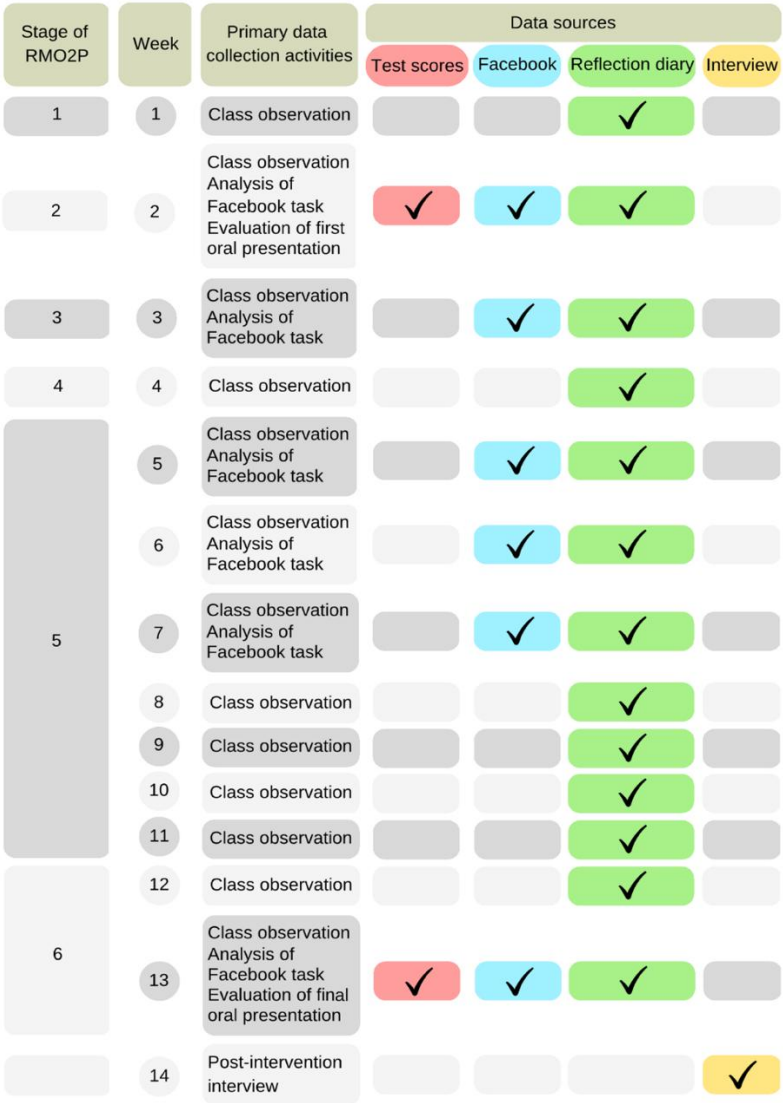

Figure 4: Data collection process

The teacher-researcher made necessary and expedient modifications throughout the implementation of RMO2P and documented these modifications in the reflection diary. In terms of summative modifications in the light of evaluation under the action-reflection cycle (McNiff & Whitehead, 2011), the delineation of

design and pedagogical principles of RMO2P after completing one cycle of the action-reflection cycle was compiled for future iterations.

2.4 Data sources

A total of 23 students participated in this study: all enrolled in a compulsory English for Academic Purposes (EAP) course. Four instruments were used to gather data: (1) oral presentation test scores based on a validated rubric, (2) weekly Facebook tasks and reflection posts, (3) teacher-researcher's reflection diary, and (4) semi-structured post-intervention interviews. These instruments allowed triangulation of data from cognitive, behavioural, and emotional learning indicators (Creswell & Poth, 2023).

2.4.1 Oral presentation test scores

Test scores were generated based on the students' performances in two oral presentations, which were the first and final presentations that the students prepared and delivered as learning requirements under RMO2P. Test scores from the first presentation (Week 2) indicated the students' abilities at the onset of learning under RMO2P, while the final presentation scores (Week 13) provided summative indications of the extent of student learning.

The rubric was validated, and the presentations were assessed by three evaluators who were purposefully selected based on these criteria:

1) had more than ten years of experience in Malaysian higher education,
2) developed oral presentation modules and assessed oral presentation skills for the last five years.

The evaluators went through a norming process that included studying and discussing the assessment rubric closely to reach a common understanding and assessing each presentation individually before agreeing on the final scores.

In addition to quantitative scores, the evaluators also submitted qualitative descriptions of each student's performance which were engaged to illustrate the findings. Appendix 2 shows the complete rubrics, but only the components of MOPS that were assessed under the individual criteria were included in the data analysis of this article.

2.4.2 Tasks on Facebook

Data that was collected from the Facebook group account which was to support learning consisted of six tasks that students completed in Weeks 2, 3, 5, 6, 7, and 13 (details in Appendix 1). Since Facebook encouraged students to post their views, analyze their own performances and comment on others' postings (Urena-Rodriguez et al., 2025), Facebook tasks demonstrated the extent and experiences of student learning. Data from Facebook also documented teacher feedback, which could indicate how the teacher responded to the arising learning needs. The private Facebook account was only accessible to the participants who provided consent. Member checks ensured that the participants were all familiar Facebook users and there was no unintended revealing of information in the reporting of the findings.

2.4.3 Reflection diary

The teacher-researcher wrote a reflection diary with field notes which provided emic perspectives of the contextual factors that may have influenced student experiences (Tracy, 2024). There were multiple observations of 13 lessons totalling 32.5 hours (2.5 hours each). As a participant observer, the teacher-researcher jotted quick notes during observation but wrote more formally and reflectively when re-visiting the notes. Apart from field notes, the reflection diary documented the evaluation of each lesson and proposed modifications.

2.4.4 Interviews

Post-intervention interviews were conducted with each student to gain insights into student perceptions. Instead of having a fixed list of questions, a more open-ended discussion was stimulated with flexible probes into the overall learning experiences, challenges met, and memorable moments. The teacher-researcher conducted the interviews through synchronous chat on Facebook Messenger within a week after the students delivered their final presentations to reduce constraints of time and location which incompatible schedules may cause. More information on interview protocol is reported in the preliminary study (Lee et al., 2018).

2.5 Ethical considerations

All participants were fully informed about the study's aim and consented to participate. Institutional clearance has been received for the study. A closed group on Facebook was created specifically for the course, with access restricted to enrolled students and researchers. Students also selected pseudonyms which protected their anonymity in publications.

2.6 Data analysis

Within each data source, iterative analysis, which included emic readings and etic analysis guided by existing theories and the two research questions, was employed. Using iterative rounds of systematic qualitative coding (Saldaña, 2025), the primary-cycle coding involved assigning relevant chunks of data with a descriptive code that represented the impact of RMO2P (e.g. raised awareness, affective engagement) or expressed how RMO2P facilitated learning (e.g. responsive feedback, collaborative learning). The descriptive codes were informed by literature review and the interpretation of components of MOPS under the Pedagogy of Multiliteracies (Cope & Kalantzis, 2015) such as linguistic ability and gestural ability.

During primary-cycle coding, *in vivo* codes were also generated by highlighting phrases or words representing students' views (e.g. strong impression, interesting, wow, awesome, and very inspiring). Through secondary-cycle coding, we looked for patterns among the more discrete codes generated through primary-cycle coding within each source of qualitative data. For instance, raised awareness and responsive feedback could be connected to form a more comprehensive pattern code that could suggest how RMO2P facilitated learning, which is the responsive feedback raised awareness of students of their weakness in MOPS.

Throughout data analysis, the co-authors functioned as critical friends who suggested rival interpretations and checked for conflicting data (Cebrián, 2020). The teacher-researcher coded and analyzed the data before having the peer debriefing sessions. Conflicting interpretations were resolved through mutual agreement in these sessions.

3. Findings

The findings are discussed from the vantage point of three students as telling cases that would, in detail, demonstrate how RMO2P facilitated the differing learning needs as they arose. For these three cases, only five components of MOPS assessed individually were highlighted – linguistic ability, oral ability, visual design ability, gestural ability, and overall credibility (Appendix 2). It is hoped that the findings on each telling case which are based on test scores from two presentations, comments from the evaluators, the teacher-researcher's reflection diary (RD), the supportive Facebook activities and interactions (FB), and the post-intervention interviews (I) would provide comprehensive and insightful details on the impact of RMO2P as experienced by each student. While Table 2 summarizes the test scores of the three students for two presentations, the component scores are highlighted when relevant in the discussion.

Table 2: Test scores for three students

	First presentation						Final presentation					
	Linguistic ability (5)	Oral ability (5)	Visual design ability (5)	Gestural ability (5)	Overall credibility (10)	Total (30)	Linguistic ability (5)	Oral ability (5)	Visual design ability (5)	Gestural ability (5)	Overall credibility (10)	Total (30)
Mei	4	4	4	5	8	23	4	5	5	5	8	27
Suet	2	2	3	2	6	15	3	3	3	4	7	20
Kathy	1	3	3	3	4	14	3	3	3	3	6	18

3.1 Mei the proficient student

In the first presentation in Stage 2, Mei delivered an oral presentation titled 'The Best Travel Destinations' with her group members. As the first speaker, Mei introduced Vietnam as a travel destination. The evaluators agreed that Mei was confident in engaging in humour and manipulating gestures to demonstrate different points. She even involved the audience in verbalizing the names of Vietnamese delicacies such as *pho* and *ca phe da*. The evaluators awarded Mei full marks for gestural ability and four out of five marks for linguistic ability, oral ability, and visual design ability, respectively. Her only weakness was occasionally speaking in inaccurate language, as evidenced through these samples:

- "People there live very healthy."
- "Vietnam people are very clear."

Her self-analysis expressed that she was "quite embarrassed to review what we did" but was satisfied with her "good visual materials such as slide and

presentable attire." She also perceptively pointed out that she needed to improve her "poor language and grammar" (FB).

In Stages 3 and 4, RMO2P facilitated the development of linguistic ability through the multimodal models of effective language use, showcased through TED videos and disseminated through Facebook, and activities focused on linguistic ability (Weeks 8 and 9). Mei claimed that TED videos provided "wow" models which were informative and interesting in visual design, gestural ability, oral ability, and overall credibility (I). In Week 7, Mei analyzed Geoffrey Canada's TED presentation (2013), where she discussed the attractive title, the speaker's humour, and confidence. She described the speaker's voice as having "oomph" to express its powerful impact (FB). In Weeks 8 and 9, students played games with their collaborative peers to differentiate the correct language expressions from the wrong ones.

Mei suggested that in addition to consistently collaborating with peers on the given tasks, receiving peer and teacher comments motivated self-reflection (I). Specifically, after the second presentation in Week 7, the teacher affirmed Mei's unique strength in audience engagement while prompting Mei to work on the "wow" factor of her delivery (FB). Awareness was created of her strengths and weaknesses, especially on the aspects she had overlooked. In Stage 5, during the consultation, Mei conveyed this: "actually, through listening, I can learn something from others and reflect on 'what should' and 'what should avoid' during the presentation" (RD).

In the final presentation titled 'DIY Your Own Unique Style' (Stage 6), Mei aptly demonstrated all the appraised abilities of the TED speaker she analyzed in Stage 4. Mei showed the audience the process of making their own accessories at a low cost. The evaluators agreed that Mei maintained strengths that she had demonstrated in her first presentation, such as a charming sense of humor and the purposeful use of gestures and visuals. She involved the audience in lip-syncing the words "Money, money, money" from Jessie J's chart-topping song, "Price Tag," to highlight the cost issue of accessories. Mei established credibility in her introduction by acknowledging that the tips shared were learned through workshops. With handmade accessories as visual aids, she introduced the accessories she and her group members would demonstrate making.

Overall, improvement was observed in the use of more accurate language. When Stage 6 initiated the participants to analyze each other's performances, two students selected Mei as the best speaker, appraising Mei's strengths in her loud and clear voice, smooth delivery, confident posture, and ability to engage audience attention (FB). Mei succeeded in improving her marks from 23 to 27 out of a total of 30. Despite being a naturally confident speaker with extensive public speaking experience, Mei summed up that what she had learned was "informative and practical" and that she could "learn from others and reflect on what should improve in ourselves" (I). She was keen to apply what she had learned on her freelance gig as a wedding emcee.

3.2 Suet the intermediate student

In the first presentation (Stage 2), Suet and her group members presented on 'Teaching Elementary Kids about their Bodies'. Suet was the last speaker who explained why we experience unique reactions when certain body parts are touched. The evaluators observed that Suet was stiff in her gestures and mostly monotonous. Suet earned only two marks out of five for linguistic, oral, and gestural ability. When Suet asked the audience questions to engage them, her language use indicated confusion of verb forms:

- "Do you have experience will keep a pet?"
- "Why do we have body parts that feeling good when you touch?"

Students developed awareness of the verbal and non-verbal components of MOPS through a TED talk in Stage 3, and this awareness continued to be raised throughout other stages in RMO2P. Despite facing challenges in comprehending foreign accents in TED which are a common feature, Suet claimed that the TED videos functioned as "good reference" for multimodal oral presentations (I). Suet singled out Muruganantham's talk (2012) as potentially confusing due to his Indian accent but admitted that she was attracted to his style of audience engagement. After the second group presentation in Week 7, when the participants individually applied their conceptual understandings to analyze multimodal presentations, Suet showed a strong grasp of conceptual knowledge through her sharing of an informal TED talk by Tom Thum (2013). Suet explained the importance of balancing multiple skills in oral presentations and that for visual design and overall credibility, "demonstrations make the whole presentation become vivid" (FB).

Suet benefitted the most from the collaborative activities in Stage 4, which she summed up as "very active" (I). For instance, participants conceptualized the guidelines for designing visual aids through a collaborative KWL activity (Week 5). Later, when participants were required to post a PowerPoint slide on Facebook and analyze it (Week 6), Suet shared a PowerPoint slide that she claimed to be "simple and creative" because it utilized two contrasting colours – black and pink – to deliver the content effectively (FB). This was a notable improvement in conceptual knowledge about visual design since the PowerPoint slides in her first presentation indicated no awareness of colour contrast. Suet singled out how much she enjoyed the game in Week 6, which pitched the groups against each other to improve their pronunciation of frequently mispronounced words (I).

Web 2.0 allowed Suet to refer to more videos and comments her peers share in convenience and comfort through the closed Facebook group. Suet thinks that participants "don't feel so awkward" and develop self-awareness because the peers and teacher feedback "let us know what we need to change" (I). Teacher feedback to Suet's second oral presentation pointed out that she was still rushing her points in the same manner as the first presentation and did not elaborate much on her supporting points (FB). Similarly, through teacher-student consultation (Stage 5), it was highlighted to Suet that she was still not making

sufficient eye contact with the audience and rushing her oral delivery to the extent of undermining the clarity of her word endings (RD).

In the final presentation (Stage 6), Suet and her group members presented on 'How Visual Illusion Occurs'. Suet took charge of the theoretical explanations of how past experiences affect current perceptions. She cited an expert named Richard Gregory to give credibility to her explanations and used realistic images to demonstrate how our perception is affected by brightness. The evaluators concluded that Suet demonstrated the most significant improvement in her oral and linguistic abilities but still placed too many words on the PowerPoint slides. Suet still had to glance at her notes from time to time but successfully made eye contact with a few members of the audience. Out of 30, Suet enhanced her total score from 15 to 20 because she improved scores in all the components except visual design ability, which she maintained at three out of five (Table 2).

Suet admitted that when the course commenced, she was apathetic because she assumed that the curriculum would be the same as the college she had transferred from (I). However, she was glad to discover that learning through RMO2P was "more interesting", mainly "because the way teacher teaches is different, and the way we learn is different". When probed further, Suet pointed out the difference is in the "additional guidance" in the forms of multimodal models and responsive feedback, which she had never received in other courses. Suet summed up that her biggest learning gains were in developing a speech outline, using the correct expressions, and developing the awareness that she was speaking too fast.

3.3 Kathy the least confident student

Being one of the students with the weakest language proficiency and the least experience in public speaking, Kathy was so nervous that she masked her anxiety by grinning throughout her delivery of the first presentation (Stage 2). In her group presentation on 'Why We Need to Teach High School Students about Sexual Contraception'. Kathy was the second speaker who presented the traits and implications of sexual development in high school students. The evaluators highlighted the numerous distracting hesitations where Kathy paused to ponder the content or the correct pronunciation. Her overall credibility was compromised in the first presentation (four out of ten marks) since she even laughed at herself when she could not continue delivering her speech smoothly.

Therefore, there was neither effective use of gestures nor engagement with her visual aids. She was either relying on her friends to remind her of the content or reading hesitantly from the PowerPoint slides. Apart from the overuse of the transition signal 'then', here are some samples of her linguistic inaccuracies:

- "...they will be easy to fall in love with each other..."
- "...they will be having sex with their partner or lover ..."

After watching a video recording of her own performance (Stage 2), Kathy expressed that she was too stressed or probably had a "disorder": "when I

present then I don't know what I present in front there" (FB). This self-awareness which hinted at self-deprecation, signaled to the teacher-researcher the guided instruction that Kathy would need.

Kathy's initial performance (14 out of 30 marks) and reflection in Stage 2 indicated that she needed extensive peer support (FB). To Kathy's benefit, RMO2P involved weekly collaborative activities. Some of these activities, such as the pronunciation game (Week 6) and the game, which highlighted frequent errors in language expressions (Week 8), staged competitions among the collaborative groups. Kathy expressed that the activities "can let me speak more ... and see others in class are very good in speaking English, so I just force myself to speak more" (I).

Compared to textbooks, Kathy enjoyed "listening" and "learning" from TED videos that showcased different presenters who spoke with diverse accents and unique styles, which facilitated her learning in Stages 3 and 4 (I). Moreover, she claimed that TED videos supported independent learning because she did not have to rely on the teacher as the only expert. In fact, Kathy looked forward to the TED videos that her peers recommended through Facebook.

After the second presentation (Week 7), the teacher-researcher acknowledged Kathy's improved use of gestures and advised Kathy to work on her articulation by practising reading aloud every day (FB). The teacher-researcher subsequently reassured Kathy that practice is the first step towards improvement: "One step at a time Kathy. Once you can read smoothly, you may not feel that nervous anymore" (FB). Kathy expressed appreciation for Facebook as a convenient Web 2.0 platform for more constructive feedback and admitted this: "I like teacher's comment ... I can know where I want to improve" (I). During the consultation (Stage 5), Kathy received individualized feedback on her oral delivery (RD). Since Kathy and her group members decided to present on 'How to Make a Love Confession' in their final presentation, the teacher-researcher also suggested to Kathy to demonstrate the various smiles as a kind of visual aid instead of showing images of PowerPoint slides when she talked about different kinds of smiles to make a love confession (RD).

During the final presentation (Stage 6), Kathy explained the mental preparation required to make an effective love confession. The evaluators pointed out that some weaknesses observed in the first presentation were still significantly present, such as inaccurate language and pronunciation. Her errors were obvious in these expressions: "don't always thinking" instead of *usually do not think carefully*, and "make some show with my partner" when the correct expression is *role play*. She also hesitated when she was about to articulate unfamiliar words such as "breath" and "confession". Although her anxiety was still visible, Kathy demonstrated smooth attempts at coordinating gestures with the visuals displayed in her PowerPoint slides. Instead of reading hesitantly as she did in Stage 2, Kathy maintained eye contact with at least a few members of the audience. Overall, Kathy showed that her confidence level was at the developing stage, where she still had to refer to notes. In the final presentation,

her scores were mainly maintained for most components at three, but she received improved scores in linguistic ability (from one to three out of five) and overall credibility (from four to six out of ten). Kathy acknowledged that she had learned more about oral delivery and confidence through RMO2P (I). Nonetheless, she still felt intimidated when trying to recall content or the correct pronunciation of certain words in the English language.

Figure 5 illustrates in summary how RMO2P addressed the different learning needs of three students at different proficiency levels and with different personalities.

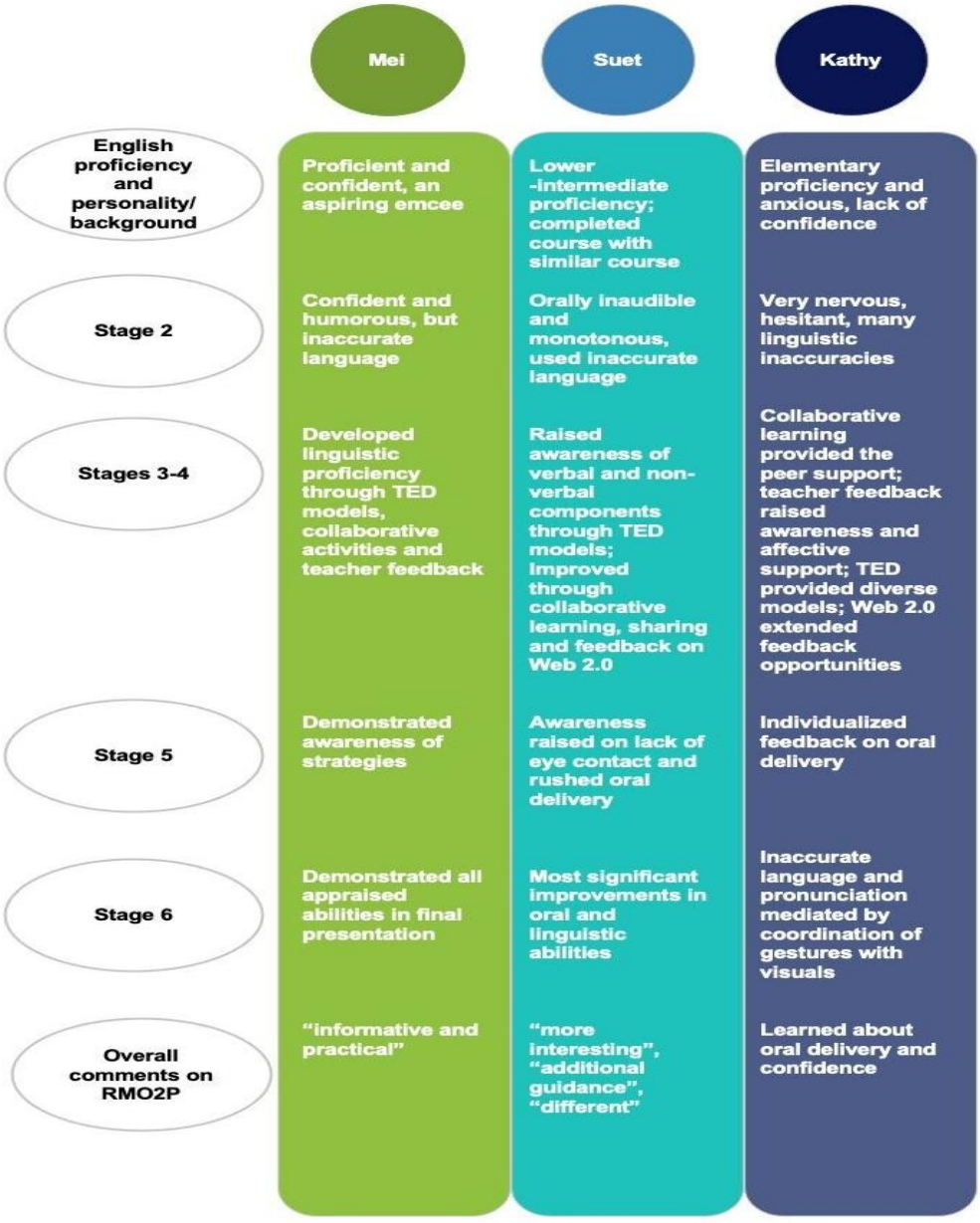

Figure 5: How RMO2P addressed different learning needs

4. **Discussion**

The findings concur that pedagogy supported by multiliteracies can enhance learning outcomes and engage students through different modalities (Lim et al., 2022; Zhou et al., 2024). The telling cases represented how RMO2P could address the different needs which arose due to their varied proficiency levels, learning experiences, and unique personalities. For the linguistically more proficient Mei who has background experience in oral presentation skills, RMO2P remained informative and practical, especially through TED model videos, collaborative learning and teacher feedback. For the intermediate level Suet who took public speaking courses prior to this study, an alternative learning experience was provided, and her oral delivery and linguistic ability were scaffolded through all the tools in RMO2P. For Kathy whose English was at the elementary level and who was highly anxious about speaking in English, oral delivery skills were developed in addition to gradual increase of confidence through individualized teacher feedback and supportive collaborative learning.

The extent of the impact of a pedagogy that is based on multiliteracies such as RMO2P was supported by the multi-layered integration of multimodal tools with pedagogical techniques and managed by teacher responsiveness to students' learning needs *in situ*. The design of RMO2P, which was informed by the Knowledge Processes (Cope & Kalantzis, 2015), provided a purposeful pedagogical structure for integrating multimodal tools with pedagogical techniques, which presents it as a possible solution to the multimodal pedagogy gap (Lim, Cope & Kalantzis, 2022).

The multimodal tools and pedagogical techniques in RMO2P afforded students out-of-class learning opportunities beyond the 2.5 hours of weekly classes, with access to relevant and up-to-date materials. Specifically, TED videos developed students' conceptual understandings of MOPS and analytical abilities because TED videos functioned as multimodal tools that provided opportunities to deconstruct and assess multimodal oral presentations (Gray, 2021).

Students benefitted from peer support when engaging in collaborative activities, a finding which concurs with suggestions for more active practice for developing multimodal skills (Wu et al., 2025). Web 2.0 extended the sharing of TED talks as multimodal models and provided additional opportunities for both teacher and peer feedback. This affordance expanded access to a wider range of content from various fields, such as philosophy, technological innovations, Nature, art and design.

Teacher responsiveness which interacted with the use of multimodal tools is critical for the effective implementation of RMO2P. Apart from the feedback scheduled in each activity, the teacher is available for contingent feedback through Facebook, which is especially appreciated by more anxious students such as Kathy and intermediate level students such as Suet who looked forward to more scaffolded learning. Facebook extended student-teacher interaction out of class and made selected videos constantly available for reference.

Since the reporting of this article is based on a small, localized group of EAP students in Malaysia, it is unable to provide transferable and generalizable findings. However, drawing on Mitchell's (1984) concept of "telling cases, "This study provides context-rich examples that illuminate broader pedagogical dynamics. These examples are not meant to represent all learners, but rather to stimulate reflection and offer adaptable frameworks for educators working in similarly situated ESL or higher education contexts worldwide.

What are the implications of the findings? How did action research processes guide the development of RMO2P? At the methodological level, it was the responsive case study which guided the development of RMO2P while allowing us to stay true to the action research epistemology of viewing knowledge and practice as inherently connected to attain praxis (Noffke, 2009). At the point of conception, several experts questioned the validity of our methodological decision, claiming that it was a fixed principle of action research to require at least two cycles of implementation.

Action research requires more publications which counter the fixation on multiple cycles or pedantic prescriptivism, as demonstrated by Hopkins (2014, p. 65) when he spoke against specifications of processes in action research models: "At best, they provide a starting point, and initial guide to action. At worst, they trap the practitioners within a set of assumptions that bear little relationship to their reality and, consequently, constrain their freedom of action".

Despite its growing popularity, the multiliteracies framework has been critiqued for its conceptual complexity and its sometimes-ambiguous fit within rigid curricula (Lim & Unsworth, 2023). In ESL settings especially, where standardized curricula often prioritize grammatical correctness and test-based outcomes, the open-ended, student-centred nature of multiliteracies may challenge prevailing norms. The present study echoes many of these critiques.

Implementing RMO2P within a multiliteracies framework required ongoing teacher responsiveness, negotiation of cultural expectations, and adaptation to students' needs and expectations. While the pedagogy offered rich learning opportunities, its effectiveness depended on the teacher's ability to mediate between theory and practice. This reinforces the view that multiliteracies cannot be adopted without reflexivity and responsiveness, but the teacher must proactively adapt to specific learning contexts and student profiles.

5. Conclusion

With this publication, we hope to dispel the (mis)conception that practitioners must abandon action research as a methodology when they are unable to complete more than one cycle of action research. This situation is not uncommon to many practitioners, including us, the authors. Since several cycles of a conventional action research design could not be implemented in an accredited public speaking course that stipulated 14 weeks of teaching and learning per semester, a responsive case study was opted instead.

With the findings of this study, we hope to provide an alternative way of conducting action research as compared to the more popular and entrenched viewpoint that action research must be abandoned when the context does not condone repeated cycles. After all, within one action research cycle, the responsive case study methodologically guided and validated the development of RMO2P, a pedagogical design for MOPs informed by multiliteracies principles which has significant practical implications, in a natural setting where multiple sources of data could be collected as classes were ongoing. More importantly, the responsive case study expects more explorations of the design for different cohorts of students, which we fully intend to carry out, by exploring how RMO2P can embrace artificial intelligence tools which can create stunning visuals and outline speeches such as Canva Magic Design and Presentation AI.

The novelty of RMO2P also lies in its adaptability to naturally constrained classroom conditions. While informed by theory, it is grounded in real student profiles, scalable for institutional use, and designed to evolve over time. This makes it not just a conceptual contribution but a replicable and practical innovation for ESL instructors facing similar challenges worldwide. Instructors who are interested in adapting or implementing RMO2P can refer to the sample instructional plan with activities and multimodal tools (Appendix 1) and validated rubrics (Appendix 2). Although the context of study is rather specific, the problems with teaching MOPs reverberate among university instructors worldwide.

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Appendix 1

Summary of weekly instructional plan

Weeks	Activities (in class/ on Facebook)	Multimodal tools and pedagogical techniques	References and supporting materials
Stage 1: Conceptualizing Multimodal Oral Presentations (based on Experiencing the known and conceptualizing by naming)			
Week 1	*In class* ▪ Discuss the features of public speaking and conversations ▪ Conceptualize the components of multimodal oral presentation skills	▪ Collaborative discussion	▪ Lucas & Stob (2023); Concept map ▪ Concept map
Stage 2: Conceptualizing Self (based on Experiencing the known and Analyzing functionally)			
Week 2	*In class* ▪ Deliver multimodal oral presentations in groups on familiar topics	▪ Group presentation (first)	
	on Facebook ▪ Individually analyze own presentation performance after viewing video recording of performance	▪ Self-recorded videos; Web 2.0	
Stage 3: Analyzing (based on Experiencing the new and analyzing functionally)			
Week 3	*In class* ▪ Analyze the purpose, structure and delivery of an authentic oral presentation	▪ TED video; Collaborative discussion	▪ Concept map
	on Facebook ▪ Each collaborative group analyze a teacher-selected presentation	▪ TED video; Collaborative discussion; Web 2.0	▪ Concept map
Stage 4: Scaffolding through Applying Concepts (based on Experiencing the new, conceptualizing with theory, analyzing functionally and applying appropriately)			
Week 4	*In class* ▪ Summarize principles of content development	▪ Collaborative discussion	▪ Lucas & Stob (2023); Concept map
	▪ Evaluate internet articles		▪ Internet articles; Concept map
Week 5	*In class* ▪ Conceptualize guidelines for designing visuals ▪ Conceptualize links between posture and confidence	▪ Collaborative discussion ▪ TED video; Collaborative demonstration	▪ Lucas & Stob (2023); *KWL*

	on Facebook ▪ Collaboratively improve one PowerPoint slide based on guidelines and explain	▪ Collaborative discussion; Web 2.0	
Week 6	*In class* ▪ Articulate frequently mispronounced words correctly ▪ Dramatize speech excerpts with rhythm and pauses	▪ Collaborative game ▪ Collaborative oral dramatization	▪ Teacher-compiled list of words ▪ Textbook
	on Facebook ▪ Individually analyze the visual design of a PowerPoint slide	▪ Web 2.0	
Week 7	*In class* ▪ Collaboratively deliver oral analysis of assigned model presentations (assigned in Week 3)	▪ Group presentation (second); TED videos	
	on Facebook ▪ Individually analyze a self-selected TED presentation (activity ends in Week 12)	▪ TED videos; Web 2.0	
Week 8	*In class* ▪ Differentiate accurate language expressions from errors ▪ Apply knowledge to edit speech excerpts from peers	▪ Collaborative game ▪ Collaborative discussion	▪ Textbook ▪ Speech excerpts from peers
Week 9	*In class* ▪ Apply recommended expressions for describing and explaining visual aids ▪ Apply terms to describe methods for organizing presentations	▪ Collaborative discussion ▪ Collaborative discussion	▪ Textbook ▪ Lucas & Stob (2023)
Week 10	*In class* ▪ Apply terms to describe methods for structuring introductions and conclusions shown in models ▪ Apply knowledge to re-design introductions in Week 2's group presentation	▪ Collaborative discussion; TED videos ▪ Collaborative discussion	▪ Lucas & Stob (2023); concept map
Stage 5: Designing (based on Analyzing functionally and applying appropriately)			
Week 11	*In class* ▪ Design speech outlines	▪ Collaborative discussion	▪ Speech outlines
Week 12	*In class* ▪ Consult teacher for feedback	▪ Conference in groups	
Stage 6: Performing (based on Applying creatively and analyzing critically)			

Week 13	*In class*	
	▪ Perform multimodal oral presentations based on their outlines	▪ Group presentation (third)
	on Facebook	
	▪ Individually analyze a peer's performance	▪ Self-recorded video; Web 2.0

Appendix 2

Assessment rubrics for multimodal oral presentations

RATING	POOR	FAIR	AVERAGE	GOOD	EXCELLENT
GROUP CRITERIA (30) - Content/ Organization/ Coordination					
Introduction (5) Attention and interest Introduction of topic Credibility Preview	1	2	3	4	5
Content (10) Topic choice Specific purpose Main points Supporting material	1 (x2)	2 (x2)	3 (x2)	4 (x2)	5 (x2)
Organization (5) Introduction, body and conclusion Organizational pattern Connectives	1	2	3	4	5
Coordination (5) Time management Transitions	1	2	3	4	5
Conclusion (5) Treatment of central idea	1	2	3	4	5
INDIVIDUAL CRITERIA (30) - Delivery					
Linguistic ability (5) Grammar Vocabulary Expressions	1	2	3	4	5
Oral ability (5) Voice Articulation Pauses and emphasis	1	2	3	4	5
Visual engagement ability (5) Use of visual aids Explanation of visual aids	1	2	3	4	5
Gestural ability (5) Eye contact Posture Physical actions	1	2	3	4	5
Overall credibility (10) Content familiarity Conviction and confidence Audience attention Grooming	1 (x2)	2 (x2)	3 (x2)	4 (x2)	5 (x2)
TOTAL out of 60 marks	Overall comments				