



HOW TECHNOLOGY-ENHANCED LEARNING IMPROVES SPOKEN COMMUNICATION IN A HYBRID AND ONLINE CLASSROOM ENVIRONMENT

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Abstract:

This reflective journal article summarizes my findings from two webinars and serves as a final exam for my research topic, "**How Technology-Enhanced Learning Improves Spoken Communication in a Hybrid and Online Classroom Environment.**" I attended the 2023 Academic English Conferences, organized by Cambridge University Press and Assessment, to elucidate solutions to problems. I had the opportunity to learn from international English Language Teaching (ELT) specialists with the goal of improving ESL teachers' teaching skills. The webinar's themes are the following: 1) Deirdre Cjiffers, an educational consultant at Learning Unfurled, spoke about "*How to Keep Students and Teachers Motivated Through Digital Learning.*" 2) Gaby Lawson spoke on "*How to Teach Speaking Skills in a Hybrid or Online Classroom.*" It took place on February 7 and 8, 2023. These webinars demonstrated how digital learning may engage and enrich ESL learners' learning experience. Only motivating students to study can help them learn. Daily education and learning can be overwhelming, leading us to lose perspective. Motivating and engaging students in digital learning helps us keep them on track and improve their education. Online or hybrid classroom communication will eventually fail. It should teach the disadvantaged, automate lectures, manage expectations and tasks, and record audio using scissors, highlighters, and internet timers. It demonstrated how to educate speakers in hybrid or online courses, allowing students to communicate via technology while also understanding student learning patterns. These effective strategies can foster a healthy learning environment in hybrid or online classrooms.

Keywords: technology-enhanced learning, online learning, hybrid learning, spoken communication, oral proficiency, strategies

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1. A Brief Introduction

"Education is a gift that no one can take away from you." This powerful phrase from an American proverb has inspired and motivated me to deepen my understanding of the foundation of education, broaden the aspects of learning, and expand my career horizons as I implement a productive, goal-oriented, creative, integrated, and innovative teaching mantra to facilitate effective student learning. However, **how do we or I achieve this ambitious outcome?** I strongly believed in and adhered to the principle of education of Benjamin Franklin: *"Tell me and I forget." "Teach me, and I remember." "Involve me, and I learn."*

Being a 21st-century teacher presents numerous challenges, particularly because we live in a high-tech world with diverse and promising generations; this reality requires all educators to demonstrate perseverance and patience when guiding students through the educational process, an experience that can lead to significant success. Speaking of success, I therefore 100 percent agree with what Winston Churchill said: *"Success is not final; failure is not fatal; it is the courage to continue that counts."* This guiding principle is something I keep in mind as I continue my teaching journey, regardless of whether my life circumstances and experiences contribute to my failure or success. My ability to remain steadfast and pursue my vision, mission, and goal will enable me to act as a catalyst for change, providing high-quality education to all learners who are striving for a brighter future. Being a catalyst for change in education will enable and inspire students to realize their aspirations.

In the end, teachers must be qualified and competent and be able to do their responsibilities well if they want to give their students a better or the best education. They must also be ready to help and support their students with any teaching and learning tasks. Therefore, as educators, we establish, uphold, and sustain the educational system by rigorously and transparently adhering to the fundamental principles. This is because productivity, openness, and consistency are the backbone of the system. Additionally, the torch of hope, which signifies a significant change in the teaching and learning process, is encapsulated in the phrase *"Education is the key to unlocking the golden door of freedom."* George Washington Carver.

2. A Review and Synopsis of Webinars

According to an influential leader, Nelson Mandela, *"Education is the most powerful weapon that you can use to change the world."* That is why I decided to get my master's degree so I could be ready for challenges, trends, and changes in education. I also wanted to explore all of my teaching options. I chose to keep a reflective webinar journal as part of this study's requirements. As a final product for the action-reflective research paper, I also decided to write a capstone project report that is extremely important to my work.

In effect, I attended the **Academic English Conferences in 2023**. Participating in this **Cambridge University Press** and Assessment-organized conference allowed me to

learn from international ELT experts. These webinars are for ESL teachers who want to **fine-tune** their teaching abilities. I engaged in two webinars on the following topics:

- Deirdre Cjiffers, an educational consultant from Learning Unfurled, led a webinar on **how to keep students (and yourself) motivated with digital learning**.
- Gaby Lawson led a webinar on **teaching speaking skills in a hybrid or online classroom**.

The webinars were held on February 7th and 8th, 2023.

2.1 A Webinar Summary on Keeping Students (and Yourself) Motivated with Digital Learning with Deirdre Cjiffers

In today's digital age, it is critical to keep learners interested and involved in their studies. Digital learning presents a unique opportunity to engage children in both entertaining and instructive activities. When students are learning remotely or digitally, it might be challenging to keep them inspired. This webinar will go over the greatest strategies to keep learners interested and enthused about studying outside of the regular classroom.

What are the most important features of this topic after listening to this webinar?

The most important aspects of this topic are that digital learning can be very motivating for students, help them stay on track academically, and provide an exciting and dynamic learning environment. The conference stressed the following crucial subjects, such as: 1. **The nature of English language acquisition**, 2. **Interest**, 3. **WOOP** is an evidence-based mental strategy for goal and behavior change, standing for *Wish, Outcome, Obstacle, and Plan*; 4. **Preparation** 5. **Resilience**. The lecturer began by asking the audience, *"What are your proudest moments in life so far?"* After everyone gave their responses, photographs were shown, and a follow-up question was asked: *"What do the images have in common?"* Everyone in the chat room answered eagerly and confidently. The professor showed several images of learning exercises. The right replies included **"care for yourself," "enjoy the process," "sometimes it's challenging to keep going," "other things sometimes appear more enticing," "a moment of joy," "essentially satisfied,"** and **"connection with others,"** but also **"belief in your capacity to succeed."** Furthermore, the speaker inquired about the experience of studying English. All responses used similar verbiage to how the host/speaker began her presentation; the students participated in an intriguing exercise to encourage online viewers to participate, collaborate, and be active. *How does my understanding of the situation relate to what I'm studying elsewhere?* I link my understanding of the topic in various ways by constantly learning about **digital learning** and how to apply it effectively in the classroom. I consistently seek innovative approaches to inspire and engage my students in comprehending the efficient use of digital learning. Finally, I believe it is critical to stay current on the latest innovations in digital learning to guarantee that my students receive the greatest possible education. *What key concepts will I better understand after attending the webinar?* The webinar was quite interesting, and I learned a lot about how to keep students motivated via digital learning. I now see how important it is to give students opportunities to be creative and active in their education. Moreover, I recognize the significance of

employing technology to assist and expand student learning. Therefore, I understood how important data is in informing instruction and making decisions about how to best help children.

Specifically, "*motivation*" is critical in aligning with both time and assessment. To be more specific, motivation is accompanied by **interest**. Individual interest and situational interest are both forms of interest. *Individual interest* refers to personal interest in being able to utilize English in social and professional settings, enjoyment of the process of disassembling and reassembling a language, and appreciation of relevant learning activities. *Situational interest* refers to the lesson's engagement level, the clarity of idea communication, the appropriateness of difficulties, the inclusion of social activities, the use of clear examples, and the availability of entertaining activities. As a result, individual interests are linked and interconnected, and situational interests **must be managed**.

As a result, I'm taking away **three key things** from this webinar. **1) Activate students.** Make it relevant, utilize real resources, foster competition, ensure it's memorable, incorporate games into the teaching process, introduce variety, and establish a welcoming environment. Entertaining pupils, capturing their attention with pictures, sparking exciting conversations, working in pairs or small groups, playing games, and developing personal connections: Alternatives to Cambridge One's "*curated reading list*" include searching "*English for football*," going to www.youglissh.com, writing a blog, and conducting activities, questions, and research for peer teaching and comparing international and local news events. **2) Take a strategic approach:** set goals, employ "*can do*" words, establish rapport, organize study time, or develop a narrative arc for your class. **3) Setting and Achieving Goals: WOOP** is for "**wish—articulate a wish that is difficult, valuable, and within your reach.**"

How would you feel at the end? **1) Write down your sentiments.** Internal obstacles, such as feelings of laziness or discouragement, might hinder progress. not external; for example, my teacher assigns too much homework (max. **2**). **2). Create a clear and specific plan.** If there is an impediment, there is a plan. For example, if I'm feeling lethargic, I'll go for a vigorous 10-minute walk, think about my wish, and return refreshed.

The webinar's main points are that digital learning can motivate students, keep them engaged, and help them learn better. As a result, motivating students to study is the only method for them to learn. "*The best approach to generating value in the twenty-first century is to combine creativity and technology,*" Steve Jobs once stated. Getting engrossed in the minutiae of teaching and learning can lead to a loss of perspective. But by keeping our students motivated and involved in their digital learning, we can help them stay on track and get the most out of their education." "*A good education can change anyone, and a good teacher can change everything.*" —T. J. Herrmann's book.

2.2 A Webinar Summary on Teaching Speaking Skills in a Hybrid or Online Classroom with Gaby Lawson

Learners in the 21st century are **tech-savvy** and know how to use technology as a way for students to interact with each other in a way that encourages a collaborative, dynamic, and creative classroom environment. The result is the effectiveness and impact of *"Technology in the Classroom."* Instructors who are accustomed to the traditional method of instruction struggle to keep up with educational changes. Consequently, academic lectures and workshops were held to alleviate the stress of technology illiteracy. In 2021, schools alternated between **in-person, online, blended, and hybrid learning**. 30% of K-12 pupils used hybrid learning in March 2021, while 50% continued traditional in-person education. (<https://owllabs.com/about>)

How do online and hybrid classrooms affect students? Teachers? Thus, hybrid classrooms promote active learning, according to the World Economic Forum. Tablets and cellphones can revolutionize customized learning in schools, which dates back to 19th-century American educator Helen Parkhurst's Dalton Plan. Apple and other digital companies advocate for individualized learning to transform educational approaches.

It is no secret that many students struggle with learning how to speak in a second language. Also, it can be challenging for teachers to give students enough speaking practice in the classroom, especially if there are many students. But there are ways to get past these obstacles and use technology to help students become better speakers. The U.S. Department of Education is creating the **National Education Technology Plan** to improve school technology use. The main reason is to help students learn better so they can be ready to **compete locally and globally** as technology improves and moves forward. *"With technology, we can achieve the unimaginable."* from Anonymous.

One strategy for improving students' speaking skills is to use a **hybrid or online classroom**. Because time and space are not limits in a hybrid or online classroom, students have more opportunities to communicate. Teachers may also provide more individual attention and comments to each student. This webinar clearly **demonstrates how speaking skills may be effectively taught in a hybrid or online classroom**. We'll talk about how to arrange speaking activities, assess student development, and deal with typical issues.

The webinar began with a discussion on how to teach speaking skills in a hybrid or online classroom. **Gaby Lawson** is an ELICOS instructor at Monash College. She discussed the **difficulties of teaching speaking skills** in a hybrid or online classroom. She stated that it can be difficult to give opportunities for kids to practice speaking, as well as to provide feedback on a student's speech. She also stated that many students are shy or uncomfortable speaking in front of others, which makes it difficult to engage them in class discussions.

These are the challenging situations for teachers: 1) The speaking time is limited. 2) Summative assessments must be aligned with the lessons. 3) The materials and tasks were not intended to be used in this way. 4) Online Socio-Cognitive Learning. 5) The session examines the pedagogical aspects of teaching online or in a hybrid setting. 6)

Hybrid and online programs can aid individuals who have not previously received a satisfactory education. This feature makes it worthwhile to develop. She anticipated that this webinar would enlighten educators on how to provide a **high-quality education** in a hybrid or online context by focusing on **educational objectives that promote student academic advancement**. 1) Why is it difficult for pupils to speak? 2) Challenges and strategies for teaching hybrid or online work. 3) Suggestions for modifying materials and syllabus assignments, as well as some tools for online or hybrid speaking classes. 4) Pronunciation and integration. 5) Strategies for providing criticism on speaking.

Speaking takes a lot of mental work, so people who speak must quickly think about what they hear. Speech production requires monitoring and communicating well in many settings. She suggested hybrid or online speaking training and random **breakout room groups** or **pair work** to provide students with speaking practice. Students might record their work on the lesson plan document or slide using an **online recorder**. She explained that a growth mindset classroom creates a safe environment by implementing respect rules, fostering unconditional positive regard, separating teaching from testing, maintaining a mistake-friendly atmosphere (Brock & Huntley, 2012), and reinforcing positivity, encouragement, and self-confidence. She also proposed giving **students feedback** on their presentations and using technology to record and get instructor feedback.

Also, she elaborated on motivating students intrinsically by making sure the topics are ones that their students can relate to (Cambridge, 2018). Personalizing discussion topics—almost everyone loves to talk about themselves, so give students a reason to listen to the other students and ask one person from each group to give feedback to the whole class. She explained, "*How do I get my hybrid class students to successfully do group tasks?*" Begin by separating the students into **onshore** and **offshore** groups. So that onshore students feel that their classroom attendance was meaningful, they should be provided with engaging group projects. **Awards** must be earned and rated. As you feel more confident, place one or two online students at a table alongside on-campus students. An online learner, for instance, can be installed on a student's laptop. **Onshore students** can leave the room after working with offshore students while using headphones. She reiterated the importance of adjusting objectives and resources for online or hybrid classes by providing photocopied assignments (*What should I do now?*). Most curricula incorporate these types of activities due to their effective use in traditional classrooms. Yet, when teaching online or in a hybrid environment, these types of activities require careful planning, as hybrid and post-hybrid classes do not enjoy them. Additional tasks include "*Yes, but...*" *role-plays*, which may be quite difficult because they require higher-order thinking skills; "*two truths and a lie*"; modal deductions; *deciphering a mystery card; regularly watching a film or reading a tale; describing what happened to create a shared product; interviewing one or two partners; taking notes; writing; and reciting to verify and adapt pronunciation for improved communication.*

Finally, the lecturer shared some pointers for getting feedback on hybrid or online presentations. **Try not to interrupt** too much while students are speaking. Breakout

rooms are not ideal; you can write the feedback later. Don't be too hard on students who don't integrate the target language right away. Tell them what they did well! And if there is a test, make sure the 1–3 pieces of feedback help work toward it.

In hybrid or online classrooms, teaching speaking skills requires remembering important variables or concepts. Students must have a **voice**. Group projects, class debates, and other interactive activities can achieve this. Second, give constructive and positive feedback. This method helps students gain confidence in public speaking. In hybrid or online classrooms, teaching speaking skills takes **patience** and **flexibility**.

Eventually, online or hybrid classroom communication will be problematic. It should educate underprivileged people. Automate your lecture. Manage expectations and switch tasks. Sound record with scissors, highlighters, and online timers. This webinar showed how to teach speaking skills in hybrid or online classrooms. These suggestions include letting children talk, using technology, and considering student learning patterns. These guidelines can help teachers create a positive learning environment because, as Jennifer Fleming said, *"Teaching in the Internet age means we must teach tomorrow's skills today."* And that is one of the alternative ways to teach speaking skills in a hybrid or online classroom."

3. A Webinar Description and Reflection

It's challenging to think about how to keep students (and yourself) interested in digital learning. On the one hand, attaining digital learning is very promising and fulfilling. *"In education, technology can be a life-changer, a game-changer, for learners who are both in school and out of school."* Queen Rania of Jordan

The global health crisis prompted the creation and implementation of a new learning platform that links offline and online classes. And the best **alternative** and **real solution** to teaching and **learning methods** that don't change is to keep improving the **quality of education for everyone**.

During the pandemic, **conferences** and **webinars** have been effective ways to spread information about educational trends. They have also given teachers and students plenty of time and space to improve their skills and learn.

Eric R. Korb registered the word *"webinar"* as a **trademark in 1998**, but a court later challenged it. **InterCall** currently owns the trademark for *"webinar."* The term *"webinar"* has gained popularity. Therefore, its name is a combination of *"web"* and *"seminar."* It can be challenging to keep students motivated with digital learning. As a consequence, regular seminars, webinars, and workshops in the education academy are critical for the professional development of teachers and the improvement of students' learning. Finding ways to keep students focused and engaged in the classroom setting, where they constantly face distractions, is crucial. These situations can be especially difficult when you are working with a group of students who may have different **learning** styles. However, there are some **strategies** that you can use to keep everyone on track.

In this reflective webinar, I will go over the webinar process, the contributions of teachers and students in groups, the importance of keeping students motivated, the impact of digital learning on student motivation, and ways for keeping pupils engaged through digital learning. It is critical for educators to be able to effectively teach speaking skills in a hybrid or online classroom. The conversation will be centered on an **Academic English Conference** on the use of webinars in education, which will be conducted and coordinated by **Cambridge University Press and Assessment in 2023** and attended by all educators worldwide.

As a result, I agreed to participate in two webinars on the following themes, which are directly related to my current work as an **ESL teacher or lecturer** at several of **Vietnam's** well-known universities, focusing on **academic listening and speaking abilities**. As previously indicated, I attended two conferences related to my calling as an advanced communicator in English-language education. These are two webinars: "Keeping students (and yourself) motivated with digital learning" with Deirdre Cjiffers, an educational consultant at Learning Unfurled, and "Teaching speaking skills in a hybrid or online classroom" with Gaby Lawson.

Webinars are typically straightforward, with a host and a main speaker. However, the webinar was academic, comprehensive, and innovative. A lecturer creates a well-planned lesson and an exhilarating topic presentation and records valuable inputs and outputs for both the audience and the presenter. Fundamentally, utilizing a **Zoom** video or screen-recording conference tool, as well as **PowerPoint** or a digital **whiteboard** like **WebEx**, is more functional and convenient to conduct an supervise. Once the recording is complete, the teacher uploads it to a video hosting site like **YouTube**. Finally, they share the link with their students via the host organization's emails. Webinars are an excellent way to keep students motivated and engaged with digital learning. They provide a **personal touch** that can be lacking in other forms of online education, and they allow teachers to directly address their students' questions and concerns through messaging in the question and answer chat box.

Teachers and students can both contribute. Teachers and students can encourage digital learning. Teachers may give students clear instructions and quick feedback. Both factions must use their resources wisely. Academic success requires teachers to keep students engaged. Lack of **motivation** can lead to classroom disengagement, low grades, and a lack of interest in learning. Digital learning inspires learners. Interactive and engaging digital learning **resources** may keep students involved. Digital learning does not solve all motivation **issues**. Teachers and parents may need to help motivate students. **Digital and self-directed** learning may encourage and interest pupils if handled properly, motivate students, and allow them to learn at their **pace**. **Receiving immediate feedback engages and motivates students.** Also, it gives students control over their education. Ultimately, digital learning can connect students with **experts** and **peers** from around the world, which can spark motivation and excitement for learning. *What are the strategies for keeping students motivated with digital learning?* According to Dr. Dan Belenky, director of *Learning Science Research at*

Pearson, he is part of the efficacy and learning research team, which studies how learning helps individuals succeed in life. His PhD in cognitive psychology from the University of Pittsburgh examined **how innovative instructional strategies improve student motivation**.

These **five tips** will inspire you to succeed. **1. Keep up the connections.** Creating a learning community can help online learners feel less isolated. Add a photo and interests to your profile. Talk to classmates on discussion boards and by email, video call, or messaging applications. Emailing your instructor may seem frightening, but they can help. **2. Take control of your learning.** Online learning requires reading and quizzes. But you can manage larger projects and respond to discussion boards alone. Since you control them, connect them with your goals. **3. Set good goals.** What do you envision for your class? Most people say, "*Get a good grade*" or "*Improve my career.*" "*I want to get at least 92 percent*" or "*I want to develop my communication abilities by giving great class presentations*" may motivate perseverance, according to a study. **4. Help yourself stay on track.** Remove obstructions. Analyze what would make it difficult to achieve your goals, then devise genuine strategies to overcome them (e.g., "*If a friend invites me to play a game, I'll turn off alerts for two hours and study.*"). If so, making rules ahead of time helps achieve goals. Accept your mistakes. It's never too late to change. Discuss catching up with your instructor. **5. Establish productive routines.** Online learning allows you to do schoolwork whenever you choose. But freedom can be dangerous. Establish a **schedule** that suits your needs and considers your time constraints – perhaps you now need to balance study with child care. Make sure your family knows about your commitment to boost your chances of following through. **Don't rush** online learning or **multitask**.

Also, I share my thoughts and experiences about "*Strategies for Keeping Students Motivated with Digital Learning.*" Teachers can motivate digital learners in multiple ways.

- **Make the topic captivating and relevant to the pupils.** Students will lose interest if the content isn't captivating. Utilize various digital resources. Such activities will keep students motivated.
- **Promote student cooperation.** If students don't interact with classmates, digital learning can be quite isolating.
- **Consistently evaluate.** This will motivate students by showing their progress. Celebrate milestones. Such an approach will keep students engaged.

In effect, digital learning can improve education and help students succeed. Keeping students engaged, however, improves digital learning. Clear goals, feedback, and **positive reinforcement** can keep pupils motivated. These methods help teachers engage and motivate students.

A Webinar Reflection on Teaching Speaking Skills in a Hybrid or Online Classroom
"Education is not acquired by chance; it must be pursued with zeal and pursued with effort." - Abigail Adams. This literally means that in today's technologically advanced society, learning opportunities are virtually everywhere. You learn best when you are aware of and committed to your education, but you can also learn by chance. Fortunately, you can earn a **degree in person, online, or through a hybrid strategy.**

I added to the webinar discussion by asking questions and talking about how I have taught speaking skills in the past. I also gave some helpful tips and strategies for teaching speaking skills in a hybrid or online classroom. After watching the webinar, I have some questions about how to teach speaking skills effectively in a hybrid or online classroom. I am **curious about what other participants think about this topic and how they would approach it.** I am also interested in hearing more about the **challenges and successes** that others have had with teaching speaking skills in a hybrid or online environment. The webinar discussion did not **lapse into a debate at one point.** The group handled it well, with everyone remaining respectful of each other's opinions. I would like to be more **active** in the discussion next time. I would also like to be more prepared with questions and comments.

There are **numerous methods for teaching speaking abilities.** We examined hybrid and online methods for teaching speaking skills in this webinar. The **talk** was incredibly **enlightening** and gave me a lot to think about while teaching speaking skills. I found it fascinating how people teach speaking skills in hybrid or online settings. Some were more **traditional**, while others were more **inventive.** Both approaches have their merits, and the effectiveness depends on the teacher and the students. The **debate** about teaching speaking skills separately or integrating them into other classrooms was highly engaging. I think both sides had good points. I guess it depends on the teacher and pupils. The debate was **thorough and thought-provoking.** It made me think about how to teach speaking skills in my classroom. Students are more likely to open in their language. So, it's vital to provide them with lots of **linguistic exercise.** Students must also feel comfortable taking intellectual risks and cooperating with one another. Constantly monitoring students' oral communication abilities requires regular exams.

When preparing to teach speaking skills in a hybrid or online classroom, it is imperative to consider the **unique challenges and opportunities** that come with this type of environment. One of the hardest things is making sure that every student gets enough time to practice speaking and get **feedback** on it. This can be done by putting various activities into your lesson plans and **using technology** to give students chances to talk to each other in real time. Another challenge when teaching speaking skills is providing **adequate scaffolding** and support for students who may be less comfortable speaking in this type of environment. It is compelling to provide clear instructions and model the desired **behavior** before asking students to participate in activities. Additionally, it is helpful to create a **supportive and collaborative learning community** by establishing **ground rules** for respectful communication. For **example,** you can use technology to **connect** your students with **native speakers** of the target

language or create **authentic** learning experiences by having students communicate with each other about topics that are relevant to their lives. You can also record and play back student speeches to provide them with immediate feedback on their **pronunciation** and **delivery**. By taking advantage of and being mindful of the challenges, you can set your students up for success as they develop their speaking skills.

When using speaking exercises in a hybrid or online classroom, there are a few things to think about. **1.** You should ensure that your students have many opportunities to talk in pairs and small groups. This will help individuals gain confidence in public speaking and practice their communication abilities. **2.** You should provide opportunities for students to lead conversations and provide material to the entire class. Such activities will help students enhance their confidence and public speaking skills. **3.** Provide frequent comments on the pupils' speaking. This will help them enhance their speaking abilities and gain confidence. Teachers can measure students' speaking skills in hybrid or online classrooms. Students can record their speeches, videotape themselves presenting or discussing, use Zoom to record a class session, use articles or discussion threads instead, submit written responses to prompts or questions, or submit written output for feedback. **Rubrics** assess students' oral communication skills, including presentations, projects, and class participation, and provide students with a completed rubric that explains the grading standards before they begin an assignment.

Formative assessments are vital for teaching speaking skills in hybrid or online classrooms. Black and William (1998) refer to an assessment as "*formative*" when they use learning activity feedback to customize instruction to students' needs. In addition, Benjamin Bloom (1968) asserts that formative evaluations are the foundation of "*learning for mastery*." Therefore, frequent feedback, practice, revision, and outside-of-class mentoring can achieve the same goal as an accurate and equal learning evaluation.

When reflecting back on teaching speaking skills in a hybrid or online classroom, it is important to **reflect on both the successes and challenges of the experience**. On the whole, did the students seem engaged and motivated to participate in speaking activities? Did they feel comfortable communicating with their classmates online? There were undoubtedly some challenges when it came to teaching speaking skills in a hybrid or online classroom. Perhaps the biggest challenge was ensuring that all students had an **equal opportunity** to participate. In a traditional classroom setting, it is easier to monitor who is speaking and who is not. But in an online setting, it's harder to tell who's participating. As such, it is important to **design** speaking activities that are engaging for all students and that encourage everyone to participate. According to the **University of Southern California Center for Teaching Excellence**, in providing students meaningful feedback, student performance and behavior feedback are the only answers; oral, textual, and gestural communication must exist, and it improves student performance during evaluation and learning. It must be favorable or neutral for students. Hence, **negative feedback** may deter students. Ergo, teachers must promote student learning and give **constructive criticism** to avoid demoralizing students. In a traditional classroom setting, teachers can provide immediate feedback to students after they speak.

But in online classes, there may be a delay between when the student speaks and when the teacher hears it. This can make it harder for teachers to give feedback in a timely and useful way.

Despite these challenges, there are also many **benefits** to teaching speaking skills in a hybrid or online classroom. One of the biggest benefits is that it allows students to **practice** their speaking skills in a **low-pressure environment**. In a traditional classroom setting, some students may feel shy or self-conscious about speaking in front of their classmates. However, in an online setting, they can **hone** their speaking abilities without worrying about what their peers will think of them. Additionally, hybrid and online classrooms also give students the opportunity to learn how to use **technology for communication purposes**.

Based on my deep understanding and experience as a professional teacher for 15 years, I would say that teaching speaking skills in a hybrid or online classroom requires following these rules. 1) Give students adequate speaking practice in a group, in a duo, or as an individual effort. 2) Get students comfortable with their communication technology. Please ensure they are familiar with the software's audio and video features. 3) Instruct kids to communicate through body language and facial expressions. This improves communication and audience engagement. 4) Teach kids about listening and speaking. They need audio, video, and live speakers. 5) Help learners understand their message. Indeed, this helps them focus and communicate.

In the end, teaching speaking skills in a hybrid or online classroom has **no single solution**. Each teacher must decide what works for them and their students. However, general guidelines may simplify the process. Establish a secure and encouraging learning environment first. Second, *students need speaking practice*. Thirdly, *students' speaking skills must be assessed routinely*. Finally, *evaluate your speech instruction*. The webinar on hybrid and online speaking skills instruction was fascinating and useful. The group handled it well. I want more webinars like this.

4. Webinar: Setting Goals

"Teachers open the door, but you must enter by yourself"—a Chinese proverb. It implies that students must be willing to learn regardless of how skilled and dedicated a teacher is. This effectively conveys the importance of students taking the initiative to acquire information.

In language learning, using a **mix** of different **learning methods** is the best way to get students to talk in the **classroom**. When you combine traditional classroom learning with online learning, you can make the learning environment more **personalized** and **engaging**. We will talk about how important it is to create a **supportive environment** and give **relevant feedback** as two of the most important parts of a **hybrid learning strategy** that encourages **oral instruction**. By following the **best practices for webinars**, you can guarantee that your next one is even more successful than your last. Setting goals and working toward improving your life is always

a worthwhile endeavor. Whether you want to get ahead in your career, improve your health, or simply feel happier, setting goals can help you make positive changes. *But how do you set effective goals?*

In this **reflective webinar journal**, I will give you some **strategies** on how to set goals that are realistic and achievable. We'll also discuss how to **overcome obstacles** and **achieve success**. As an **ESL instructor**, I would like to discuss **my experience** with webinars and how I intend to improve the next one. I will discuss the **various adjustments** made to the upcoming webinar to improve the overall experience, reveal the topic, and prepare for the upcoming webinar on **speaking English**. Ultimately, I will establish certain goals that I aim to achieve during the subsequent webinar.

Goal-setting for your next webinar. In terms of goal setting, the first step is always to describe what you wish to accomplish. This phase may seem like a simple stage in the goal-setting process, but it is actually one of the most crucial. **S.M.A.R.T.** is the **best criterion** for setting goals and objectives, as it is believed to produce superior results in areas such as project management, employee performance management, and individual development. The term was coined by **George T. Doran in the November 1981 issue of Management Review**. He recommended that objectives be **SMART** (*specific, measurable, attainable, realistic, and time-bound*). In other words, you should be able to track your progress, have a realistic likelihood of accomplishing your objective, and have a deadline for achieving it. If your objective fulfills all of these requirements, you are well on your way to achieving it! Moreover, **goal-setting** is vital to **achieving success**. Without a goal, it is difficult to **quantify progress** and identify areas for **growth**. When establishing objectives for your next webinar, you should examine and consider the following elements: **The topic of the webinar is: *What do you want to cover?***

- **The format of the webinar:** Will it be a presentation, panel discussion, or something else?
- **The length of the webinar:** How long do you want it to be
- **The audience:** Who do you want to reach with your webinar?
- **The goals of the audience:** What do they hope to learn or gain from the webinar?

The feeling of accomplishment that comes with achieving a goal is one of the most rewarding experiences in life. "The sense of pride and satisfaction that comes with knowing you've worked hard to attain something is unparalleled." There's no better way to achieve success. Reaching a goal is the most effective method to demonstrate to yourself your ability to accomplish any task you set your mind to.

The process of setting and achieving goals can be broken down into simple steps:

1. **Define your goal:** What do you want to achieve? Be as specific as possible.
2. **Set a deadline:** When do you want to achieve your goal? Make sure your deadline is realistic.
3. **Make a plan:** What steps do you need to take to achieve your goal? Write down each step and make sure it's achievable.
4. **Overcome obstacles:** What obstacles are in your way? Identify them and come up with a plan to overcome them.
5. **Achieve your goal:**

Take action and don't give up! Remember, *anything is possible if you set your mind to it.*

To be a better listener in the next webinar, I will ask questions, share my thoughts, listen to others, respond to them, and be aware of my body language. Be more present and prevent my thoughts from straying throughout the speaker's speech. To be a more engaged listener during the next webinar, I will take notes on the speaker's most important points, ask questions if I do not understand something, participate in the conversation whenever possible, **pay attention** to body language and other nonverbal cues to gain a greater appreciation for the message, and receive more from the webinar and have a better overall experience.

How can I better prepare for the webinar? What English-speaking topic will I study before it? I will choose an exhilarating English-speaking topic to prepare in advance. This will help me be more **confident** and fluent when speaking during the webinar. Additionally, I will make sure to review any **vocabulary** or **grammar points** that I am unsure of before the webinar begins. By doing so, you can track your **progress** and ensure that you are making the most of the experience. Here are some **more techniques** for setting goals for improvement in your next ESL webinar: Remember that *"language knowledge is the doorway to wisdom,"* according to Doctor Mirabilis, an English philosopher and Franciscan.

1. Make a list of what you want to improve. Before the webinar begins, take some time to think about what areas you would like to work on. This could include improving your listening skills, increasing your vocabulary, or becoming more confident in speaking English. **2. Set realistic goals.** It is important to set goals that are achievable and realistic. Try to find a balance between challenging and achievable goals. **3. Write down your goals.** This will assist you in monitoring your progress and maintaining your motivation. You can also share your objectives with a friend or family member who can provide support and motivation. **4. Take specific action steps towards achieving your goal.** You must take action in this direction.

There will always be roadblocks in the way of achieving any goal. The key to success is to identify these obstacles and develop a plan to overcome them. One of the biggest obstacles you'll face is yourself. It's easy to talk yourself out of taking action or to give up when things get tough. According to Mandy Hale, a female author, she said, *"Change might be terrifying, but do you know what's more terrifying?" "Allowing fear to prevent growth, evolution, and progression"* That's why it's important to have a strong why—a clear motivation for why you're pursuing your goal. Maintain your focus at all times and remind yourself of it when you begin to doubt yourself. Another obstacle you might face is a lack of resources. If you lack the time, money, or skills to reach your goal, you may be tempted to quit before you start. However, there are often ways around these obstacles if you're willing to get creative. For example, if you can't afford to hire a professional, look for free resources online or ask a friend for help. You may encounter people who don't support your goal or want to stop you. These people can be frustrating,

but try not to let them get in your way. Stay focused on your goal, and don't let anyone else derail your plans.

Furthermore, **there are a few different ways to assess the success of your webinar**. You can see how many people attended, signed up, and watched the recording. You can also track the audience's engagement by monitoring their stay and the number of questions they asked. At last, you can **survey** your audience after the webinar to get their feedback on the content and delivery.

Personally, I have some tactics in mind for improving your webinar. 1. Make sure your content is engaging and relevant to your audience. 2. Keep your webinars concise and engaging; no one enjoys enduring a lengthy, dull webinar. 3. Use visuals; individuals are more likely to retain knowledge when it is given graphically. 4. Use surveys and polls to engage your audience and collect feedback. 5. Be sure to promote your webinar beforehand so you can get as many people as possible to attend. Specifically, there are more practical practices for webinars, including the following: *Developing a catchy title and description*, ensuring that you advertise your webinar through *social media*, *email marketing*, and *paid advertising*. Before the real webinar, it is essential to *conduct a trial run* with your team to ensure that everything goes properly on the day of the event. *After the webinar, send attendees a recording, slides, and any other useful material.*

5. Conclusion

Adding these types of **courses, seminars, and webinars** to academic programs could enhance students' **time management skills, critical thinking abilities, and comprehension of the subject matter** (Crawford Barker & Seyam, 2014). As a final reverberation, you can see that there are many **factors** to consider when planning your next webinar. Setting a goal, measuring your success, creating a plan, and adhering to the tips and best practices outlined in this reflection will ensure the success of your next webinar. "*Achieving your ultimate goal is possible if you put in the work and don't give up. Remember, you're not alone, and there are people who want you to succeed. Stay focused on your goal, and don't let anything or anyone get in your way.*" By being more active listeners and better prepared, we can make the next webinar more successful.

Indeed, this is what "*How Technology-Enhanced Learning Improves Spoken Communication in a Hybrid and Online Classroom Environment*" is all about. The key is to be honest with yourself about where you need to improve and to be willing to work to make the changes necessary.

With these things in mind, you will be sure to foresee **victory** in your next webinar experience. This reflective webinar journal will end with these wise words from the former president of India, **APJ Abdul Kalam**. He said that "*the purpose of education is to make good human beings with skill and expertise.*" **Teachers have the power to create enlightened human beings. Once you become a teacher, you will always be a**

teacher! My name is **Johnrey Limpag Piad**, and I serve as a change agent in the field of education, embodying the roles of both a lifelong **Teacher and Student**.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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WOOP Your Way Forward - A Self-Regulation Strategy That Could Help You Get Ahead and Stay Ahead

Keeping Students (and Yourself) Motivated with Digital Learning Academic Conference 2023, with Deirdre Cjiffers
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Appendix: Webinar Certificates

Certificate 1



Certificate 2

