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Perceived Effectiveness of KPT-PACE Instructional Materials in Fostering Communication Competence

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ABSTRACT

This study investigates university students' perceptions of the KPT-PACE instructional materials for developing their communication skills. Using a quantitative approach, data were collected from 112 students across different academic disciplines who had experienced the KPT-PACE program. The research specifically examined the materials' effectiveness in three key communication domains: speaking, listening, and vocabulary. Descriptive and inferential statistical analyses were applied to interpret the students' feedback. The findings indicate that students viewed the instructional materials positively, with speaking skills receiving the highest mean score ($M = 3.33$), followed by listening ($M = 3.15$) and vocabulary ($M = 3.14$). Each domain demonstrated statistically significant results above the neutral value of 3 ($p < 0.001$), suggesting that students perceived notable improvement in their communication abilities through the use of these materials. Among the three areas, speaking emerged as the most impacted, reflecting the strength of the materials in promoting oral proficiency. Overall, the results support the view that the KPT-PACE instructional materials are effective tools for enhancing communication skills among university learners. These insights may guide future improvements in curriculum design and material development, contributing to more targeted and impactful communication instruction in higher education settings.

Keywords: Instructional Materials; Students' Perception; Communication Skills; Challenges; Effective Method

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1. Introduction

Overall, the study affirms the role of instructional design in communication development and provides valuable guidance for educators, curriculum developers, and policy-makers who seek to improve graduate employability and academic performance. The research also highlights the importance of culturally responsive pedagogy and the integration of emerging technologies to strengthen communication education. Policy recommendations include curricular mandates, centralized resource banks, and data-driven monitoring systems. Key findings indicate that digital and interactive tools are particularly effective in boosting engagement and confidence. While materials were positively received, the study identifies areas for improvement, such as support for diverse accents, increased real-time interaction, and more localized contexts.

This study evaluates the effectiveness of KPT-PACE instructional materials in enhancing students' communication skills through a mixed-methods lens. It reveals strong student approval of content quality, instructional relevance, and learning outcomes related to speaking, listening, and vocabulary skills. Effective communication is not only a skill but a strategic asset in today's knowledge economy, where the ability to translate information into persuasive dialogue often determines success. As such, communication instruction must be approached as both a cognitive and social endeavor that bridges theoretical knowledge with practical interaction.

Academic and professional success depends on good communication skills since they enable individuals to precisely express their ideas, collaborate with others, and navigate different social and occupational environments. Not only for their future professional growth but also for their expression of thoughts, graduates have to be highly proficient in oral communication. Past research^[1] indicates that one of the main reasons for unemployment problems among Malaysian graduates is a lack of English communication abilities. Instructional resources employed by colleges of higher learning in their attempts to educate their students with the necessary competences considerably help to increase their communication capacity. One can promote the development of verbal and written communication by means of these materials: textbooks, digital tools, and interactive learning tools. Teachers' professional development in the digital age will

be much shaped by their capacity to include technology and interpersonal communication into their courses^[2]. These instruments completely follow instructions.

Recently released instructional materials meant to improve the communication abilities of the pupils were provided by KPT-PACE, the Ministry of Professional, Advanced, and Continuous Education. Seeing practical uses of what they study helps students to become more motivated and raises their interest in the material^[3]. These instruments should enable individuals to increase their confidence, clarity, and efficiency in written and spoken communication. Still, the success of such instructional materials mostly depends on the opinions of the students on how they engage with the content, how motivated they are to utilize it, and how relevant they believe it to be to their academic and professional goals.

The integration of information technology has tremendously enhanced the quality and efficiency of English education, as well as the variety of teaching strategies^[4]. Though these materials are easily available, few studies have examined how well students regard their efficacy for these courses. This study assesses students' opinions of the KPT-PACE educational resources by means of a quantitative approach and a survey methodology. Students who have made use of these materials were given a structured Likert-scale questionnaire. The sample includes thirty graduate and undergraduate students from diverse backgrounds. Application of statistical methods in data analysis enabled the identification of trends and relationships among student responses. Descriptive statistics were used to compile data on the seeming value, applicability, and efficiency of the training resources. This approach allowed students to communicate their experiences, therefore facilitating an all-encompassing evaluation of the benefits and shortcomings of KPT-PACE's instructional materials. Understanding the points of view of students will help us to direct more developments in educational design. This can offer required understanding of the limits and advantages of the materials. Therefore, the aim of this study is to investigate how the KPT-PACE teaching resources influence the development of communication skills and how the students see those materials. The results should complement present debates on teaching tactics in higher education and equip educators with information on the most successful ways to enhance communication training.

2. Instructional Materials in Communication Skill Development

Several significant studies have indicated the impact of instructional tools on communication skill development, the efficiency of interactive and digital learning materials, and students' attitudes towards these materials in developing their communication skills.

2.1. The Role of Instructional Materials in Communication Skill Development

Additional insights suggest that instructional materials serve as cognitive scaffolds that guide learners through the intricacies of message construction, decoding, and response evaluation. Research by Shah, et al.^[5] emphasize that well-structured materials rooted in constructivist principles lead to deeper conceptual understanding. Furthermore, Anderson and Krathwohl^[6] show that when instructional design incorporates Bloom's taxonomy, students are encouraged to analyse, evaluate, and create in communication tasks. Instructional modules used in various professional disciplines—such as nursing and engineering—demonstrate the broad applicability of these tools^[7].

Studies show that carefully created instructional materials can greatly improve communication abilities^[8]. Interactive activities, multimedia tools, and useful exercises meant to improve both verbal and nonverbal communication abilities could all be among these resources. Students' impressions define most of the success of instructional technologies. Students' use of and benefits from instructional materials, including engagement, clarity, and relevance, are critical^[9]. Teachers recognise the importance of instructional materials for learner development, yet they require adequate training and support to create effective materials^[10]. Among other facets of communication abilities, KPT PACE's tools are meant to cover public speaking, personal correspondence, and professional writing. Still, thorough studies on student impressions of these offerings are rare.

2.2. Introduction to Communication Skills in Education

In the digital era, communication skills encompass digital literacy, virtual etiquette, and multimodal expression. The

World Economic Forum (2020) lists communication among the top ten essential future skills. Pedagogical strategies now include metacognitive training^[11] and service-learning engagement^[12] to improve real-world communication competence and civic-mindedness.

Communication means sending, receiving, or exchanging ideas, information, or messages verbally or nonverbally. It can be categorized as verbal, written, or nonverbal, and it also involves listening and giving feedback^[13]. Career development and academic success both depend mostly on communication abilities. Good communication helps students participate in group projects, excel in many social and occupational settings, and clearly state ideas. Good communicators can lead challenging dialogues, clearly express their ideas, and engage in meaningful interactions. For educational institutions to equip their graduates for the needs of the global workforce, incorporating communication skills training into courses has become essential. Emphasising communication skills enables colleges and other institutions help students to develop their confidence in expressing their thoughts, engaging in conversations, and enhancing their critical thinking ability.

2.3. The Role of Instructional Materials in Developing Communication Skills

The growth of communication abilities depends much on the tools available for teaching. Textbooks, digital materials, projects, and interactive modules among other resources are meant to give students the theoretical knowledge and practical skills required for good communication. Instructional materials enable students to engage in self-directed learning by providing comprehensive content, clear instructions, and interactive elements^[11]. Studies show that well-crafted instructional materials can greatly improve students' competence in interpersonal communication, writing, and public speaking. Teachers who actively participate in designing curriculum elements tailored to their students' needs demonstrated higher effectiveness in instructional delivery, resulting in improved academic performance and engagement among students^[14]. In addition to gamified platforms and role-based activities, the inclusion of interactive case analysis exercises allows students to analyze real-world communication breakdowns and propose strategic responses. This fosters critical thinking while contextualizing commu-

nication as a tool for problem-solving.

2.3.1. Interactive Learning and Communication Skills

Interactive tools involving students in active learning are more successful in improving communication skills, according to Clark and Mayer^[15], than conventional, passive learning approaches. Teachers' perceptions of what makes instructional materials engaging, appropriately challenging, and usable vary based on their experiences, student engagement, and the subject being taught^[16]. Interactive elements such as role-playing, case studies, and simulations allow students practise communicating in realistic settings, therefore boosting their confidence and skill levels. Interactive learning strategies such as role-playing, simulations, and group work are crucial in improving communication skills among learners^[13]. Moreover, advanced technical teaching tools have shown success in several fields. Above all, our experience showed that making the student the centre of the class brings not only cognitive benefits (such as intellectual growth) but also psychosocial and personal advantages, giving students independence, improvement in their effective communication, and in their ability to accept challenges for self-development^[17]. Gamification in communication learning—using tools like Kahoot! and Classcraft—has been proven to enhance engagement and communication practice^[18]. Role-play and simulation-based learning also support the development of empathy and intercultural competence^[19].

2.3.2. Digital Tools and Communication Training

Emerging media, such as digital storytelling and podcasting^[20] promote structured thought organization and audience-sensitive messaging. Virtual platforms like Virtual Speech use AI to simulate real-time communication, helping students refine their delivery^[21].

The development of digital learning technologies has changed the approach used in the instruction of communication skills. Research conducted by Mangen, Walgermo, and Bronnack^[22] demonstrate that digital tools—such as online discussion forums and multimedia presentations—enhance student engagement and provide numerous opportunities for practicing communication. The integration of information and communication technology into the educational system has significantly impacted teaching and learning. The use of

technology, particularly the Internet, is popular in English language learning; it allows learners and teachers to practice the language in non-traditional ways^[13].

2.3.3. Blended Learning Models and Communication Skills

Blended learning, which integrates face-to-face instruction with online components, has been shown to significantly enhance communication skills by offering varied channels for interaction. In a flipped classroom model, for instance, students engage with instructional content online before attending in-person sessions that focus on application and dialogue. This approach fosters deeper classroom discussion, critical inquiry, and more confident verbal expression^[23].

2.4. Students' Perceptions of Instructional Materials

The successful utilisation of educational resources relies on an understanding of their impact on students. The extent of students' engagement with resources and the benefits derived therefrom are contingent upon their perspectives. Students typically perceive materials that connect theoretical concepts to practical applications more favorably, hence enhancing communication abilities^[16]. Instructional designers are increasingly adopting universal design for learning (UDL) frameworks to ensure that materials accommodate varied motivational needs and cognitive styles. This ensures that relevance is not assumed but purposefully built into each task.

2.4.1. Perceived Relevance and Motivation

Personalized learning tools, such as Smart Sparrow, adapt content to individual learner profiles, thereby enhancing motivation and communication task performance^[24]. The integration of contemporary issues helps contextualize learning, increasing perceived value^[25].

Students' positive attitudes towards virtual classrooms suggest that they feel more comfortable and confident participating in discussions compared to face-to-face settings^[13]. Research on Keller's ARCS model of motivation (1987) indicates that students who see instructional materials as pertinent to their personal and professional objectives exhibit increased motivation to engage in study. Understanding students' perceptions of educational resources will enhance their value. Students typically perceive materials that connect the-

oretical concepts to practical applications more favourably, hence enhancing communication abilities.

2.4.2. Cultural and Contextual Sensitivity

Culturally sustaining pedagogy, as defined by Paris and Alim^[26] celebrate linguistic diversity and enhances learner identity. Instructional content that aligns with students' cultural contexts supports communication development across different backgrounds^[27,28].

Numerous studies emphasise the necessity of cultural relevance in educational resources. Gay^[29] asserts that culturally sensitive materials are more likely to resonate with pupils from diverse backgrounds, hence improving their learning outcomes. In communication skills training, this is particularly vital as cultural nuances can significantly influence comprehension and articulation. Culturally responsive instructional materials can help ensure that students from diverse backgrounds remain engaged and comprehend lessons more effectively^[16].

2.4.3. Feedback and Improvement

The feedback mechanisms integrated into the instructional tools further shape students' perceptions. Nicol and Macfarlane-Dick^[30] assert that students require prompt and constructive feedback to assess their communication skills and identify areas for improvement. Typically, individuals perceive educational methods that provide personalised feedback as more beneficial and effective. Teachers must provide timely and constructive feedback to help students develop their communication skills effectively^[13].

2.4.4. Emotional Engagement and Student Voice

Emotionally resonant instructional materials contribute positively to student motivation and communication development. When students relate emotionally to content, they are more likely to engage deeply, articulate their perspectives, and participate in meaningful discussions. According to Pekrun's Control-Value Theory of Achievement Emotions (2006), emotionally engaging learning materials foster positive emotions such as interest and pride, which in turn enhance performance and willingness to communicate.

2.5. Effectiveness of Communication Skills Instruction

Numerous studies have focused on the efficacy of training tools in enhancing communication skills.

2.5.1. Oral Communication

Research on instructional resources focused on oral communication, such as speech outlines, presentation rules, and video tutorials, has demonstrated that they enhance students' public speaking abilities^[31]. Students who engage with these tools typically demonstrate increased confidence and proficiency in articulating views and participating in debates.

The incorporation of digital learning settings has been demonstrated to positively influence the development of spoken communication abilities. Virtual classes can improve communication skills because these classes aid in the development of speaking skills^[13]. Interactive learning techniques significantly enhance student engagement.

Asynchronous video assignments and collaborative video projects offer reflective oral practice and peer critique opportunities^[32]. Such tools are particularly beneficial for students with public speaking anxiety.

2.5.2. Written Communication

The use of AI-assisted writing platforms, like Grammarly and ChatGPT, offers real-time feedback for grammar and tone improvement^[33]. Genre-based instruction helps learners develop communication that is appropriate for academic and workplace settings^[34].

Engaging in exercises that involve creating essays, reports, and other written tasks enhances individuals' written communication skills. Graham and Perin^[35] assert that explicit rubrics, opportunities for peer evaluation, and examples of proficient writing enhance students' writing skills. Nonetheless, the impact of these tools may vary based on the students' prior knowledge and writing proficiency. Incorporating digital tools—such as multimedia and online exercises—facilitates students' development of superior writing skills by motivating them to engage with text-based resources in a structured and engaging manner.

2.5.3. Interpersonal Communication in Group Settings

Interpersonal communication skills—such as active listening, negotiation, and conflict resolution—are particularly honed through collaborative tasks. Group-based learning initiatives, including project-based learning and cooperative learning strategies, require students to communicate, clarify, and compromise. Research by David W. Johnson and Roger T. Johnson^[36] indicate that cooperative learning environments increase students' sense of responsibility and improve their interpersonal communication competence.

2.6. Challenges and Gaps in Existing Research

Despite several studies examining the efficacy of instructional tools in enhancing communication skills development, significant challenges and deficiencies persist.

2.6.1. Diversity of Student Needs

Addressing the diverse needs of students is among the most challenging responsibilities. Published research often employs a uniform approach, which may not be effective for all students. Further research on the customisation of instructional resources for diverse learning environments, cultural contexts, and varying levels of proficiency is critically required.

2.6.2. Longitudinal Studies

Collaborative authoring tools such as Google Docs or Padlet are being integrated into curriculum design to encourage students to co-create content. This participatory model deepens engagement and helps educators refine materials in real-time based on learner feedback. Most research on the efficacy of instructional resources is ephemeral and focuses on immediate outcomes. Longitudinal research examining the enduring effects of these materials on students' communication skills and their implementation in practical contexts is scarce.

2.6.3. Student-Centred Design

The extent of student involvement in the development of instructional resources is another aspect that is underexplored in the research. Incorporating student feedback during the development process may yield more engaging and beneficial outcomes. High-quality materials are those that engage learners, possess cultural significance, and provide meaning-

ful insights. Further research is essential to explore how these resources might be tailored to meet diverse student needs and to assess their long-term impact on the development of communication skills. This study aims to address certain gaps by examining students' perceptions of KPT PACE's teaching tools and their effectiveness in enhancing communication skills.

2.6.4. Technological Access and Equity

Despite innovations, students from underserved areas may lack access to digital tools, exacerbating learning disparities. Inclusive design should be prioritized in educational planning.

2.6.5. Multimodal Communication

Modern communication increasingly involves multimodal content. However, educational research lacks standardized tools to assess proficiency in this area^[37]. Despite several studies examining the efficacy of instructional tools in enhancing communication skills development, significant challenges and deficiencies persist.

2.7. Theoretical Frameworks Supporting Communication Instruction

The effectiveness of instructional materials for communication skill development can be better understood through foundational learning theories. Vygotsky's Sociocultural Theory (1978) underscores the role of social interaction in cognitive development. Through instructional scaffolding and dialogic teaching, students learn to express and refine ideas collaboratively. Bandura's Social Learning Theory (1977) also emphasizes the impact of observation, imitation, and modeling—highlighting the importance of collaborative learning.

2.8. International Perspectives and Case Studies on Instructional Materials

Instructional materials tailored to enhance communication skills are implemented globally, with varying approaches reflecting local educational cultures and technological infrastructures. In Finland, where educational equity and student autonomy are prioritized, communication instruction is often embedded in interdisciplinary projects that require students to present and defend ideas in both written and oral

formats^[38]. This holistic integration helps Finnish students develop communication competencies across academic subjects.

In Singapore, a bilingual education policy has influenced the development of materials that emphasize clarity, audience awareness, and cross-cultural pragmatics. Teachers in Singapore use scenario-based tasks, reflective journals, and multimedia projects to build students' communicative confidence in both English and mother tongue languages^[39]. Similarly, Japan has incorporated extensive use of CALL (Computer-Assisted Language Learning) systems to enhance English communication proficiency among secondary students, using role-plays and chat simulations to simulate authentic interactions^[40].

The Global Education Monitoring Report by UNESCO (2021) highlights that nations with consistent teacher training and curriculum support structures for communication instruction tend to outperform others in literacy and soft skills development. Effective instructional material use is thus linked not only to design quality but also to the surrounding educational ecosystem, including assessment policies, teacher autonomy, and classroom innovation. Future communication training will likely involve extended reality (XR) applications, enabling immersive simulations where learners can practice negotiation, persuasion, and conflict resolution in highly realistic settings. Such tools offer promise for advancing not just competence but fluency in communication.

Case studies from low-resource contexts also demonstrate creativity in developing communication materials. For instance, in Kenya, teachers use locally relevant stories and mobile apps like Eneza Education to promote dialogue, comprehension, and oral reporting skills among students who lack access to computers or stable internet connections^[41]. These examples reflect the importance of adapting instructional tools to meet regional needs while fostering universal communication skills such as persuasion, negotiation, and collaborative problem-solving.

2.9. Future Directions

This review has examined the multifaceted role of instructional materials in developing students' communication skills across various educational contexts. From interactive and digital tools to culturally responsive content and international case studies, evidence consistently highlights the

value of instructional resources that are relevant, engaging, and contextually grounded. Key insights emphasize that well-designed instructional materials not only support verbal and written communication but also foster interaction.

Looking ahead, further research should focus on the longitudinal impact of instructional materials on communication outcomes, particularly across diverse learner populations and cultural contexts. Investigating how tools like KPT-PACE align with national education goals and global competence frameworks will be crucial. Future studies could also explore how emerging technologies—such as AI-driven personalized learning platforms and virtual reality simulations—can be integrated to support differentiated communication strategies.

Moreover, there is a need for policy interventions that ensure equitable access to communication-enhancing resources, particularly in under-resourced schools. Professional development programs must continue to empower educators to co-create instructional content that resonates with their learners' needs and aspirations. As the global education landscape evolves, instructional materials will remain pivotal in equipping students with the communication skills necessary for personal, academic, and professional development.

3. Methodology

The data collection process was conducted over a span of two academic semesters to accommodate a wider variety of student experiences and exposure to the instructional materials. This extended timeline helped capture nuanced perceptions and ensured that seasonal or course-specific factors did not bias the findings. The researchers also monitored demographic diversity to examine whether variables such as academic major, prior communication training, or digital literacy affected students' evaluations of the KPT-PACE materials.

To strengthen the validity of the findings, the study also employed triangulation through instructor interviews and content analysis of module objectives. These qualitative insights complemented the survey data and helped contextualize student responses within broader pedagogical strategies. Additionally, ethical approval was obtained prior to data collection, and informed consent was secured from all participants to ensure compliance with institutional research

guidelines.

This study employed a quantitative survey method to assess the effectiveness of KPT-PACE instructional materials in enhancing students' communication skills. A total of 112 students participated in the study, encompassing a range of academic disciplines and backgrounds. The data were collected using a survey based on a 4-point Likert scale (Strongly Disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4), with items covering speaking, listening, and vocabulary skills. Each item was validated through references to the module content and instructor interviews.

The survey instrument was structured into three main sections: (i) Speaking skills (10 items), (ii) Listening skills (10 items), and (iii) Vocabulary skills (10 items). Descriptive statistics (mean, standard deviation) were calculated for each skill area, followed by one-sample t-tests to determine whether the mean scores were significantly different from the neutral test value of 3. This allowed the researchers to identify the perceived effectiveness of the materials in each communication domain.

4. Results and Findings

4.1. Students' Perceptions of the KPT-PACE Instructional Materials

To address how students perceive the KPT Pace instructional materials, six survey tables were analysed. Each section corresponds to a specific aspect which are the content, relevance, and user experience. Each item was rated on a 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree). Below are the original tables, followed by a statistical analyses using one-Sample t-tests to measure effectiveness.

4.1.1. Students' Perceptions on the Content of the KPT-PACE

In **Tables 1** and **2**, students rated the instructional content highly ($M = 3.55$), with very low variation ($SD = 0.62$). The result was statistically significant, $t(447) = 18.88$, $p < 0.001$, showing that the materials were perceived as clearly useful and engaging. The confidence interval $[3.494, 3.609]$ confirms a strong consensus around this positive perception.

Table 1. One-Sample Statistics.

Component	N	Mean	Std. Deviation	Std. Error Mean
Content	448	3.551	0.618	0.029

Table 2. One-Sample Test (Test Value = 3).

Component	t	df	Sig. (2-Tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Content	18.88	447	0.000	0.551	3.494	3.609

4.1.2. Students' Perceptions on the Relevance of the KPT-PACE

In **Tables 3** and **4**, the instructional strategies were also viewed very positively ($M = 3.54$), with significance con-

firmed by a t-test, $t(447) = 18.58$, $p < 0.001$. Students felt that the strategies used were highly relevant, contributing to a meaningful and applicable learning experience.

Table 3. One-Sample Statistics.

Component	N	Mean	Std. Deviation	Std. Error Mean
Relevance	448	3.540	0.615	0.029

Table 4. One-Sample Test (Test Value = 3).

Component	t	df	Sig. (2-Tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Relevance	18.58	447	0.000	0.540	3.483	3.597

4.1.3. Students' Perceptions on the User Experience of the KPT-PACE

Students reported highly positive perceptions of their overall user experience based on **Tables 5** and **6** below with the KPT-PACE instructional program. Among the three elements evaluated, instructor support received the highest mean score ($M = 3.64$), indicating that students found their instructors approachable, responsive, and effective in de-

livering feedback. The result was statistically significant, $t(335) = 19.06, p < 0.001$, and the tight confidence interval $[3.571, 3.703]$ reflects consistent responses. Satisfaction with program facilities and services ($M = 3.55$) was also high, supported by a similarly strong result, $t(447) = 15.23, p < 0.001$. Students expressed appreciation for aspects such as classroom environment, food, and administrative support, suggesting that the overall experience provided a conducive and well-managed learning setting.

Table 5. One-Sample Statistics.

Component	N	Mean	Std. Deviation	Std. Error Mean
Instructors	336	3.637	0.613	0.033
Schedule	336	3.295	0.817	0.045
Satisfaction	448	3.554	0.770	0.036

Table 6. One-Sample Test (Test Value = 3).

Component	t	df	Sig. (2-Tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Instructors	19.06	335	0.000	0.637	3.571	3.703
Schedule	6.61	335	0.000	0.295	3.207	3.382
Satisfaction	15.23	447	0.000	0.554	3.482	3.625

Although slightly lower than the other dimensions, the scheduling aspect of the program was still positively received ($M = 3.30$), with a statistically significant outcome, $t(335) = 6.61, p < 0.001$. This indicates general agreement among students that the program schedule — including class times and session duration — was appropriate and manageable. However, the higher standard deviation ($SD = 0.82$) implies more variation in student responses compared to other components, which could suggest differing preferences regarding timing. Taken together, the findings affirm that the user experience was a strong feature of the KPT-PACE program, particularly in terms of instructional quality and satisfaction with facilities, even as scheduling could be considered for

minor adjustments.

4.2. Effectiveness of KPT-PACE Materials in Improving Students' Communication Skills

The data analysis focused on three components of communication: speaking, listening, and vocabulary (see **Tables 7** and **8**). Descriptive statistics and one-sample t-tests were conducted to determine whether students' perceptions of the instructional materials differed significantly from the neutral midpoint value of 3, which indicates a general level of agreement.

Table 7. One-Sample Statistics.

Component	N	Mean	Std. Deviation	Std. Error Mean
Speaking Skills	1120	3.329	0.665	0.020
Listening Skills	1120	3.151	0.722	0.022
Vocabulary Skills	1120	3.144	0.610	0.018

Table 8. One-Sample Test (Test Value = 3).

Component	t	df	Sig. (2-Tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Speaking Skills	16.571	1119	0.000	0.329	3.290	3.368
Listening Skills	6.993	1119	0.000	0.151	3.109	3.193
Vocabulary Skills	7.892	1119	0.000	0.144	3.108	3.179

4.2.1. Speaking Skills

The mean score across ten items was 3.33 ($SD = 0.67$), which is significantly higher than the neutral value of 3, $t(111) = 16.571$, $p < 0.001$. This indicates that students perceived the materials as effective in developing speaking abilities such as public speaking, spontaneous expression, and informal communication.

4.2.2. Listening Skills

The listening component received a mean score of 3.15 ($SD = 0.72$), with $t(111) = 6.993$, $p < 0.001$. Students reported improvements in areas like understanding speech, interpreting tone, and following complex spoken content.

4.2.3. Vocabulary Skills

The vocabulary section had a mean score of 3.14 ($SD = 0.61$), and the results were statistically significant, $t(111) = 7.892$, $p < 0.001$. Students acknowledged growth in vocabulary use, particularly in professional and academic communication settings.

Overall, the one-sample t-test results confirm that students' perceptions were significantly more positive than neutral across all three communication domains, validating the effectiveness of the KPT-PACE instructional materials in supporting communication skill development.

Several students also indicated a desire for greater real-time interaction in digital modules, suggesting the inclusion of embedded chat features or integrated peer-response activities. These interactive elements could facilitate immediate clarification and deeper engagement with course material. Furthermore, students proposed that instructional examples include more localized and culturally familiar contexts, which could help them relate better to the tasks and apply skills more effectively in real-world scenarios.

Nonetheless, while the findings support the efficacy of KPT-PACE resources, more longitudinal tracking is needed

to understand how these gains persist beyond the academic setting. Future investigations should also explore how these materials fare in cross-cultural or multilingual learner contexts, which represent the next frontier in global education.

4.3. Improvements to the Instructional Materials Based on Student Feedback

These findings also highlight the critical importance of culturally adaptive and technologically flexible materials, especially in increasingly globalized classrooms. When instructional content reflects students' linguistic realities and diverse communication preferences, it promotes equity and inclusion in learning outcomes. Therefore, program designers should prioritize not just effectiveness but also accessibility, cultural resonance, and emotional relevance in communication instruction.

Based on the analysis of student responses to Items 1 and 5 in the Listening Skills section (see **Table 9**), a considerable proportion of respondents reported challenges that suggest a need for targeted instructional improvements. For Item 1, "I struggle to understand different accents in spoken English," a total of 68 students (60.7%) responded with Agree ($n = 50$) or Strongly Agree ($n = 18$), indicating substantial difficulty in comprehending various English accents. Similarly, for Item 5, "I find it challenging to follow conversations when there are multiple speakers," 67 students (59.8%) selected Agree ($n = 51$) or Strongly Agree ($n = 16$), reflecting notable challenges in processing conversations involving more than one speaker. The relatively high percentage of agreement responses for both items underscores specific areas where learners face comprehension barriers. Therefore, these findings highlight the need to revise and enhance the listening component of the instructional materials by incorporating diverse accents and multi-speaker interactions to better support student learning.

Table 9. Listening Skills Feedback from Survey.

No.	Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I struggle to understand different accents in spoken English.	6	38	50	18
5	I find it challenging to follow conversations when there are multiple speakers.	11	34	51	16

5. Conclusions

The findings of this study reveal that students perceive the KPT-PACE instructional materials as effective in enhancing their communication skills. With significantly high mean scores across speaking, listening, and vocabulary components, the results affirm the value of these materials in supporting academic and professional communication. The materials are particularly impactful in developing students' speaking skills, followed by listening and vocabulary. The statistically significant results suggest that the instructional strategies, content alignment with learning outcomes, and interactive elements play a crucial role in communication development.

The findings also have significant implications for educational policy, particularly in the realm of communication education within higher learning institutions. Policymakers must recognize that communication skills are not supplementary, but foundational to employability and academic success across disciplines. One key policy recommendation is to mandate the integration of structured communication modules into all undergraduate programs, regardless of major. Such modules should be interdisciplinary, context-sensitive, and aligned with national educational frameworks. This ensures that all graduates, whether in STEM, humanities, or social sciences, possess a baseline level of oral and written communication proficiency.

In addition, funding should be allocated for the continuous professional development of educators who are responsible for delivering communication instruction. Workshops, certifications, and collaborative training programs with industry experts can bridge the gap between academic theory and workplace realities. This investment will enable instructors to design and deliver more relevant and effective instructional materials. Policymakers should also promote the use of learning analytics to monitor students' progress in communication courses. By collecting and analyzing engagement data, institutions can identify at-risk students early

and offer targeted support. Data-driven policy interventions can help close communication skill gaps and enhance overall graduate readiness.

Lastly, national education bodies should establish a centralized repository of validated communication instructional materials, case studies, and best practices. This would facilitate knowledge sharing among institutions and ensure that educators have access to high-quality resources that align with evolving communication demands.

Author Contributions

Conceptualization, M.M.M. and F.N.M.K.; methodology, N.A.M.; validation, M.M.M., A.H.Z., and S.K.Q.A.; formal analysis, A.H.Z.; investigation, S.K.Q.A.; resources, A.A.S.; writing—original draft preparation, A.A.S.; writing—editing and revising, M.M.M.; funding acquisition, M.M.M. and F.N.M.K.. All authors have read and agreed to the published version of the manuscript.

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Data Availability Statement

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Conflicts of Interest

The authors declare no conflict of interest. The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results.

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