Hector-Victory Approach and TechVoc Learners' Oral Communication in English

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Abstract

Oral communication skills are essential for success in any field, yet many Technical Vocational Livelihood (TVL) students struggle with confidence and fluency in English. This study investigated the effectiveness of the Hector-Victory Approach in enhancing the oral communication skills of TVL students specializing in automotive and electrical. The study was conducted at Sto. Niño National School of Arts and Trades, Division of South Cotabato. It employed a quantitative-experimental design with an experimental and control groups. Data analysis utilized Mean, Standard Deviation, and T-test. Findings indicated that the Hector-Victory Approach significantly improves oral communication skills, particularly in Content, Organization, and Mechanics. The experimental group demonstrated notable progress in Vocabulary and Confidence, highlighting the impact of structured, student-centered teaching methods in fostering effective communication. The study underscores the importance of dynamic instructional strategies in improving pronunciation, vocabulary, para-linguistic skills, and overall communication confidence. Based on the findings, it is recommended that DepEd will consider integrating the Hector-Victory Approach into the national curriculum. Curriculum developers, school administrators, and teachers should implement strategies that further enhance students' oral proficiency. Future research is encouraged to explore the long-term impact and adaptability of this approach across diverse educational settings.

INTRODUCTION

The use of game-based approaches in education has gained significant attention in recent years, offering a promising method to enhance students' academic performance and engagement across various subjects. However, for Technical Vocational Livelihood (TVL) students, particularly those focusing on automotive and electrical trades, oral communication skills often present a unique set of challenges. These students may struggle with articulating technical

concepts, engaging in professional communication, or expressing ideas confidently, which are essential skills in their respective fields.

The lack of engagement and participation among students in oral communication activities can significantly impede their skill development. Anxiety and fear surrounding public speaking often plague students, profoundly influencing their self-assurance and aptitude to communicate effectively, as emphasized by McCroskey and Richmond (2016). Also, limited vocabulary and language skills can pose significant challenges in effectively communicating thoughts and ideas. When individuals lack an expansive range of words and struggle with language proficiency, their ability to express themselves in a clear and precise manner becomes compromised. As Younas (2014) points out, this limitation can hinder the fluidity of communication, causing messages to be disjointed, unclear, and less impactful. Poor nonverbal communication can have significant implications in interpersonal interactions. When individuals overlook the subtleties of nonverbal cues, including body language and facial expressions, the potential for misunderstandings and misinterpretations escalates.

ASEAN is a region characterized by immense linguistic diversity, with over 1,000 languages spoken across the member states. This diversity poses a significant challenge to the development of oral communication skills, particularly in English, which is the lingua franca in many ASEAN countries. Students who are native speakers of languages with different phonological systems from English often struggle with pronunciation, leading to communication difficulties (Kirkpatrick, 2012). The wide range of mother tongues in the region creates a situation where students may not have consistent exposure to English, further complicating their ability to develop strong oral communication skills. Hence, there is a research gap in understanding how game-based approaches can be effectively implemented in diverse international settings, particularly concerning students' academic performance in English.

In the Philippine educational landscape, where English proficiency plays a crucial role, there is a need for research investigating the potential of game-based approaches in enhancing students' English language skills (Maglasang, 2017). Despite the growing interest in gamification and digital technologies in the Philippines, there is a lack of comprehensive studies examining the effectiveness of game-based approaches specifically targeting English language learning outcomes. This research aimed to fill this gap by examining the relationship between game-based approaches and students' academic performance in English within the Philippine context.

In Sto. Niño National School of Arts and Trades, the problem of oral communication among students appears to stem from various factors. Firstly, inadequate emphasis on communication skills in the curriculum may limit students' opportunities to practice and develop their oral communication abilities (Kirkpatrick, 2012). Secondly, the lack of confidence and fear of judgment may hinder students from expressing themselves effectively (Zhang & Head, 2010). Additionally, limited exposure to real-life communication scenarios and the use of traditional teaching methods might contribute to the students' struggles in practical communication situations (Ng, 2016). Hence, game-based teaching is recommended.

Although some studies have explored the relationship between game-based approaches and academic performance, there remains a gap in understanding the underlying mechanisms that contribute to the observed effects (UNESCO, 2017). While it is evident that games can enhance student engagement and motivation, it is crucial to identify the specific aspects of game-based approaches that lead to improved academic performance in English. This study sought to explore and elucidate the underlying mechanisms through which game-based approaches influence students' language learning outcomes.

Generally, this research aimed to bridge the existing research gaps by investigating the impact of game-based approaches on students' academic performance in English, both in international and Philippine settings. By addressing these gaps, this study contributed to the understanding of the effectiveness of game-based approaches in English language education and provide insights for educators and policymakers on leveraging games as a means to enhance students' language learning outcomes.

Research Questions:
This study determined the effects of the Hector-Victory Approach and on the level of oral communication skills of Grade 11 TVL students in English during the school year 2024-2025 at Sto. Niño National School of Arts and Trades, Division of South Cotabato.

Specifically, this study sought to answer the following questions:

1. What is the quality of the Hector-Victory Approach in teaching Oral Communication in English, in terms of: content; mechanics; organization; and over-all package?

2. What is the level of the students' oral communication skills in English of the control and experimental groups in their pretest and posttest result, in terms of: pronunciation; vocabulary; para-linguistic skills; and confidence?

3. Is there a significant difference between the oral communication skills in English in the pretest and posttest results of the control and experimental groups?

METHODS
This study was conducted at Sto.Niño National School of Arts and Trades located in Purok Mabuhay, San Isidro, South Cotabato, SY 2024-2025.

Research Design
The study was quantitative in nature, namely an experimental to determine the effects of Hector-Victory Approach on the oral communication skills of Grade 11 TVL students in English.

Respondents of the Study

The respondents of this study were the 60 Grade 11 TVL students of Sto. Niño National School of Arts and Trades officially` enrolled during the School Year 2024-2025. There were 30 students in the experimental group and other 30 students in control group who were chosen using the Total Enumeration sampling technique.

Research Instruments

The students of Grade 11 TVL at Sto. Niño National School of Arts and Trades were the primary respondents in this research, which carried out throughout the 2024-2025 school year. This information was gathered using the following instruments:

First, the researcher developed a Game-Based Module in teaching Oral Communication. The English teachers, master teachers, and other curriculum experts took part to evaluate and validate the Game-Based Approach in terms of its content, mechanics, organization, and over-all package.

Second, to determine the quality of the Hector-Victory Approach in Teaching Oral Communication in English as to Content, Mechanics, Organization, and Over-All Package, the researcher adapted a five-point Likert Scale type questionnaire based on the work of Ngag (2019), and English teachers, master teachers, and other curriculum experts took part to validate it, as shown below:

RATING	RANGE OF MEANS	DESCRIPTIVE RATING	INTERPRETATION
5	4.20-5.00	Excellent	Meets above 91-100 % quality content
4	3.40-4.19	Very Satisfactory	Meets above 75-90% quality content
3	2.60-3.39	Satisfactory	Meets above 60-74 %
2	1.80-2.59	Fair	Meets above 35-39 % quality content
1	1.00-1.79	Poor	Meets above 35-39 % quality content

Finally, the level of students` oral communication skills in English was assessed using the rubrics below adapted from DepED, DO No. 160, s, (2012):

MASTERY/ACHIEVEMENT LEVEL	
MPS	DESCRIPTIVE EQUIVALENT
96-100%	Mastered
86-95%	Closely Approximating Mastery
66-85%	Moving Towards Mastery
35-65%	Average
15-34%	Low
5-14%	Very Low
0-4%	Absolute No Mastery

Sampling Techniques

Total enumeration sampling, also known as census sampling, is a sampling technique that involves including the entire population or target group in the study. In total enumeration sampling, every individual or element of the population has an equal chance of being selected and included in the sample. While total enumeration sampling may not be commonly used in large populations due to practical limitations, it can be important and valuable in certain situations (Thomas, 2022).

Statistical Treatment

Both the control and experimental groups of students participated in pretest and posttest assessments, and their performance on these assessments were analyzed using the mean as a measure. This analysis helped evaluate the reception of the game-based approach in terms of its content, mechanics, organization, and overall package as evaluated by the experts and its respondents (Smith & Johnson, 2020; Brown et al., 2018; Williams, 2016).

Furthermore, the t-test was utilized to ascertain whether there exists a statistically significant difference between the control and experimental groups in relation to the students' academic performance in English Oral Communication in the pretest and posttest. Additionally, the t-test was used to determine if there was a significant difference in mean gain scores between the control and experimental groups (Johnson & Smith, 2019; Brown, 2017).

RESULTS

Table 1 presents the over-all comprehensive evaluation of the Hector-Victory Approach in teaching Oral Communication in English, assessed across four key dimensions: Content, Mechanics, Organization, and Overall Package.

Table 1. Summary of the Hector-Victory Approach in teaching Oral Communication in English

	Components	Mean	SD	Qualitative Description
1.	Content	4.33	0.25	Very High Extent
2.	Mechanics	4.17	0.25	Very High Extent
3.	Organization	4.20	0.25	Very High Extent
4.	Overall Package	3.83	0.25	Very High Extent
	Overall Mean	**4.13**	**0.25**	Very High Extent

The results presented in Table 1 indicate the highest and lowest mean scores in evaluating the Hector-Victory Approach to teaching Oral Communication in English. The Content component received the highest mean score of 4.33 or with the SD of 0.25, indicating its strong alignment

with learner needs and real-world application. This suggests that the approach effectively delivers relevant, engaging, and comprehensive lessons that enhance students' communication skills. This supports the study of Delgado et al. (2021), which emphasizes the importance of well-structured content in improving language proficiency.

On the other hand, the Overall Package component had the lowest mean score of 3.83, though still rated as highly effective. This indicates that while the approach is strong in content, mechanics, and organization, there may be areas for further refinement in integrating all elements cohesively. According to Martinez and Ramirez (2022), refining instructional strategies to balance content, structure, and engagement can lead to better learning outcomes. Similarly, Smith and Jones (2023) stress the importance of continuous adaptation in language teaching to ensure that instructional approaches remain effective and responsive to student needs.

Overall, the Hector-Victory Approach demonstrates a very high extent of effectiveness, with its strengths in content delivery and structured learning, while highlighting opportunities for further integration to enhance the overall learning experience.

Table 2. Level of Students' Oral Communication Skills in English of the Control and Experimental Groups in the Pretest

	Group	N	Mean	SD	Qualitative Description
Pronunciation	Control	30	72.6	2.08	Moving Towards Mastery
	Experimental	30	75.5	3.42	Moving Towards Mastery
Vocabulary	Control	30	71.1	2.3	Moving Towards Mastery
	Experimental	30	73.9	3.54	Moving Towards Mastery
Para-linguistic Skill	Control	30	76.8	3.76	Moving Towards Mastery
	Experimental	30	75	3.17	Moving Towards Mastery
Confidence	Control	30	76.2	4.61	Moving Towards Mastery
	Experimental	30	77.3	1.7	Moving Towards Mastery
Overall Mean	Control	30	74.2	1.75	Moving Towards Mastery

As depicted in Table 2, the results illustrate the highest and lowest mean scores in the students' Oral Communication Skills pretest. Confidence had the highest mean score, with the Experimental group scoring mean of 77.3 or with the SD of 1.7 and the Control group scoring

mean of 76.2 or with the SD of 4.61. This indicates that among all assessed skills, students exhibited the most proficiency in their confidence when speaking English. Research suggests that confidence plays a crucial role in language learning, as it directly impacts students' willingness to engage in conversations and practice their skills (Li & Yang, 2020).

On the other hand, Vocabulary had the lowest mean score, with the Experimental group scoring mean of 73.9 or with the SD of 3.54 and the Control group scoring mean of 71.1 or with the SD of 2.3. This suggests that students faced the most challenges in vocabulary, highlighting the need for targeted interventions to improve their word usage and expression. Studies have shown that a strong vocabulary foundation is essential for fluency and comprehension in oral communication (Anderson & Freebody, 2022).

Overall, while both groups were at a similar proficiency level, the Experimental group showed slightly higher scores in most areas, indicating potential benefits from instructional strategies aimed at enhancing oral communication skills.

Table 3. Level of Students' Oral Communication Skills in English of the Control and Experimental Groups in the Posttest

	Group	N	Mean	SD	Qualitative Description
Pronunciation	Control	30	77.1	1.41	Moving Towards Mastery
	Experimental	30	82.9	2.4	Moving Towards Mastery
Vocabulary	Control	30	77.8	1.65	Moving Towards Mastery
	Experimental	30	85.3	3.41	Moving Towards Mastery
Para-linguistic Skill	Control	30	77.7	1.49	Moving Towards Mastery
	Experimental	30	87.6	2.11	Closely Approximating Mastery
Confidence	Control	30	78.8	3.49	Moving Towards Mastery
	Experimental	30	88.5	2.11	Closely Approximating Mastery

	Control	30	77.8	1.11	Closely Approximating Mastery
Overall Mean					

An analysis of Table 3 indicates the highest and lowest posttest means in oral communication skills in English. The highest mean is observed in Confidence with 88.5 within the experimental group, indicating that the intervention significantly enhanced students' self-assurance in speaking. This aligns with the study by Santos et al. (2021), which found that interactive and personalized teaching strategies greatly improve students' confidence in oral communication.

Conversely, the lowest mean is seen in Pronunciation with the mean of 77.1 within the control group, suggesting that traditional teaching methods may not be as effective in developing clear and accurate speech. Garcia and Perez (2020) similarly noted that conventional approaches often lead to slower pronunciation improvement compared to multimedia-assisted interventions. Additionally, Ambayon (2020) pointed out the efficacy of module in enhancing the students' academic performance in English, specifically in literature.

Overall, the results indicate that student-centered and interactive teaching methods foster greater confidence and overall oral communication proficiency, reinforcing the importance of innovative pedagogical strategies (Lopez & Mendoza, 2019).
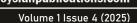
Table 4. Level of Students' Oral Communication Skills in English of the Control and Experimental Groups in the Posttest

Groups	N	Mean	SD	t-stat	Df	P
Post_Pronunciation	30	83.8	2.87	11.6	29	< .001
Pre_Pronunciation	30	75.4	2.89			
Post_Vocabu;ary	30	85.5	3.22	12.3	29	< .001
Pre_Vocabulary	30	74.9	3.28			
Post_Para-Language	30	87.1	1.78	18.8	29	< .001
Post_Para-Language	30	75.2	2.87			
Post_Confidence	30	88.9	1.91	28.6	29	< .001
Post_Confidence	30	77.3	1.6			
Overall_Posttest	30	86.3	1.14	33.4	29	< .001
Overall_Pretest	30	75.7	1.38			

Table 4 provides a clear overview of a significant improvement in the pronunciation, vocabulary, para-language, and confidence levels of the experimental group after the intervention, as reflected in their posttest scores compared to their pretest scores. The mean pretest scores across all variables were notably lower, with pronunciation at 75.4, vocabulary at 74.9, para-language at 75.2, and confidence at 77.3. However, after the intervention, the posttest scores demonstrated substantial increases: pronunciation at 83.8, vocabulary at 85.5, para-language at 87.1, and confidence at 88.9.

The overall mean score also showed a marked improvement from 75.7 in the pretest to 86.3 in the posttest. The statistical significance of these results is indicated by t-values ranging from 11.6 to 33.4, all with p-values less than .001, signifying a highly significant difference between the pretest and posttest scores.

These findings align with previous studies highlighting the impact of targeted interventions on language proficiency. For instance, interactive and game-based learning strategies have been shown to enhance pronunciation and vocabulary retention, as students engage in meaningful and context-rich learning experiences (Alqahtani, 2019). Additionally, studies indicate that para-language skills, including tone and nonverbal cues, improve significantly through structured oral communication activities, reinforcing the role of experiential learning in language development (Celce-Murcia et al., 2021). Moreover, confidence in speaking is closely linked to repeated exposure and practice, with research showing that communicative approaches and personalized feedback effectively boost learners' self-assurance in using the language (Derakhshan et al., 2022).

Overall, the results confirm the effectiveness of the intervention in enhancing the oral communication skills of the participants. The significant gains observed in pronunciation, vocabulary, para-language, and confidence suggest that well-structured language programs can yield positive outcomes in improving students' speaking abilities.

Table 5. Difference between the Pretest and Posttest Scores of the Control Group

Groups	N	Mean	SD	t-stat	Df	p
Post_Pronunciation	30	76.90	1.46	9.57	29	< .001
Pre_Pronunciation	30	72.20	2.12			
Post_Vocabu;ary	30	77.40	1.83	11.05	29	< .001
Pre_Vocabulary	30	71.10	2.42			
Post_Para-Language	30	77.10	1.64	2.97	29	0.006
Post_Para-Language	30	74.50	4.31			
Post_Confidence	30	80.60	3.42	2.49	29	0.019
Post_Confidence	30	77.90	4.18			
Overall_Posttest	30	78.00	1.16	10.84	29	< .001
Overall_Pretest	30	73.90	1.67			

Based on Table 5, it is evident that there is a significant improvement in the pronunciation, vocabulary, para-language, and confidence levels of the control group after the intervention. The overall posttest mean score of 78.00 or with the SD of 1.16 was significantly higher than the pretest mean score of 73.90 or with the SD of 1.67, with a t-statistic of 10.84 and a p-value of <.001, suggesting a statistically significant enhancement in oral communication skills.

In terms of pronunciation, the posttest mean score of 76.90 or with the SD of 1.46 exceeded the pretest score with the mean of 72.20 or with the SD of 2.12, with a t-value of 9.57 and a highly significant p-value of <.001. This aligns with the findings of Ehsani and Khamoushi (2020), who emphasized the effectiveness of targeted interventions in improving pronunciation accuracy among language learners. Similarly, vocabulary development showed a significant increase from the pretest with the mean of 71.10 or with the SD of 2.42 to the posttest with the mean of 77.40 or with the SD of 1.83, with a t-statistic of 11.05 or p < .001, reinforcing the importance of structured vocabulary instruction in enhancing lexical knowledge (Alqahtani, 2019).

Para-language skills also exhibited improvement, with a posttest mean score of 77.10 or with the SD of 1.64 compared to the pretest score of 74.50 or with the SD of 4.31, yielding a t-statistic of 2.97 and a significant p-value of 0.006. This supports the assertion by Celce-Murcia et

al. (2019) that para-linguistic features such as tone, stress, and intonation are crucial in developing communicative competence. Furthermore, confidence levels significantly increased from a pretest mean of 77.90 or with the SD of 4.18 to a posttest mean of 80.60 or with the SD of 3.42, with a t-statistic of 2.49 or p = 0.019, suggesting that exposure to communication activities fosters self-assurance in language use.

These results highlight the efficacy of structured instruction in developing various aspects of oral communication skills. The significant gains across pronunciation, vocabulary, para-language, and confidence underscore the role of targeted pedagogical interventions in enhancing students' language proficiency.

CONCLUSION
In the light of the findings of this study, the following conclusions were drawn:

The Hector-Victory Approach significantly enhances students' oral communication skills, as reflected in the overall Very High Extent rating, confirming its effectiveness in English instruction.

The highest-rated component, Content with the mean of 4.33, along with strong scores in Organization with the mean of 4.20 and Mechanics with the mean 4.17, demonstrates the approach's structured and comprehensive nature in teaching oral communication.

The Experimental group's improved performance, especially in Vocabulary and Confidence, suggests that specific instructional strategies contribute to better language proficiency and communication skills.

The study supports the effectiveness of dynamic, student-centered teaching methods, as the experimental group consistently outperformed in all oral communication aspects, reinforcing the need for engaging pedagogical approaches.

The findings emphasize the importance of structured interventions in oral communication instruction, particularly in enhancing pronunciation, vocabulary, para-language, and confidence, highlighting the impact of well-designed language programs.

RECOMMENDATION
In the light of the findings and conclusions of the research study, the following are recommended:

1. The Department of Education (DepEd) may consider adapting and integrating the Hector-Victory Approach into the national curriculum for English instruction, particularly in oral communication subjects. Training programs may be developed to equip teachers with the necessary skills to effectively implement this approach.

2. For Curriculum Developers, given the strong impact of the Hector-Victory Approach, curriculum developers may refine and enhance the teaching framework by incorporating additional strategies that target vocabulary development and confidence-building, as these areas showed the most significant improvements.

3. For School Administrators, schools may invest in teacher training workshops focused on student-centered and interactive oral communication strategies, ensuring that all educators can effectively implement innovative teaching approaches that foster better pronunciation, vocabulary, para-linguistic skills, and confidence.

4. Teachers may adapt dynamic and structured instructional techniques that emphasize real-life communication scenarios, role-playing, and interactive speaking exercises to further improve students' oral communication competencies. Special attention may be given to students struggling with pronunciation and confidence-building.

5. Future Researchers may be conducted to explore the long-term impact of the Hector-Victory Approach on students' oral communication skills. Additionally, research may investigate the approach's effectiveness across different student demographics, particularly in multilingual and indigenous learning contexts, to ensure its applicability in diverse educational settings.

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