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Beyond Speaking: A Multisensory, Case-Based Oracy Module for Sustainable Development Education

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Abstract

English speaking skills, along with listening skills, are essential for English Language Department students who are being prepared as future English teachers. However, a preliminary study indicates that the English Proficiency level of an English Department's first-year students in a university in West Java, Indonesia, is at the beginner level (A1 and A2). This study aimed to develop a module as a systematic learning resource for students to develop their listening and speaking skills. It was a Research and Development study employing the ADDIE model. The module design focused on Sustainable Development Goals with a case-based method and a multisensory approach. Data were collected through FGD interviews and expert validation. The needs analysis stage reveals the need for a module that can facilitate students in improving their public speaking skills, encourages active participation in practicing speaking, uses authentic learning media, is multimodal, is visually attractive, and can facilitate pronunciation improvement. The developed module offers a multimodal approach and integrates sustainable development issues into oral (listening and speaking) English. The SDG issues were presented in cases resembling real-world problems. The nine SDG themes of gender equality, climate action, good health and well-being, quality education, clean water and sanitation, sustainable cities and communities, life on land, affordable and clean energy, and life below water provide opportunities for students to communicate in various situations. Using SDGs-based case studies and multimodal learning resources in oracy learning may facilitate teaching students how to communicate effectively in English and to develop the ability to address sustainability issues in real life.

Keywords: *oracy; listening skills; speaking skills; learning module; SDGs, case-based method*

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Introduction

English proficiency remains a challenge for learners of English as a Foreign Language (EFL) across various levels of education in Indonesia. It is also evident in Indonesia's EPI (English Proficiency Index). In the last ten years, Indonesia ranked globally at 80th. This is unlike Singapore, which ranked 4th (Helyanti, Bumela, Ikawati, 2022). Some previous studies have also addressed this phenomenon. These studies mention that many English language learners in Indonesia have studied English for a long time, but they still have difficulties in communicating (speaking) in English, which leads to a decrease in their interest and motivation to continue learning (Abrar, 2018; Jon, Embong, Purnama, & Wadi, 2021). Furthermore, difficulties in learning English are caused by poor-quality learning resources, limited time for learning English, lack of opportunities to practice using English, large numbers of students in each classroom, and the unpreparedness of English teachers to facilitate quality English learning (Jon, Embong, Purnama, & Wadi, 2021; Songbatumis, 2017; Hawanti, 2014). Other research also shows that classroom learning is boring because the learning materials and activities are poorly designed and less meaningful to learners (Farjriah et al., 2019).

This calls for transformative English language learning. OECD, UNESCO, and UNICEF also mentioned that post-COVID-19 pandemic education should be designed as transformative education at all levels (Ossiannilsson, 2022). In fact, current educational practices still compartmentalize the world in the form of scientific disciplines; as a result, mainstream education is often considered to 'fail' in comprehensively educating students on how to understand and address the complexity of interrelated social and ecological problems (Walsh et al., 2020) and transformative learning resonates with sustainable development (O'Grady, 2023).

Higher education teaching and learning of English as an international language emphasizes learners' ability to communicate and think critically. However, EFL teaching and learning in Indonesian higher education faces challenges where real-world English use opportunities are restricted. In dire cases, the focus of classroom interaction in EFL teaching may remain on the forms of the language rather than on meaningful communication. In such realities, listening and speaking need to be construed as meaning construction and advice-taking functions and not be seen in the traditional receptive and productive language skill frameworks. Fernandes et al. (2024) reported insufficient authentic content materials and assessment for oral English. However, a substantial amount of critical thinking when Indonesian learners undertook listening and speaking activities were also found (Fernandes et al., 2024). From these findings, helping students develop their oracy is about scaffolding the opportunity to speak and listen and using appropriate materials that help integrate opportunities for listening and speaking with critical thinking.

Transformative English Language Learning becomes increasingly relevant in the context of the global sustainability problems. Education for Sustainable Development (ESD) defines education as the development of knowledge, skills, values, attitudes, and practices of learners for the purpose of being actively engaged in creating sustainable development. In English language teaching, sustainability can be helpful in framing teaching and learning activities and tasks to enable learners to use the English language to analyze and express their opinions on social, economic, environmental, and ethical issues. Recent studies have demonstrated considerable scholarly interest in the integration of sustainability into English Language Teaching (ELT). Yu et al. (2024) in their systematic review, have emphasized interdisciplinary curriculum planning, the use

of new teaching and developmental activities, and innovative assessment as strategies for connecting language learning to the United Nations Sustainable Development Goals (SDGs), through ELT. Similar to Yu et al. (2024), Arslan and Curle (2024) in their study have concluded that English language teachers believe English language classrooms are the appropriate settings to focus on sustainability. Also, they reported that sustainability is an under-represented element of the EFL curriculum because of several limitations, such as constraints on time and an underdeveloped understanding of Education for Sustainable Development (ESD). Recently, Dhanyamol and Sethunarayanan (2025) reported similar observations in a systematic review of literature retrieved from Scopus, Web of Science, and ERIC, and concluded that the integration of environmental sustainability into ELT is still in its early stages and continues to have challenges with the integration of curriculum, pedagogy, and the use of resources.

Integrating sustainability into English language teaching will also require more than just SDGs and environmental topics in normal English lessons. Students need to be able to identify and understand problems, analyze data, interpret issues from different perspectives, voice their opinions, formulate suggestions and/or solutions to the problem, and communicate their ideas through language. These activities can be very well suited to case-based learning (CBL), which provides students with a real-world case and asks them to analyze the case, voice their perspectives, and propose solutions. Norawati and Puspitasari (2022) conducted a study that revealed EFL student-teachers showed positive results in their ability to address real-world problems with the use of CBL. With EFL students doing an English speaking course, it was shown that CBL assisted students in correlating speaking activities with real-world problems and situations (Thuy, 2023). Furthermore, a case-based collaborative learning e-module helped EFL student teachers develop critical and creative thinking during listening tasks (Ma'fiyah et al., 2025). Considering the results of these studies, CBL seems to synthesize language teaching, critical thinking, and real-life issues more comprehensively.

When creating learning experiences, how students engage with and process information must be considered. In contemporary higher education, information is communicated using many forms and methods, including written, visual, audio, gestural, spatial, and interactive digital media. Rahmanu & Molnár (2024) conducted a recent systematic literature review on multimodal immersion in the context of English language learning in higher education. They examined 34 studies published in Scopus and Web of Science to find out the effect of multimodal approaches on different aspects of English language proficiency, in particular in speaking and communicative ability. They described a dominant use of digital multimodality and non-verbal communication, including the use of resources such as gestures, eye contact, and spatial positioning, as well as an immersive environment. The use of these resources is related to the development of oracy since, as with any form of spoken communication, meaning in spoken communication is multimodal and includes resources that are not verbal.

In this context, oracy provides a useful conceptual foundation for integrating the development of oral language, thinking and interaction. Oracy, in particular, focuses on spoken language. Although oracy focuses on the ability to speak and listen, more recent scholarship has conceptualised it as a multidimensional competence. The Oracy Skills Framework developed by Mercer et al. (2017) states that oracy is made up of four interrelated dimensions: physical, linguistic, cognitive, and social-emotional.

In English language teaching, Siepmann (2024), in reference to the framework of Mercer et al. (2017), states that oracy is defined as understanding and interpreting spoken messages, expressing thoughts and feelings, and reasoning and justifying, and also

integrating and activating linguistic and cognitive processes and interpersonal skills for effective interaction. This study adopts this definition, and oracy is operationalised using four dimensions: physical and embodied communication; linguistic resources and organization of spoken language; cognitive processes and reasoning; and social-emotional and responsive participation. The four dimensions relate to integration and activation of linguistic resources. The physical dimension relates to oral communication in which the speaker needs to control the vocal apparatus for effective communication. The linguistic dimension relates to the expression of meaning through the selection and combination of words and language structures. The cognitive dimension relates to the integration of thinking processes to attain communicative goals. The social-emotional dimension relates to responsive participation for effective communication. In this study, the four dimensions of oracy offer a point of departure for creating learning objectives that are observable and assessable. Learners must be able to express themselves intelligibly with linguistic resources; organize and support ideas with information and reasoning; interpret spoken and multimodal case materials; and listen to, respond to, and build on others' ideas and contributions in discussion.

Although some research has investigated case-based learning (CBL), English Language Teaching (ELT) for sustainability, critical thinking, and multimodal learning, their integration in university-level oracy development is still limited. Some research has already explored the application of CBL in English as a Foreign Language (EFL) settings and has shown positive impacts on EFL learners' communication and critical thinking. For example, Tran (2023) mentioned the positive impacts of CBL, in the form of case analysis, on EFL learners' critical thinking, confidence, and engagement in a university public-speaking course in Vietnam. Similarly, CBL in the form of '20 Case Studies' in EFL student-teachers' course (Norawati and Puspitasari, 2022) positively impacted the students' cognitive and critical thinking and communication skills, although no significant differences were found between CBL and project-based learning (PBL). In listening instruction, digital materials developed university students' critical thinking and motivation (Ma'fiyah et al., 2023), and case-based collaborative listening e-module (Ma'fiyah et al., 2025) improved the participants' critical and creative thinking. However, most of these studies focused on speaking or listening, and not on both integrated within oracy.

Further foundations for this study come from sustainability and multimodal learning research. Arslan and Curle (2024) conducted interviews with 28 Turkish EFL teachers, and concluded that English classrooms held potential for Education for Sustainable Development (ESD), although limitations remained in regards to the curriculum and pedagogy. In their systematic review, Yu et al. (2024) documented the use of interdisciplinary curriculum planning and innovative teaching to incorporate the SDGs in ELT. In another review, Rahmanu and Molnár (2024) assessed 34 studies in higher education, and documented the application of different multimodal approaches for the development of English language and communication skills. In the case of Indonesia, Fernandes et al. (2024) highlighted the use of listening and speaking activities to help EFL learners develop critical thinking. The authors, however, found inadequate and unsustainable resources and assessment for learning. Despite these efforts, the integration of sustainability focused cases, multimodal resources and the development of oracy for daily communication in University-level EFL learning modules remain under explored.

This study attempted to develop a case-based Oracy for Daily Communication module for sustainable development. The module combines case analysis tasks and

speaking activities that require discussion and problem-solving, reflection, and the use of resources that involve multiple modes or channels to address contemporary problems of sustainability. In terms of pedagogy, the module places case-based learning at its core and situates sustainability issues in the real world. It also provides a focus on Oracy and uses a multisensory, multimodal approach to teach students how to engage with focused case materials and the language of the real world. By integrating these elements, the study aims to provide a break from a conventional skills-based approach to teaching oral English. It aims to provide students with an opportunity to utilize English in order to understand real-world problems and formulate opinions, articulate and defend their opinions, and hypotheses to address the pressing problems of the world. This study aimed to answer the following research questions: (1) How was the case-based Oracy for Daily Communication module developed? and (2) What were the validation results of the case-based Oracy for Daily Communication module that was developed?

Research Methods

This study adopted a qualitative research design with a focus on Research and Development (R&D) to create a Case-Based Learning (CBL) module for the Oracy for Daily Communication course. This section describes the research type, data sources, research participants, data collection techniques, and data analysis techniques.

Research Type

Given its systematic and iterative nature, the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) was employed as a framework to develop the instructional product. This study conducted three stages of the ADDIE model (Analysis, Design, and Development).

Research Data Sources

This study utilized primary and secondary data. Primary data came from the Oracy for Daily Communication course lecturers and English Department Students of an Islamic University in West Java, Indonesia, and focused on their needs, experiences, and perceptions. Secondary data included course syllabi, journals, and other related data. The data were utilized to develop the module and theories.

Research Participants

In this research, the population consisted of the English Department lecturers and the students of the Oracy for Daily Communication course, whether they had taken the course or were enrolled at the time. The sample was purposively selected and consisted of two lecturers who taught oracy-related courses and six students who had related learning experiences. Finally, the study incorporated two expert validators, one material expert and one media expert, to examine both the feasibility and the quality of the developed module.

Data Collection Techniques

Data collection techniques correlated with phrases of the ADDIE model. The Analysis phase included FGDs with lecturers and interviews with students to figure out learning needs and describe the anticipated module's needed characteristics. The Design phase involved module creation through synthesis of documents to analyze departmental syllabi and relevant literature. During the Development phase, a module

draft was created and assessed by validators with the completion of the validation forms. The implementation phase included interviews to gain the perceptions of the developed module from both lecturers and students. Finally, documents were used to provide supportive data for the module and the theoretical foundation.

Data Analysis Techniques

Using Braun and Clarke's (2022) six-phase thematic analysis techniques suggests a balance of flexibility and rigor within identifying, analyzing, and interpreting meaning within datasets. From a perspective of educational research, this balance focuses on the elements of educational data that require context and understanding. Data needs to be analyzed and interpreted within the framework of educational research. The first phase of the technique is data familiarization. Here, all the data consisting of interview, observation, and feedback notes were immersed by reading and re-reading the material. This involved jotting down the researcher's initial impressions and potential patterns that could help with the analysis. The second phase is the generation of initial codes and was conducted by systematically coding important elements across the entire dataset. Here, codes were developed and popped up from the data (inductive) in order to avoid imposing patterns. The objective of this step was to organize the codes into broad and meaningful patterns of the CBL-based "Oracy for Daily Communication" module construction and validation. In the fourth phase, the themes were checked against the coded data to ensure the themes were properly aligned to the data and the dataset. In the fifth phase, the themes were given names and this was done by defining each theme and its scope in relation to the research questions. The final phase was the report phase in which the data were analyzed and a clear narrative based on the findings of this research and the themes was provided using several supporting examples. This systematic analytical procedure safeguards the credibility, dependability, and interpretive richness of the research findings.

Results and Discussion

Result

Analysis Stage

At this stage, the research team conducted a need analysis of the characteristics of the module needed and desired by users. Need Analysis was carried out through FGDs and interviews. The FGD was attended by the head of the English department, the secretary of the English department, and the lecturers who teach speaking, listening, and oracy courses. After gathering information from the lecturers in the FGD, semi-structured interviews were also conducted with six (6) students who had taken Oracy for Daily Communication. The FGD and interview processes were recorded and then transcribed verbatim. Transcriptions from FGDs and interviews were analyzed using thematic analysis.

From the results of thematic analysis involving resource persons, department leaders, and lecturers teaching speaking, listening, and oracy, the following themes were obtained:

Table 1. Thematic Analysis Results

Data Source	Theme	Sub-theme / Description	Representative Extract
Lecturers (FGD)	Need for a systematic module	Absence of structured teaching module; reliance on RPS and fragmented resources	"There is no teaching module yet, just the course syllabus."-L1

Lecturers (FGD)	Integration of digital technology	Use of videos, apps, and multimodal platforms to enhance interactivity	"Not only from videos, but also applications… multi-modal technology can help facilitate students."-L1
Lecturers (FGD)	Support for independent learning	Encouraging autonomous learning through accessible platforms and resources	"The student can be independent… a kind of independent learning center."-L2
Lecturers (FGD)	Fostering critical thinking on global issues	Incorporation of SDGs, climate change, and humanitarian issues through CBL	"Topics like climate change improve students' speaking and critical thinking."-L1
Lecturers (FGD)	Focus on productive skills	Emphasis on speaking practice in various contexts (casual, academic, professional)	"There is a need to increase the intensity of speaking practice."-L2
Lecturers (FGD)	Development of HOTs	Promoting Higher Order Thinking Skills through CBL/PBL approaches	"Learning should not only aim for grades but also critical thinking."-L1
Students	Improving public speaking skills	Enhancing fluency, pronunciation, vocabulary, and confidence	"We want to reduce nervousness and improve speaking in formal and informal contexts."-S2
Students	Encouraging active participation	Addressing unequal group participation and promoting engagement	"Some group members do not want to speak in English."-S1
Students	Use of authentic learning media	Exposure to real-life English via songs, podcasts, movies, and conversations	"Podcasts and talk shows help us learn expressions for conversation."S5
Students	Multimodal module design	Integration of varied media formats (video, audio, visual)	"Links to YouTube, podcasts, and movies make learning more interesting."-S3
Students	Attractive design and layout	Visual elements (color, images, layout) enhance engagement	"Modules with visuals are more interesting than plain text."-S4
Students	Pronunciation support	Need for dedicated pronunciation practice features	"We want a section that specifically trains pronunciation."-S2

Six main themes have been identified in the thematic analysis of lecturers' perspectives. The first main theme is the need for a unified and systematic course module. The current teaching and learning methodology is dominated by course outlines with little or no systematic teaching resources. The second main theme was the encouragement of the integration of digital technology. Lecturers encourage the use of videos and applications on multimodal learning technology to increase interactivity and ease of access to course materials. Third, independent learning was identified as needing support. This included the development of students' level of oracy. Fourth, the need for lecturers to instruct students in critical analysis and thinking on contemporary issues and global challenges, where possible using SDGs case studies as frameworks, was also identified. The themes also show a preference for speaking across multiple

communication contexts. Lastly, lecturers identified the value of utilising CBL and PBL to teach HOTs.

From the learners' point of view, six themes were identified in line with their needs and how the module will help them achieve certain goals. Students detailed the module that can help them develop public speaking confidence and fluency, both in formal and informal situations. They also expressed the need for a module that facilitates pronunciation and vocabulary improvement. In addition, the module they wanted should also help them improve their active participation, especially in overcoming difficulties and group-work engagement. Students also expressed the need to incorporate real-life speaking situations into learning modules to help them develop listening and speaking skills, as one of the means to acquire appropriate language and everyday practical expressions. Students also supported the idea of using various modes and multiple designs of modules to incorporate videos, audio, and other modes in the learning modules. Students indicated that the use of design tools that integrate colors and images and employ graphics could dynamically stimulate learning and compensate for the monotony of learning. The combination of these needs and expectations, as expressed in these themes, provides a good analytical/design and pedagogical framework for the proposed oracy module.

From the findings of the thematic analysis, the following were the expected characteristics of the module to be utilized by the learners: (1) a module that can facilitate students to improve their public speaking skills; the Oracy for daily communication course and the module used are expected by students to further improve public speaking skills, reduce nervousness or tremors when speaking in public, and practice speaking skills in formal and non-formal settings; they also expect improvements in fluency, pronunciation, and vocabulary development, both in formal and non-formal contexts; (2) a module that encourages active participation in practicing speaking; in listening and speaking classes, students are often involved in various individual or group activities; group dynamics are quite influential on the effectiveness of learning. Students complain that they often find discussion partners or group mates who do not want to speak in English. Groups whose members are less motivated can hinder active participation and reduce the effectiveness of the learning process, especially in terms of developing speaking skills. Therefore, the students expect the module to be able to encourage active participation of all students; (3) modules that use authentic learning media; students explained that they are used to being exposed to English through songs, videos from vloggers, series, anime, movies, and podcasts. Students felt that these media helped in improving their listening skills. Furthermore, they argue that when listening to talk shows or podcasts they get a lot of English expressions that they can use in conversation; to really improve their speaking skills, they realized the need to focus more on real dialogues or interactions, (4) modules that is multimodal; students emphasized the importance of multimodal content, such as links to YouTube videos, podcasts, movies, etc., to enrich the learning experience. This is considered helpful to prevent learning from being monotonous and focused on one type of media (for example, audio only); they also mentioned that attractive visual appearance, contrasting colors, and dynamic layout in the module will make it more interesting and reduce visual fatigue; (5) module that is attractive in design and layout; students said that the visual design of the module with text, colors, images, and links to audio-visual media would increase their interest in using the module; visual learner students tend to be more interested in modules that have more visual elements than plain or monotonous text; and (6) module that can facilitate students to have acceptable pronunciation; based on interviews conducted by students who have

taken Oracy for Daily Communication, they stated that they want to improve their pronunciation. Therefore, they hope that the module to be developed has a special section that trains students' pronunciation.

Design Stage

At this stage, the research team designed the draft of the Oracy for Daily Communication module based on the characteristics found in the previous stage. This stage includes several activities, including: designing the syllabus, determining the SDGs theme, determining and collecting materials, and determining the types of learning activities in the module. The following is a description of each stage of the design.

1) Determining the SDGs theme

Determining the SDGs theme is the first stage carried out by the research team to facilitate module development because the themes in the module are developed based on the SDGs. By considering the number of course meetings, it was decided that one theme would be discussed in the meeting. Therefore, it was decided that there would be 9 themes (9 units). From the 17 SDGs, the research team agreed to select 9 units consisting of: Gender Equality; Climate Action; Good Health and Well-Being; Quality Education; Clean Water and Sanitation; Sustainable Cities and Communities; Life on Land; Affordable and Clean Energy; and Life Below Water.

2) Syllabus design

To facilitate the development of the draft module, the research team developed a syllabus for Oracy for Daily Communication that will guide the development of the module. The developed syllabus contains several information, including: theme, unit title, learning objectives, language focus, vocabulary, and summary of activities for listening and speaking skills. The language focus section is also made more detailed by dividing it into two focuses: language function (language expressions) and grammar function (grammar rules). The developed syllabus can be seen in the following appendix.

3) Material collection

After the syllabus was developed, the research team began to collect materials that were in accordance with the SDGs theme that had been determined earlier. The selection of materials is also related to the emphasis of this research on multisensory learning. So, the main learning media used in the module are images, audio, and video that allow students to access the learning media with their sensory devices.

4) Determination of learning methods

In this research, the innovation is to use case-based learning (CBL) to stimulate students' critical thinking skills. Meanwhile, to assist students in organizing their thinking and arguing, the research team decided to use the Visible Thinking Routine method which allows students to realize their thinking routines more easily. One of the models of the Visible Thinking Routine method is AREL which consists of Assertion, Reasoning, Evidence, and Link-back. Therefore, in solving cases in each module unit, this AREL model is always used.

5) Determination of learning activity types

At this stage, various types of learning activities are designed by considering the three main stages of learning which include: pre-teaching, whilst-teaching, post-teaching. In the pre-teaching stage, the activities to be developed include: apperception through pictures, vocabulary building, and pronunciation practice. The whilst-teaching stage contains an explanation of the language focus and exercises in the form of True-False Statements and fill-in-the-blank based on audio and video. In the post-teaching stage, the activities carried out are discussions about certain cases related to the theme because this

research uses the CBL method and group presentations about the results of the discussion. Reflection is the last stage in the learning module.

Table 2. Module Design

Unit / SDG Theme	Language Focus	Vocabulary Focus	Listening Activities	Speaking Activities
1. Gender Equality (SDG 5)	Gender equality and societal impacts; asking and giving opinions; simple present tense.	Gender-related terminology; word matching; vocabulary building and pronunciation.	Gender equality audio; true/false statements.	Snapshot discussion; problem-solving cases using AREL; reflection on gender roles; discussion and presentation of gender equality solutions.
2. Climate Action (SDG 13)	Climate action and global impact; asking for and giving advice; modals (should, ought to, had better).	Climate action terminology; vocabulary matching.	Climate action audio; true/false statements; barcode-scanned YouTube listening activity.	Snapshot discussion; Golden Circle reflection; group problem-solving cases; discussion and presentation of climate solutions.
3. Good Health and Well-being (SDG 3)	Reporting and retelling; simple past tense.	Health and well-being terminology; vocabulary matching.	Audio on health and well-being; true/false listening activity.	Snapshot discussion; AREL-based problem-solving; presentation and discussion; reflection on health and well-being cases.
4. Quality Education (SDG 4)	Global quality education issues; comparing and contrasting; grammatical functions of comparison and contrast.	Educational inequality and access terminology; vocabulary matching.	Audio on educational inequality; barcode-scanned YouTube activity; true/false activity.	Snapshot discussion; AREL-based group problem-solving; discussion on global educational challenges.

5. Clean Water and Sanitation (SDG 6)	Clean water and sanitation issues; giving instructions; imperative sentences.	Clean water and sanitation terminology; vocabulary matching.	Audio on water and sanitation challenges; true/false activity.	Snapshot discussion; AREL-based group problem-solving; discussion on water scarcity and sanitation solutions.
6. Sustainable Cities and Communities (SDG 11)	Sustainable cities and communities; asking questions.	Vocabulary matching activities.	Audio on sustainable development; true/false statements; barcode-scanned YouTube activity.	AREL-based group problem-solving; open-ended discussion on sustainable cities and communities; reflection on sustainable development.
7. Life on Land (SDG 15)	Protecting life on land and ecosystems; sequencing; adverbs of time; relative clauses; subordinating conjunctions.	Life on land terminology; vocabulary matching.	Audio on life on land; true/false statements; barcode-scanned YouTube activity.	Snapshot discussion; AREL-based group problem-solving; discussion on life on land; reflection on related cases.
8. Affordable and Clean Energy (SDG 7)	Renewable energy, energy efficiency, and access to energy; cause and effect; verb forms.	Affordable and clean energy terminology; vocabulary matching.	Audio on climate action; true/false statements; barcode-scanned YouTube activity.	Snapshot discussion; AREL-based group problem-solving; presentation and discussion; reflection on sustainability cases.
9. Life Below Water (SDG 14)	Expressing opinions; declarative sentences.	Life below water terminology; vocabulary matching.	Audio on underwater nature sustainability; true/false statements; barcode-scanned YouTube activity.	Snapshot discussion; AREL-based group problem-solving; discussion on maintaining underwater nature sustainability.

Development Stage

After the module design was made, the research team continued with the next stage of module development. This stage consists of three main activities, which include:

module template creation, module draft development, and module editing and layouting. The following is a description of each activity.

1) Module template creation

To facilitate the research team in developing the module draft, the team developed a module template. This activity was conducted to equalize the perception and content of the developed draft module. As stated in the previous stage, the module template contains three main activities: pre-teaching activities, while-teaching activities, and post-teaching activities.

2) Development of the draft module based on the syllabus

The research team then developed the module based on the syllabus and template that had been made previously. At this stage, all materials and activities were made in accordance with the SGDs theme. The learning media were also accessed using barcodes to improve students' digital literacy and encourage multisensory learning.

After the draft module was completed, the research team conducted editing activities. This stage is an initial editing to check the content, material order, grammar, and so on. After the editing stage was completed, the research team did the layout of the draft module, which included making covers, page layouts, and image layouts. Thus, the resulting draft module is expected to be more attractive.

3) Expert Validation

The Oracy for Daily Communication module was developed and an expert judgment validation was carried out by two experts in English Language Education. Validator 1 was an expert in instructional materials and media development, while Validator 2 was an expert in listening and speaking in the context of English as a Foreign Language (EFL). Both experts assessed the module based on 26 criteria that comprised module design, readability, content, language, Oracy for Daily Communication, Case-based Learning (CBL), and Multisensory learning. A 4-point rating scale was utilized to assess the quality and appropriateness of the module in the above-mentioned areas.

The five categories used to interpret the validation scores were: very valid (83.3-104), valid (62.5-83.2), fairly valid (41.7-62.4), less valid (20.9-41.6), and, invalid (0-20.8). The result shows that Validator 1 evaluated the module to be valid, scoring it at 77.88. On the other hand, Validator 2 evaluated the module to be very valid scoring it at 85.57. The average validation score was 81.73, thus showing that the module was valid. Results of the study show that the module is acceptable in integrating listening and speaking activities with CBL and other multimodal resources in the instruction of Oracy for Daily Communication in EFL.

Validators also provided qualitative feedback with additional suggestions. Visual illustrations in the module need to be improved. They also need to be more engaging and attractive. The module also needs a better layout to achieve a more attractive and professional design. The text readability level of Unit 1 and Unit 3 was also noted and suggested to be decreased to a level appropriate for first-semester students. In summary, the results of the validation show that the module is acceptable, but suggestions for improvement in the module design, overall organization of the layout, and a decrease of challenging content were made.

Discussion

The needs analysis reveals that the research participants wanted to improve their fluency in speaking, pronunciation, vocabulary, and public speaking skills for both formal and informal contexts. Lecturers also expressed the importance of creating

opportunities to develop speaking skills through practices that are more intensive, contextualized, and systematic. From the existing literature, listening and speaking skills in oral communication are closely connected. Speaking in this case means understanding spoken input, understanding its meaning, and responding at the right time during the interaction (Mart, 2020). Other studies have also emphasized the importance of using a range of communicative activities to develop speaking skills (Azzahra et al., 2019; Dionar & Adnan, 2018). In this research, CBL is used to practice speaking, but more importantly, to use speaking and listening skills together in the case analysis and discussion. This suggests the orientation of Norawati and Puspitasari (2022) and Hidayati (2021) that case-based learning has the potential to develop practical learning skills of EFL teachers and, as confirmed by Norawati and Puspitasari (2022), is relevant for learning education skills of pre-service EFL teachers.

The findings also suggest that there is a chance for CBL to include higher-order thinking and advanced language use. Lecturers stressed the importance of students engaging with global issues before suggesting CBL to enable critical thinking and the skills of Higher Order Thinking Skills (HOTS). This is in line with what previous studies have indicated. It has been documented that CBL could successfully enhance analytical thinking and problem-solving. For example, Sudibyo et al. (2016) stated that CBL could develop students' analytical thinking, and Gholami et al. (2021) stated that multiple-episode CBL had positive influences on the participants' problem-solving and learning motivation. Rohmah and Jauhariyah (2020) reported that the integration of CBL with the teaching of science and the nature of science helped to enhance students' critical thinking. In this study, the scenarios developed from the Sustainable Development Goals (SDGs) prompt the students to assess, consider different views, and express positions and solutions. The use of the AREL (Assertion, Reasoning, Evidence, and Link-back) framework provides structure for students to express their reasoning and arguments. Thus, the use of CBL in this module contextualizes the use of English while providing students with opportunities to think and formulate arguments.

Active participation and collaboration also indicate the need for learning activities that engage students in communicating in English with their peers. Concerns were expressed about English language group tasks with members not engaging in English communication. This indicates that, in the absence of a planned strategy for each member's participation in the task, and without additional instructions, cooperative tasks do not necessarily promote engagement. The use of case discussions and group presentations in the proposed module is designed to create these opportunities and is aligned with the literature on collaborative and project-based learning in EFL contexts. Norawati and Puspitasari (2022) showed that the use of CBL and PBL led to active participation of EFL learner teachers and student-teachers and built the skills of self and peer control. Agustina and Efendi (2021) also showed that the use of project-based learning supported speaking skills. Cooperative learning has been found to encourage learners to interact and engage in active knowledge construction (Elihami et al., 2019). The rationale for collaboration in this module is not based on an administrative and organizational rationale, but on the opportunity it provides for oral interaction and sense-making.

Another important finding is related to the combination of real-world and multi-modal learning resources. Students said they learned English with songs, videos, movies, anime, podcasts, talk shows, and more. Students said they wanted similar content in this module. Students appreciated the inclusion of dialogues and expressions in the module since they focus on exposing learners to language used in day-to-day

communication. This investigation further supports Assapari et al. (2019), who claim EFL materials should be designed in line with learners' levels and requirements. It also corroborates Arzaqi et al. (2023), who designed an e-module with listening exercises containing some context and digital learning activities. Along the same lines, Mohammed (2022) demonstrates the use of multiple resources in speaking and listening e-courses. In this study, the use of audio, video, images, and digital links was intended to extend the students' exposure to spoken English.

This module integrates various types of representation, and this also fits with the multisensory nature of the module. From the needs analysis, students preferred learning materials that had various modes, and lecturers stressed the role of digital technology and the multimodal contour. As a result, the module integrates explanatory text, images, audio, video, and interactive activities. Based on my research, multisensory learning environments give students multiple ways to interact with the materials they are learning (Fadeev & Milyakina, 2021; Suryaratri et al., 2019). Theresia and Recard (2021) also said the same thing about a multisensory approach to English learning. More particularly, Gómez and Velásquez Quintero (2023), explained that in the context of English learning, multisensory stimuli can aid instruction. These papers substantiate the incorporation of various sensory and representative resources into the module. However, in the present study, the design was viewed more in the sense of different means for engagement and representation, while the multisensory design was not expected to improve retention, because it was not being studied.

This module offers sustainable development issues integrated into oral English. The nine SDG themes of gender equality, climate action, good health and well-being, quality education, clean water and sanitation, sustainable cities and communities, life on land, affordable and clean energy, and life below water provide opportunities for students to communicate in a variety of situations. It also offers more than the separation of speaking and listening as skills in English. It requires students to use English to address problems of social, environmental, and global importance. Such a focus supports Laininen's (2019) view of the need for educational efforts for sustainability to change the way learners perceive the world of contemporary problems. Ossiannilsson (2022) argues in the same way for the importance of education concentrated on the goals of lifelong learning and the sustainability issues of educational competencies. From this point of view, the incorporation of SDG cases in an oracy module can provide students with meaningful opportunities to communicate and, at the same time, be aware of issues that go beyond the classroom.

Conclusion

This study developed an Oracy for Daily Communication module designed to help learners develop the listening and speaking skills required for engagement with the SDGs and more complex issues with higher-order thinking. The module was designed to provide a more systematic and engaging learning resource than the previously available learning resources. The module's instructional design might scaffold learners to develop public speaking skills, engage actively in class discussions, improve their pronunciation, speak in a more natural language, and develop their critical thinking for social issues. It focuses on nine SDG themes using case-based learning, the AREL framework, and various multimodal resources. The expert judgement results were positive, which indicates that the module was ready to use, although there is room for improvement. It is suggested that the module is a useful addition to oracy education that integrates the

English language for critical engagement on social issues related to sustainability. However, to better understand the developed module and its impact on learners' listening skills, speaking skills, their engagement, and critical thinking towards sustainability, further research should be conducted.

Author Contribution Statement

The authors' contributions to this article are as follows: Author 1 acted as the initiator and conceptor of the article; Author 2 contributed to the analysis and interpretation of the data; Author 3 served as the validator of the data and analysis results.

Statement of Interest

All authors declare that they have no financial or non-financial conflicts of interest relevant to this research.

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