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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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Theme: Public Speaking Strategies and Oral Production

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DEDICATION

TO:

And foremost, to the Almighty, for giving me the wisdom, strength, and perseverance to complete this process. All glory belongs to You. To my beloved mother, who taught me to continue pursuing my dreams,

To my father, who was always there for me no matter what, I know you can't be here, but I'm aware of how proud you would be.

To my precious son, Agustin, you are my motivation to keep going. I won't break my promise,

Finally, to myself (Chuza), the only one who knows what I have been through, and the one who always cheers for me.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Tema: Public Speaking Strategies and Oral Production

Autor: Muñoz Illingworth Gitsby Anagel

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ABSTRACT

This study investigated the impact of public speaking strategies on improving oral production among 28 third-year BGU (Unified General Baccalaureate) students at Unidad Educativa Nuevo Mundo in Ambato, Ecuador. Using a quantitative pre-test/post-test approach aligned with Cambridge B2 First standards, it assessed progress in four main language skills: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. Initial assessments showed notable difficulties, with an average pre-test score of 4,475. The very low score of 0 0.05 in Interactive Communication pointed to issues with spontaneous dialogue, conversational flow, appropriate responses, and nonverbal cues. These results emphasized the need for targeted interventions to enhance real-time oral production. The intervention comprised research-backed public speaking strategies, including impromptu speaking tasks, structured activities like guided speech outlines and timed presentations and training in nonverbal communication with body language and voice modulation exercises. Also, integrated storytelling with narrative arcs to increase engagement, along with the 5 P's framework (Prepare, Polish, Perform, Peer Review, Perfect) for structured speech development. Post-intervention assessments showed significant gains, with the average oral score rising to 7.01. 01 and Interactive Communication improving from 0.05 to 3.28. Qualitative observations also indicated increased student confidence, better fluency, and enhanced ability to communicate in real-world speaking scenarios. These findings demonstrate the effectiveness of combining structured public speaking strategies with collaborative learning in EFL settings.

Keywords: EFL learners, communicative competence, task-based learning, public speaking strategies, oral production, interactive communication.

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RESUMEN

Este estudio investigó el impacto de las estrategias de oratoria en la mejora de la producción oral entre 28 estudiantes de tercer curso del Bachillerato General Unificado (BGU) en la Unidad Educativa Nuevo Mundo de Ambato, Ecuador. Utilizando un enfoque cuantitativo de pretest/postest alineado con los estándares de Cambridge B2 First, se evaluó el progreso en cuatro habilidades principales del idioma: Gramática y Vocabulario, Gestión del Discurso, Pronunciación y Comunicación Interactiva. Las evaluaciones iniciales mostraron dificultades notables, con una puntuación media en el pretest de 4,475. La puntuación muy baja de 0,05 en Comunicación Interactiva indicaba problemas con el diálogo espontáneo, el flujo conversacional, las respuestas apropiadas y las señales no verbales. Estos resultados subrayaron la necesidad de intervenciones específicas para mejorar la producción oral en tiempo real. La intervención incluyó estrategias de oratoria respaldadas por la investigación, como tareas de improvisación, actividades estructuradas como esquemas de discursos guiados y presentaciones cronometradas, además de entrenamiento en comunicación no verbal con ejercicios de lenguaje corporal y modulación de la voz. También se integró la narración de historias con arcos narrativos para aumentar el compromiso, junto con el marco de las 5 P (Preparar, Pulir, Presentar, Revisar con compañeros y Perfeccionar) para el desarrollo estructurado del discurso. Las evaluaciones posteriores a la intervención mostraron mejoras significativas, con la puntuación media oral aumentando a 7,01 y la Comunicación Interactiva pasando de 0,05 a 3,28. Las observaciones cualitativas también indicaron un aumento en la confianza de los estudiantes, una mejor fluidez y una mayor capacidad para comunicarse en escenarios de habla reales.

Palabras clave: aprendices de EFL, aprendizaje basado en tareas, competencia comunicativa, comunicación interactiva, estrategias de oratoria, producción oral.

Chapter I. Theoretical Framework

1.1 Research Background

In the field of language learning, research has significantly focused on the connection between speaking strategies and the development of communication skills. To ensure an approach, this study incorporates a search for recent academic articles published within the last five years, utilizing well-known databases such as Google Scholar, Scopus, ScienceDirect, Taylor & Francis ResearchGate and ERIC." By referencing literature, this study builds on recent advancement to provide well-rounded understanding of how these strategies influence language learning.

The review of literature examines teaching approaches such as speaking tactics, engaging the audience in participation, incorporating technology into public speaking instruction, and the impact of self-assessment and feedback on spoken language proficiency. Past studies like these offer perspectives that highlight strategies for enhancing English communication skills, thus supporting the credibility of this research.

Garcia (2022) focused on how intentional nonverbal cues-such as gestures and eye contact-enhance the effectiveness of speaking engagements. The study analyzed TED Talks and surveyed 200 industry professionals to measure engagement levels in response to gestures and varied intonation techniques. Results from content analysis and Likert-scale questionnaires revealed a 30% increase in audience retention rates when speakers employed these strategies. The finding underscored the role of nonverbal cues in persuasion and recommended targeted coaching to help speakers refine these skills.

Jasuli and Astuti (2024) studied the phenomenon of nonverbal communication (NVC) in the public speaking of English language learners (ELLs) at the higher education level. In this investigation, a qualitative literature review was employed to examine how eye contact, gestures, posture, and facial expressions contribute to the credibility, engagement, and clarity of a message. Implications: Training English language teachers to recognize cultural differences in practices and understand their meanings could enhance students' achievement. The researchers suggest that incorporating NVC techniques improves public speaking ability, instills confidence, and fosters connections with listeners.

Brown and Zhang (2021) explored strategies to optimize engagement in virtual presentations. The experimental design compared two cohorts: 50 professionals delivering webinars (via Zoom) and 50 in-person speakers. The study evaluated attention spans and audience feedback using eye-tracking software and post-session surveys. Findings revealed that virtual speakers who utilized interactive tools (such as polls and chat breaks) maintained 25% higher engagement than those who did not. The study emphasized the necessity of adaptive digital literacy in public speaking curricula.

Nguyen (2024) conducted a study exploring how co-regulation impacts public speaking confidence during group presentations. The study involved 236 university students in China who participated in a survey using a specific method. The results indicated that co-regulation strategies, such as co-planning and co-monitoring, lead to improved self-confidence in speaking and highlighted the importance of collaborative learning in boosting one's confidence level.

Mortaji's (2022) research project on blended EFL public speaking classes for learners utilized a mix of Vygotsky's theory and practical teaching methods in the classroom. The study

included 42 university students from Morocco who participated in a 16-week program that combined traditional face-to-face sessions (30%) with resources such as video blogs and structured peer evaluations. The findings revealed that 82 percent of students successfully met the learning objectives set for them, with improvements noted in vocabulary by 47 percent and pronunciation by 39 percent. Seventy-seven percent of participants welcomed peer feedback with open arms; however, 23 percent initially showed some reluctance due to concerns about receiving criticism in a public setting. The research uncovered a phenomenon termed the "digital mirror effect," indicating that students made progress when they observed themselves through video recordings. Furthermore, the study introduced a feedback approach that is mindful of nuances and strikes a balance between conventional educational principles and contemporary teaching techniques. It illustrated how implementing graduated feedback systems can be effective.

Zhang (2024) pointed out the impact of project-based learning (PBL) on the development of public speaking skills among EFL students. The study implemented an experimental design that compared students exposed to PBL strategies with a control group. Results showed that PBL significantly improved oral communication skills, suggesting that incorporating real-world speaking tasks enhances public speaking abilities more effectively than traditional methods.

Cherner et al. (2023) investigated how AI-driven presentation tools, known as AI Presentation Platforms (AI PDP), help improve public speaking abilities by providing automated feedback mechanisms. Through an approach that blended the evaluation of metrics produced by the platforms with qualitative insights from user experiences, the research shed light on the potential impact of these innovative tools on fostering effective communication skills. The study included individuals, such as "85 university students and professionals," who participated in presentation tasks using an AI tool that analyzed their delivery (pitch speed and volume),

nonverbal cues (eye contact and gestures), and speech organization in real-time feedback sessions. The research methodology comprised before-and-after performance evaluations using the system's scoring metrics, discussions through formal interviews on user experiences, and comparisons with assessments given by human evaluators.

Wang et al. (2023) launched VoiceCoach, a platform that helps individuals enhance their voice modulation abilities for public speaking through training sessions. Promising results from the analysis of 2,623 crafted speeches revealed that immediate feedback on pitch, volume, and speed led to improvements in users' voice modulation skills. This research highlights how technology-driven training tools can effectively elevate one's proficiency in speaking.

Bylkova et al. (2023) emphasized the importance of public speaking in enhancing students' communication and speech abilities at universities. Their study focused on the transition from monologue-style public speaking to an engaging and interactive approach that includes discussions and debates. They introduced a three-stage model for preparation, which consists of the basic stage (preparation), the actual speaking stage, and the analytical stage (reflection after speaking). The research findings revealed that these phases significantly contributed to an organized coaching process; using questions to engage the audience and interactive methods can substantially boost speaking abilities and enhance professional communication skills.

Menjot et al. (2023) discussed a research review focusing on strategies to enhance voice and speech delivery during presentations by analyzing a range of literature sources encompassing 850 studies; however, only 23 studies qualified based on specific criteria outlined in the study design. The interventions identified in the review were classified into two categories: interventions (comprising 15 studies) that concentrated on vocal and speech training techniques, and indirect

interventions (comprising 8 studies) that targeted cognitive processes as well as behavioral and environmental aspects related to public speaking effectiveness. Based on the research findings presented, it appears that there are methods to enhance one's public speaking skills. However, it is essential to conduct research in order to identify effective approaches for enhancing voice modulation and speech fluidity.

Theoretical Foundation of the Variables

Independent Variable

1.1 Communication

Communication is the ability of humans to exchange ideas and emotions through messages and constitutes one of their essential abilities. The surrounding environment benefits from this ability to let people communicate with each other. Shannon and Weaver (1949) defined communication as the process of sending and receiving messages through a channel, with potential noise interference, and it is focused on the technical transmission of information (an early communication model). The model is linear and technical, specifically designed to enhance telephone signal transmission.

The authors concentrated on developing a technical model rather than the other writers. Human interaction, together with shared meaning and societal influence, form the main emphasis of McQuail and Windahl's work. The essential focus remains on people rather than technology, while context awareness evaluates cultural aspects alongside historical backgrounds and social

frameworks. This model also works for interpersonal communication, as well as organizational communication and digital communication.

Human interaction, together with societal functioning, depends on three primary communication categories.

- The analysis of Jakobson (1960) shows that verbal communication involves spoken or written language for exchanging information along with ideas and emotions.
- Mehrabian (1971) emphasizes that nonverbal communication represents a substantial part of emotional expression through body language, together with facial expressions, gestures, and paralinguistic signals that include tone and pitch. The value of nonverbal signals exceeds verbal content in showing sincerity and establishing relational dynamics, according to Knapp & Hall (2010).
- McLuhan (1964) thoroughly studied mass communication, which delivers information to extensive audiences through television, radio, newspapers, and digital media platforms.

These three communication forms work together to enable efficient human interaction, which shapes individual relationships as well as broader social discussions.

1.2 Speaking Skills

The ability to speak represents multiple interconnected competencies that enable people to communicate with precision and logical structure, according to Nunan (1999). This enables them to construct and express thoughts in an organized manner with purposeful direction and without unclear or disorganized language. Listeners become more engaged through vocal variations and nonverbal signals (Lucas, 2020) to convey intentional voice changes that enhance meaning and maintain listener interest. Adapting messages to different contexts and audiences

(McCroskey, 2006) involves adjusting your message according to the characteristics of your listeners (their age, cultural background, professional expertise), the speaking environment (boardroom versus TED stage), and the relevance of the information to their needs rather than yours.

Types of Speaking Skills

- The informal and spontaneous nature of Conversational Speaking exists within everyday social exchanges, according to Bygate (1987). It requires minimal preparation. Active listening stands as the primary skill, while dominating talk time represents a typical mistake because it means a person or group maintains control over a conversation through prolonged speaking and interrupts others, blocking equal dialogue.
- Public Speaking involves formal, structured communication that targets specific audiences (Lucas, 2020). This type is very formal, with a high level of elaboration. The principal skill is storytelling, and one of the most common slips is reading slides.
- The purpose of Persuasive Speaking is to shape how people think and what actions they take (Aristotle's Rhetoric, 350 BCE). The process of this type is moderated planning, and it is not a formal one; a key element is the argument structure. The biggest mistake that is made is overusing logic.
- Instructional Speaking explains concepts clearly for learning (Gage, 1978). The explanation requires specific details while avoiding both formal and informal language, but it also necessitates simplification for practical application. The most common mistake is making incorrect assumptions about audience knowledge.

- Interpersonal Speaking: One-on-one or small-group communication (DeVito, 2009). The preparation for this type is similar to others, yet empathy remains crucial; the main mistake occurs when you try to do multiple things at once.
- Digital Speaking: Verbal communication via technology (e.g., podcasts, video calls) (Turkle, 2015). You need to have tech check knowledge. The approach depends on whether the situation is formal or informal; however, platform adaptation stands as the essential skill, and neglecting audio quality creates a significant disadvantage.

1.3 Interaction strategies

Research-based proportionate interaction strategies encompass intentional cooperative engagement methods that enhance communicative efficiency in various situations, including both human-to-human and human-to-machine interactions (Rogers, 2019). The strategies develop from educational psychology principles such as Vygotsky's (1978) sociocultural theory, which shows cognitive development emerges through mediated dialogue and organizational behavior through Schein's (2010) process consultation and group dynamics.

These interaction strategies operate across various fields that require different methodological approaches. Mercer and Littleton (2007) used their study of collaborative learning to demonstrate that structured dialogue facilitates learners' collective knowledge building.

The adaptive character of interaction strategies becomes evident when studied through this multidisciplinary approach, as each strategy requires proper contextual adaptation to achieve specific communicative targets, including learning facilitation, therapeutic alliance creation, team optimization, and user experience enhancement. Researchers should investigate how to combine

existing interaction frameworks with emerging technologies such as AI-mediated communication to develop solutions for new digital interaction paradigms.

- The Flanders (1970) approach examines teacher-student classroom interactions by examining direct/indirect influence and student talk and silence patterns.
- The HCI Strategies developed by Norman (1988) emphasize creating interfaces that are intuitive while providing feedback and reducing user mistakes during digital communication.
- According to Vygotsky (1978), learning happens best through social interaction and peer collaboration while students use scaffolding methods.
- Customer Interaction Strategies (Business & Marketing) provide methods to improve customer engagement, along with customer loyalty and customized communication according to Grönroos (2000).
- Student-Content Interaction Strategies serve to increase understanding through active student-content interactions. The research demonstrates that students need to engage actively with educational content for effective learning through three distinct methods that produce significant results.
- Active Learning (Bonwell & Eison, 1991) adopts a constructivist framework that transforms traditional knowledge delivery into student-driven knowledge development. The strategy uses small-group collaborative discussions to enhance peer learning and applies problem-solving activities that link theory to practice while providing hands-on experiments for conceptual understanding and case-based learning for critical thinking development in real-world situations. The evidence-based method produces a 20-30%

improvement in knowledge retention results over conventional lecture-based teaching (Freeman et al., 2014).

- Through self-explanation (Chi et al., 1989), learners must perform metacognitive work by showing and analyzing their thinking processes. The technique enables students to make their implicit reasoning explicit through verbalization of problem-solving approaches while establishing deliberate connections between new information and existing knowledge structures, and developing self-monitoring questions to guide learning and practicing reflective techniques to detect knowledge gaps. The implemented practices produce significant learning advantages, resulting in students understanding concepts 25% better while improving their ability to apply learned material in various situations (Bisra et al., 2018).
- Through strategic presentation design, the principles of cognitive science enable Multimedia Learning (Mayer, 2005) to optimize information processing. The evidence-based method requires a systematic approach to integrate visual and verbal information streams, dividing complex content into organized segments, reducing unnecessary cognitive demands to focus on vital material, and keeping multimedia components synchronized in time. The framework's strength is demonstrated through numerous experimental studies, which show learning gains of 1.5 standard deviations compared to text-only presentations (Mayer, 2017).

1.4 Public speaking strategies

The delivery of public speaking is an advanced form of spoken communication that effectively combines spoken and unspoken elements to achieve communication goals. Lucas

(2020) defines this process as "the delivery of ideas to living audiences through structured, purposeful presentations" (p. 5). The verbal component includes lexical choices (McCroskey, 2016), prosodic features (Mehrabian, 2017), and temporal control (Burgoon et al., 2021), while the nonverbal component encompasses kinesics (Ekman, 2003), oculesics (Knapp & Hall, 2013), and proxemics (Hall, 1990). Current research indicates that public speaking is an interactive process (DeVito, 2019) that involves audience evaluation (Beebe & Beebe, 2018) and ethical awareness (Johannesen et al., 2020).

Public Speaking strategies from different experts

Dale Carnegie, author of The Art of Public Speaking, stresses the importance of regular practice, helpful feedback, and organized speaking exercises to build confidence and improve communication skills. His method urges learners to actively participate in speech preparation and delivery to beat fear and increase effectiveness (Carnegie, 1936).

Stephen E. Lucas, in his popular textbook The Art of Public Speaking, emphasizes the importance of clear organization via speech outlines, effective use of rhetorical strategies, and mastery of nonverbal cues to enhance speech delivery. His framework advocates for a structured approach to developing speaking skills, emphasizing preparation, practice, and performance (Lucas, 2015).

Michael and Suzanne Osborn promote interactive, task-oriented learning methods like timed presentations and peer reviews. Their approach encourages student participation and offers chances for immediate performance improvement, which are vital for mastering practical public speaking skills (Osborn & Osborn, 2001).

Judith N. Martin and Thomas K. Nakayama's research on intercultural communication emphasizes the importance of body language and voice modulation in expressing meaning and engaging audiences. Their findings advocate for including nonverbal communication exercises to improve expressiveness and audience involvement in public speaking (Martin & Nakayama, 2010).

Theoretical Foundations of Public Speaking Structure

1. The Three-Part Speech Structure

Lucas (2020) established a three-part speech structure that includes an introduction, body, and conclusion to help people communicate effectively by matching audience information-processing patterns.

Effective speech writing integrates cognitive science principles with rhetorical artistry, as demonstrated by three structural components. First, the introduction functions as a mental anchor that activates prior knowledge through hooks (Kalyuga, 20011) and establishes schemas for new content. For instance, Churchill's 1940 speech "We Shall Fight on the beaches" opened with urgent framing ("the news is very bad") to prime audience attention. Subsequently, the body segments complex ideas into digestible units via chunking (Miller, 1956), often employing problem-solution or cause-effect sequences. Churchill's geographic progression (beaches → landing grounds → fields) exemplifies this, while his rhythmic repetition ("we shall fight") leveraged the recency effect (Murdock, 1962) in the conclusion to enhance retention.

Hook strategies serve distinct rhetorical purposes. Specifically, curiosity gaps (e.g., "What if I told you your memory is unreliable?") trigger systematic processing (Petty & Cacioppo, 1986),

whereas statistics (e.g., "1 in 3 women experience violence") appeal to logic. Conversely, anecdotes ("Ten years ago, I was homeless") employ transportation theory (Green & Brock, 2000) to foster emotional engagement. Thus, optimal speech design merges evidence-based cognitive techniques with narrative craftsmanship.

2. The Role of Nonverbal Communication

Mehrabian (2017) demonstrated through his research in Nonverbal Communication that public speaking excellence requires more than verbal content because nonverbal elements such as vocal variety, gestures, and eye contact influence how audiences perceive messages. His *7-38-55 rule* (though often misinterpreted) indicates that message reception depends most on body language (55%) and tone (38%) instead of words, which make up only 7%. The effects displayed of Ekman and Friesen (1969) confirm that controlled nonverbal approaches boost both persuasion power and emotional bonding (pathos).

3. The Motivated Sequence for Persuasion

Monroe (1949) developed the motivated sequence, which serves as a five-step persuasive framework within his work, Principles and Types of Speech.

- Attention – The first step begins by using rhetorical questions or surprising facts to engage the audience.
- Need – Establishing a problem requiring resolution.
- Satisfaction – Proposing a solution.
- Visualization – Helping the audience envision the benefits.
- Action – Encouraging concrete steps.

The structure found its roots in Maslow's (1943) motivational principles to remain effective in marketing, policy advocacy, and activism because it presents problem-solution solutions.

4. Audience-Centered Communication

Titsworth and McKay (2018) demonstrate in Public Speaking: Choices and Responsibility that speech development needs audience analysis to transform material according to the receiver's beliefs, mental capabilities, and predicted behaviors. The research of Titsworth and McKay (2018) combines constructivist learning theory (Vygotsky, 1978) to show that successful speakers use information scaffolding based on audience cognitive levels for better engagement and memory retention.

The ability to deliver speeches stands as a strong skill that exists in multiple forms that fulfill individual objectives. Public speaking adapts its methods to fulfill various objectives by both persuading and informing or entertaining and honoring others. Knowledge of these essential types, based on Aristotle and Cicero, along with contemporary experts, enables speakers to develop compelling messages. The following section examines the fundamental categories together with their characteristic methods.

The seven distinct genres of public speaking exist because they have separate theoretical frameworks that guide their practical application.

- Informative speaking derives from Aristotle's (350 BCE/1991) Rhetoric, through which Lucas (2020) established contemporary pedagogical standards that result in educational content delivery like TED-Ed's educational style.

- Through Aristotle's three-part method of ethos-pathos-logos, persuasive speaking achieves its goals by following Monroe's (1935) five-step motivated sequence and Cialdini's (1984) social influence principles, which appear in political speeches. The first systematic description of ceremonial (epideictic) rhetoric by Aristotle receives expanded context through Bitzer's (1968) situational theory, that is manifests in traditional discourses including eulogies.
- The instructional method of demonstrative speaking stems from Dewey's (1910) pragmatist education principles and Kolb's (1984) experiential learning framework, which teach students procedural knowledge through instructional media.
- The ancient method of extemporaneous speaking developed from Quintilian's (95 CE/2001) improvisational practices until Toastmasters International (1924) standardized it through competency-based training for spontaneous speaking.
- The forensic speaking method incorporates Toulmin's (1958) argument model alongside Popper's (1965) critical debate frameworks to produce competition-based outcomes. The digital oratory paradigm emerges as the leading method in webinars and podcasting, informed by Duarte's (2008) visual narrative theory and Gallo's (2014) research on TED Talks. The rhetorical evolution shows how Aristotelian bases developed into contemporary multimodal communication systems, maintaining fundamental rhetorical elements while adapting to technological and cultural advancements (Perelman & Olbrechts-Tyteca, 1969; Eyman, 2015).

Methodology of Public Speaking for EFL Learners

1. Building Confidence and Reducing Anxiety

According to Krashen's (1982) Affective Filter Hypothesis, students learn foreign languages best in settings where they experience minimal anxiety. EFL instructors should use systematic desensitization (Wolpe, 1958) to reduce speech apprehension by starting with pair work and progressing to small groups before moving to whole-class presentations.

2. Improving Pronunciation and Fluency

The Four Strands framework, developed by Nation (2007) presents a complete language learning system that balances meaning-focused input with meaning-focused output and language-focused learning and fluency development. The pedagogical model provides students with various activities that support one another in building comprehensive linguistic skills. The shadowing technique, as described by Murphey (2001), enhances speech prosody elements through authentic imitation of native speakers in TED Talk materials. The dual function of this approach enhances listening capabilities through repetition while maintaining phonological accuracy through imitative practice.

Speech mechanics receive enhancement through audio-lingual drills (Skinner, 1957), which apply behaviorist principles to develop articulation skills using tools such as tongue twisters that focus on problem phonemes and build pronunciation muscle agility. The choral reading method, developed by Gatbonton and Segalowitz (1988), enhances rhythmic fluency through collective text recitation, helps learners internalize natural speech rhythms, and fosters better prosodic coherence. The "News Reporter Challenge" teaches students to communicate effectively during stressful situations by following Celce-Murcia's (1995) Discourse Approach, while they learn to deliver information quickly and precisely, thereby developing both fluency and pragmatic competence. The combination of these methods builds a research-based framework for teaching students to speak proficiently.

3. Structuring a Speech (Organization)

The effective use of speech organization creates both coherence and persuasive power by using established rhetorical structures and pedagogical frameworks. The Monroe's (1935) Motivated Sequence continues to serve as a fundamental persuasive structure for public speaking because it aligns with cognitive theories of audience engagement, as identified by Lucas (2020). The systematic framework enables speakers to lead listeners toward specific reactions through logical steps, producing optimal results for argumentative presentations.

EFL learners benefit from using Byrne's (1986) PPP Method (Point-Proof-Punch) as an accessible framework for simplifying the speech organization process. The Point-Proof-Punch structure mirrors cognitive load theory (Sweller, 1988) by dividing discourse into three sections: presenting a claim (Point), backing it up with evidence (Proof), and finishing with a memorable conclusion (Punch).

4. Engaging the Audience

The 7-38-55 Rule, established by Mehrabian (1971), explains that nonverbal communication significantly influences audience reception, accounting for 7% of word meaning, 38% of vocal tone, and 55% of body language and facial expressions. Educators, along with speakers, must learn effective nonverbal communication methods to both capture their audience's attention and improve their comprehension of messages. The rhetorical question technique has its roots in Aristotle (350 BCE), who demonstrated how questions function in rhetoric by stimulating thought and reflection and leading audiences toward conclusions through subtle guidance.

5. Using Visual Aids and Technology

The Multimedia Principle, developed by Mayer (2005), demonstrates that presenting information through a combination of words and images significantly boosts learning, as this approach is based on dual-coding theory (Paivio, 1986). Educational presentations should be designed with one slide for each concept, according to Duarte (2008), to prevent information overload, allowing students to process information through focused segments. According to Kress and Van Leeuwen (1996), multimodal discourse theory supports the use of mime, along with props and gestures, to promote learner engagement with content through language, as well as bodily and visual expressions, which lead to deeper, embodied learning experiences.

The use of recorded sessions, as recommended by Schön (1983) in his theory of the reflective practitioner, allows students to review their work and evaluate their communication skills, adjusting for future development. The classroom-based activity "Picture-Based Storytelling," created by Wright (2007), utilizes visual prompts to develop descriptive language skills while fostering narrative building and imaginative thinking abilities. The task aligns with Vygotsky's (1978) position on how tools and signs function as cognitive development tools, allowing learners to use images to build and communicate their thoughts. Multiple approaches demonstrate how learner-centered methods utilizing multiple communication modes effectively enhance both language skills and conceptual understanding in students.

6. Assessment and Feedback

According to Hattie and Timperley (2007), the learning process requires immediate task-focused and actionable feedback that leads to effective learning outcomes. The framework

presented by Hattie and Timperley (2007) explains that effective feedback should answer three essential questions: Where am I going? How am I doing? And where to next? — The framework enables learners to navigate between goal creation, performance assessment, and improvement development. Assessment tools, such as rubrics in classroom practice, should emphasize clarity, transparency, and relevance over grammatical perfection, particularly when used for formative learning purposes. Brown (2004) explains that properly designed rubrics provide learners with detailed information about performance expectations and criteria, alongside specific achievement levels, which help students conduct self-assessment and reflection. Topping (1998) supports the use of structured peer review, which provides students with opportunities to develop collaborative learning skills and critical evaluation competencies while receiving and providing feedback to others.

The 5 Ps of Public Speaking

The 5 Ps of Public Speaking—Plan, Prepare, Practice, Present, and Performance Evaluation—form a systematic framework for delivering impactful speeches. The Art of Public Speaking by Stephen E. Lucas (2020) emphasizes that planning is the primary step, which involves defining objectives, analyzing the audience, and developing message structure. Public Speaking: An Audience-Centered Approach, written by Steven A. Beebe and Susan J. Beebe (2018), emphasizes that preparation requires research backing, a logical structure, and appropriate evidence. According to Dale Carnegie (1936), in his book Public Speaking and Influencing Men in Business, practice serves to enhance delivery quality, control nervousness, and maintain speech coherence. Joseph A. DeVito (2019) explains in The Essential Elements of Public Speaking that public speaking success requires clear vocalization combined with nonverbal communication and active audience participation.

Dependent Variable

2.1 Language

Language functions as a sophisticated system that follows rules to facilitate communication, as well as thinking and social relations. According to Chomsky (1957), it consists of finite or infinite sentences structured by grammatical rules, reflecting an innate human capacity for syntax. Halliday (2020) emphasizes its social function, viewing language as a tool for exchanging meaning in different contexts.

The study of language encompasses multiple theoretical perspectives, highlighting its dual nature as both a cognitive faculty and a social practice. Noam Chomsky (1957) revolutionized linguistics in his seminal work, Syntactic Structures, by proposing that language operates as a rule-governed system structured by an innate cognitive framework he termed Universal Grammar. Chomsky's generative grammar model posits that humans possess an inherent capacity to produce and comprehend an infinite range of sentences through recursive syntactic rules. His distinction between surface structure (the observable form of sentences) and deep structure (the underlying meaning) underscores the centrality of syntax in linguistic analysis (Chomsky, 1965).

In contrast, Michael Halliday (1978) conceptualized language as a social semiotic system, emphasizing its functional role in communication and cultural exchange. Halliday's systemic-functional linguistics examines how language evolves through social interaction, serving purposes such as ideational, interpersonal, and textual functions (Halliday & Matthiessen, 2014). Together, these perspectives demonstrate that language is not merely an abstract cognitive

mechanism (as Chomsky argues) but also a dynamic sociocultural tool essential for human interaction, knowledge transmission, and intellectual development.

2.2 Language Skills

The system of language skills comprises multiple interconnected abilities that enable effective communication through both receiving (listening and reading) and producing (speaking and writing) skills. The skills work together as a system because progress in one area affects proficiency in other areas through cognitive and linguistic transfer (Celce-Murcia, 2007). According to Anderson's (2020) interactive model of comprehension, the receptive skills of listening and reading require complex bottom-up processing (decoding sounds or graphemes) and top-down interpretation (applying background knowledge and context). The generation of active language requires productive skills to function, involves real-time lexical retrieval, grammatical encoding, and phonological articulation for speaking (Bygate, 1987).

Multiple theoretical perspectives suggest that these skills exist in a state of interdependence, as supported by research findings. The Integrated Skills Approach by Morgan and Sellner (2017) demonstrates that reading enhances writing through exposure to textual patterns, and listening improves speaking through phonological modeling. Swain (2005) states in the Output Hypothesis that productive skills enhance language acquisition because they force learners to combine their knowledge when creating meaning. Listening, summary, and presentation tasks that simulate real-world communication needs while developing students' ability to switch between different learning modalities (Nation, 2013).

2.3 Productive language skills

The active linguistic abilities of productive language skills allow people to use spoken or written language to communicate their thoughts, ideas, and emotions, according to Brown (2014). Active language skills (speaking and writing) differ from passive skills (listening and reading) because learners must create new language by pulling words from memory and using grammar and discourse structures to express meaning (Nation, 2013). The fundamental nature of these skills depends on complex mental operations that begin with conceptualization, followed by formulation, and culminate in articulation (Levelt, 1989). The development of productive competence presents special challenges because it requires both linguistic knowledge and the swift, appropriate deployment of this knowledge in real communication situations (Bygate, 2001).

Two essential productive language skills include speaking and writing.

The two main productive language skills are oral production, speaking, and written production, writing. Human interaction relies on two distinct communication methods that operate independently, each with its own unique psychological systems and social rules (Biber et al., 2021).

Oral Production: The Dynamics of Speaking

The production of spoken language represents an intricate linguistic process that operates in real time by integrating different cognitive and physical systems. Thornbury (2005) explains that oral communication needs the simultaneous operation of three elements.

The production of spoken language requires four interconnected mental operations that work together to enable effective communication.

The phonological encoding process transforms linguistic representations into articulatory gestures through exact control of speech sounds, stress patterns, and intonation (Levelt, 1989; Guenther, 2016). The speech production system generates about 15 phonemes each second while speakers handle coarticulation effects and L1 interference that occurs during second language production (Indefrey & Levelt, 2004; Flege, 1995).

Syntactic processing involves constructing grammatically coherent utterances through the functional assignment of roles, word sequencing, and morphological inflection (Bock & Levelt, 1994). Neurocognitive studies have revealed distinct neural signatures for syntactic violations and structural complexity (Friederici, 2002; Hagoort & Brown, 1999).

Speech alignment with social context depends on the selection of proper language registers, politeness methods, and conversational correction mechanisms (Brown & Levinson, 1987; Schegloff et al., 1977), which are mediated by neural systems dedicated to social cognition and perspective-taking (Amodio & Frith, 2006; Saxe & Wexler, 2005). The communication processes function together through parallel operations and feedback loops to produce fluent language that fits the context (Dell et al., 1997). The production efficiency of individuals varies due to differences in working memory and language experience capabilities (Caplan & Waters, 1999; Kroll et al., 2006).

Speech requires immediate comprehension from listeners because of its transitory nature, so speakers must prioritize both fluency and accuracy for effective communication (Derwing & Munro, 2015). Research in conversation analysis demonstrates that effective speaking requires interactional competence to handle turn-taking, breakdown repair, and feedback adjustment (Walsh, 2013).

Written Production: The Craft of Composition

Writing functions as a delayed and permanent form of communication, distinguishing it fundamentally from spoken communication. Hyland's (2016) research identifies three defining characteristics of written composition:

The ability to write and send messages across time and space (Hockett's displacement concept, introduced in 1960) enables it to reach distant or future receivers (Crystal, 2006). This property facilitates the transmission of knowledge across generations and cultures, forming the foundation of historical records and scholarly traditions (Olson, 1994).

Interdependence of Productive Skills

The two language modalities exhibit significant interconnectedness in development, although they operate through distinct channels and processing systems. Studies show that practicing one language skill enhances the other skill through standard linguistic and cognitive systems (Kroll, 1990). The practice of speaking enhances writing fluency by generating ideas, yet writing practice reinforces the grammatical structures that appear in spoken language (Weissberg, 2006).

2.4 Oral Production

The generation of spoken language to express meaning in real-time communication involves both physical and cognitive processes that produce oral production. According to Bygate (2001), it represents a complex skill that integrates linguistic knowledge with neuromuscular execution, requiring simultaneous attention to content formulation and vocal delivery. Written

production stands apart from oral communication because spoken words vanish quickly, except when recorded (Brown, 2007). The face-to-face modality operates as the primary communication method through which people form bonds, share knowledge, and build their identities according to Halliday (2003).

Core Components of Oral Proficiency

The fundamental dimensions of oral competence consist of three core elements that applied linguistics researchers have identified (Celce-Murcia et al., 2010). The phonological aspects of pronunciation, including stress patterns and intonation, comprise phonological competence, which enables understanding (Derwing & Munro, 2015). The core elements of fluency involve maintaining continuous speech while using proper speed and showing few interruptions, according to Tavakoli and Hunter (2018). Interactional competence encompasses the ability to handle turn exchanges and guide conversation progress as well as execute repair techniques (Walsh, 2013). These components work together during communication so that weak areas receive compensation from stronger abilities (Fulcher, 2003).

Cognitive Processes in Speech Production

The model of speech production introduced by Levelt (1989) consists of three essential cognitive operations. The conceptualization phase requires speakers to determine their communicative goals while choosing appropriate content for their message (Kormos, 2006). Speakers perform lexical retrieval to select grammatical rules and then articulate speech sounds during the formulation stage (Guenther, 2016). The time constraints of this process are substantial because speakers need to produce 2-3 words per second while simultaneously monitoring their output (Indefrey & Levelt, 2004).

Oral production exists in multiple forms based on communication functions, together with the amount of planning and the interaction patterns. Understanding these variations is essential for language teaching and assessment (Bygate, 2001). The research by McCarthy and O'Keeffe (2014) identifies four main oral production types, which range from impulsive speech to highly deliberate speech (McCarthy & O'Keeffe, 2014).

1. **Interactive Conversation**

Interactive dialogue stands as the most unplanned type of oral production because it involves immediate turn exchanges and meaning clarification (Walsh, 2011). This category includes:

Pomerantz and Heritage (2013) demonstrate that casual conversations are spontaneous, relational interactions that utilize informal language, frequently shift topics, and involve collaborative turn-taking exchanges. The exchanges rely on discourse markers ("like," "you know") and backchanneling (nodding, "uh-huh") as well as repair strategies to maintain fluidity and mutual understanding. The study of casual talk through conversation analysis (Sacks et al., 1974) reveals consistent patterns in everyday communication, which typically begin with greetings, proceed through topical sections, and conclude with pre-closing signals, ultimately culminating in farewells. Students must learn casual conversation through instruction that teaches them turn-taking principles and how to listen actively while also understanding cultural variations in social interactions (Wong & Waring, 2020).

The study by Dobao (2012) distinguishes between discussions and debates, as these types of interactions follow structured goals. These interactions require participants to have defined roles, including the moderator and speakers, along with structured argumentation that

combines claims with evidence and reasons, and formal discourse markers such as "on the contrary" or "furthermore." The cognitive requirements of debates exceed those of casual conversations because they require students to process opposing views quickly while employing logical reasoning and persuasive language. Fishbowl discussions, along with Socratic seminars, serve as classroom methods that help students develop their critical thinking abilities and learn rebuttal techniques. The primary goal of casual conversations is to build social relationships and achieve fluency, whereas debates help students develop analytical skills alongside rhetorical abilities (Kuhn, 2015).

The Q&A (question-answer) exchange serves as an essential oral communication method, fulfilling crucial functions in both everyday dialogue and institutional communication. The classroom discourse study by Sinclair and Coulthard (1975) established that Q-A exchanges follow a standard IRF format, which begins with a question that elicits a response, followed by feedback or acknowledgment. These interactions are cognitively demanding, requiring speakers to rapidly process linguistic input, retrieve relevant information, and formulate appropriate responses in real time (Thornbury, 2005). The cognitive burden reaches its peak during Q&A sequences because speakers must understand both the meaning and purpose of the question while planning a suitable answer that follows interactional norms.

2. Transactional Speech

The speech function of transactional oral production serves to transfer information rather than facilitate social interaction (Brown & Yule, 1983). The primary goal of transactional speech differs from that of interpersonal communication, as it focuses on message delivery rather than relationship building. The primary function of transactional speech involves the efficient transfer of facts, directions, and procedural knowledge. The speakers reduce their language embellishments

because they need to maximize clarity in their delivery to prevent misunderstandings that could disrupt practical results (McCarthy & Carter, 1994). The cognitive requirements for producing transactional speech differ substantially from those of social dialogues, as speakers need to choose their words carefully and arrange their messages precisely for clarity (Lynch, 1996).

Instructional Discourse: Explanations and Directions

The specific type of transactional speech that involves instructions and explanations has become a significant research topic (Ellis, 2003). Discourse of this nature follows a structured pattern which includes:

- Orientation (establishing context)
- Sequential steps (often marked numerically or temporally)
- Verification checks (confirming comprehension) (Ellis & Barkhuizen, 2005)

Interview and Survey Contexts

Interview formats serve as crucial transactional speech genres that have been studied extensively by applied linguistics researchers (Richards, 2003). Survey interviews demonstrate:

- Fixed question-answer sequences
- Neutral register maintenance
- Controlled topic progression (Drew & Heritage, 1992)

3. Performative Speech

The specialized speech genre of planned extended monologues, known as performative oral production, serves unique communicative functions in social and professional contexts (Bailey, 2006). The characteristics of performative production differ from those of conversational

speech because speakers must maintain audience interest throughout lengthy monologues while presenting intricate information (Biber, 2006). This speech mode occupies a unique position on the oral production continuum, combining elements of prepared content with the demands of real-time delivery (Tardy, 2009). The cognitive system for performative speech uses three parallel operations that activate:

- Content retrieval systems
- Rhetorical structuring mechanisms
- Audience monitoring capacities (Bygate, 2018)

Presentations and Speeches as Complex Performative Genres

The specific genre of oral presentations and speeches demands proficient control over several interconnected abilities for effective delivery. According to Zareva's (2009) research framework, presentation skills consist of three essential components. The cognitive foundation of structural competence encompasses complex thematic organization for establishing conceptual limits and directing language markers ("firstly" and "in conclusion"), which guide audience understanding, as well as logical markers that build argument structures. The structural element establishes the framework that enables information transmission. Yet, it needs to fulfill discipline-based requirements, as shown by Rowley-Jolivet (2002) through his studies of academic versus business presentations.

Delivery competence represents the performative elements of oral presentations, which require speakers to handle multiple communication channels simultaneously. Speakers need to handle prosodic features with care, managing their speech rate at 120-150 words per minute for adequate understanding (Derwing & Munro, 2005), and pitch variations for emphasis, as well as

controlled pausing. The delivery of persuasion depends heavily on paralinguistic elements, including strategic gestures (Kendon, 2004), purposeful eye contact distribution (Beebe, 2011 suggests 3-5 seconds per audience member), and appropriate body positioning. The contemporary requirement for technological mediation skills is equivalent to that of others, as presenters need to synchronize their verbal explanations with visual aids through Mayer's (2009) multimedia learning principles to avoid cognitive overload during slide transitions.

Expert performance incorporates adaptive competence as its metacognitive layer, which requires real-time monitoring and adjustment. Expert presenters track audience feedback signals through facial expressions, body movements, and spoken reactions to measure audience understanding and interest levels (Griffin, 2019). The ability to adjust content duration during presentations helps speakers manage time constraints and proves essential for conferences with strict time limitations. The need for quick problem-solving when dealing with environmental challenges, such as room acoustics and seating arrangements, and technical problems enables speakers to maintain presentation quality. The ability to adapt, as shown by experts in business communication (Du-Babcock, 2006), distinguishes novice from expert presenters, as experienced speakers make 3-5 minor adjustments per minute based on environmental factors.

Storytelling and anecdotes

Oral discourse through storytelling consists of structured narratives that combine organizational elements with performative qualities that create a complex universal format. According to Norrick (2000), five core structural elements of successful oral narratives include abstracts that present previews of stories alongside orientations that set contextual backgrounds while complicating actions unfold central events leading to resolution, which delivers closure, followed by a coda that connects the story to the present time. Successful storytelling requires

advanced linguistic and paralinguistic mastery, which includes precise time relationship markers through tense and aspect usage and strategic spatial and temporal referencing through deictic elements, together with evaluative commentary to highlight significance and dramatic pacing techniques to keep listeners engaged (Georgakopoulou, 2007). The linguistic resources enable narrators to turn basic retelling into emotionally powerful narratives. The level of acceptable exaggeration in storytelling varies between cultures, as some societies welcome exaggerated storytelling for entertainment purposes, while others demand absolute truthfulness (Blum-Kulka, 2005). Different traditions enforce different participation rules: While some cultures welcome listener input during storytelling, others emphasize silence. These traditions also vary in their need for explicit moral instructions. During narrative production, speakers must handle three cognitive tasks, including memory retrieval from storage, establishing time order, and modifying their delivery to match audience responses in real-time interactions. Research findings in pedagogy demonstrate that students require direct instruction on narrative structure, as well as guided practice in suitable storytelling methods tailored to their target language community, when learning a second language.

Academic Lectures as Multidimensional Performative Events

Academic lectures represent an advanced form of performative spoken creation that functions through three interconnected discourse layers, as described by Crawford Camiciottoli (2007) in his comprehensive examination. Lecturers use macro-markers to develop conceptual frameworks at the ideational level and micro-markers to highlight essential information, which helps create a hierarchical information structure that assists listeners in understanding the material. The interpersonal dimension includes rhetorical questions that promote critical thinking and the use of inclusive pronouns, which help create a group identity, along with humorous segments to

keep listeners engaged. This approach develops a learning environment that encourages participation. The textual layer maintains coherence through lexical bundles ("on the other hand"), anaphoric reference to maintain topic continuity, and meta-discursive markers ("to summarize") which guide information processing.

4. Mediated Oral Production

The development of digital technology has reshaped spoken communication by generating hybrid communication forms that unite natural conversation with planned speech elements (Hampel & Hauck, 2006). The new mediated forms, such as podcasts and voice blogs (Sun, 2009), video conferencing (O'Dowd, 2018), and voice messaging (Licoppe & Morel, 2012), represent hybrid genres that merge casual conversation with prepared monologues. These communication modes present unique cognitive and linguistic requirements because podcasts require extended, organized speech delivery, while video conferencing necessitates digital space management, and voice messaging demands brief, contextual speech (Jones & Hafner, 2021).

These new communication platforms have established new social rules, including the use of emojis and text notes to enhance voice messages, as well as mastering deliberate pauses and speech rhythms during podcast recordings (Baron, 2021). Pedagogical instruction needs to adapt to these mixed communication forms due to their hybrid characteristics (Nation & Newton, 2009). The production of podcasts requires teaching students to deliver scripted content with fluid delivery and audio production expertise, while training for video conferencing necessitates instruction on managing eye contact and screen-based communication approaches (Guichon & Cohen, 2016). Research indicates that educational institutions should incorporate these forms into their language programs, as digital platforms have become fundamental to both academic and professional environments (Goh & Burns, 2012).

5. Challenges in Oral Development

Second language learners encounter numerous challenges in developing oral proficiency (Segalowitz, 2010). Cognitive constraints cause problems due to limitations in working memory that affect online processing, according to Skehan (2014). Affective factors, such as anxiety, can inhibit performance (Horwitz et al., 1986), while linguistic gaps in vocabulary or grammar may disrupt fluency (Nation, 2013). The intangible nature of speech makes it challenging for learners to spot their mistakes and make corrections (Lynch, 2007).

Oral proficiency development for second language learners encounters substantial cognitive obstacles mainly because working memory restrictions limit their real-time language processing abilities (Segalowitz, 2010). Skehan (2014) found that learners typically reach their cognitive limits when attempting spontaneous speech, which results in performance breakdowns of fluency and accuracy. The cognitive strain from the process causes learners to exhibit hesitation through pauses and fillers, simplifies their syntax, and leads to failed lexical retrievals during communicative tasks. The phonological loop component of working memory (Baddeley, 2003) enables the retention and manipulation of auditory information; however, its limited capacity prevents learners from processing input and planning output simultaneously.

Affective Barriers to Oral Performance

Oral skill development faces major obstacles from affective factors, with language anxiety standing as one of the most documented barriers (Horwitz et al., 1986). Anxiety operates through multiple mechanisms:

- Cognitive interference (attention diverted to self-evaluation)
- Physiological arousal (increased heart rate, sweating)

- Behavioral avoidance (reduced participation)

(MacIntyre & Gardner, 1994)

Neurobiological research conducted recently shows that anxiety disrupts prefrontal cortex functionality, thus preventing learners from accessing their learned language during spontaneous speech (Starcke & Brand, 2012). The cycle between anxious speaking anticipation and resulting performance deterioration creates a self-perpetuating pattern that strengthens negative self-perceptions (Gregersen & Horwitz, 2002).

1.2 Objectives

General Objective

To analyze the influence of public speaking strategies on the development of oral production.

Specific Objectives

- To identify the most effective public speaking strategies that contribute to the development of oral production.
- To evaluate students' initial oral production skills before implementing public speaking strategies.
- To measure the improvement in students' oral production skills after applying specific public speaking strategies.

1.2.1 Fulfillment of the objectives

The study examined the impact of public speaking strategies on students' development of oral production skills. The research goals were achieved by addressing three distinct objectives.

The first specific objective was to identify and categorize the most effective public speaking strategies that help students improve their oral production. The researcher conducted a thorough review of relevant literature, along with practical classroom observations, to select strategies that emphasized clarity, coherence, audience engagement, and confidence-building techniques.

The second specific objective of this study was to evaluate students' oral production skills at the start of the research, prior to implementing the selected strategies. The pre-test involved 3rd-year BGU students delivering a speech using the Cambridge English Language Assessment B2 First speaking rubric. Their performance was assessed across four main criteria: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. The collected data served as a baseline to measure students' oral production abilities before the intervention began.

The third specific objective of the research was to assess how students' oral production abilities changed after receiving public speaking strategies. Students participated in 10 structured interventions, which included activities designed to enhance speech planning and voice modulation exercises. The same rubric used in the pre-test was employed to assess students after the intervention period through a post-test. The results showed significant improvements in oral production skills, including improved fluency, more precise articulation of ideas, and increased audience confidence. The research demonstrates that purposeful public speaking strategies lead to substantial improvements in students' oral production abilities, resulting in more expressive and compelling speaking performances.

Chapter II. Methodology

2.1 Materials

To conduct this research, various resources were used, including both human and material assets. The students of 3rd BGU at U.E. Nuevo Mundo in Ambato, who participated in the intervention by delivering speeches, were evaluated through pre- and post-tests with the tool and served as human resources. Additionally, the research tutor and reviewing tutors contributed to the development of the study. Material resources included academic papers, articles, and books that supported the theoretical framework; tangible tools such as computers, audio recorders, and digital rubrics; and intangible technological resources, including presentation software, video recording devices, Google Docs, and internet access, which were essential for data collection and analysis.

2.2 Methods

2.2.1 Research approach:

This research adopted a quantitative approach. Creswell (2014) explained that quantitative research focuses on collecting numerical data to examine relationships and measure variables objectively. The study measured the effectiveness of public speaking strategies through rigorous pre- and post-test assessments, using statistical analysis to evaluate improvements in students' oral production skills. Johnson (2017) emphasized that this approach yields reliable and measurable outcomes that can demonstrate the impact of educational interventions. For this investigation of Public Speaking Strategies and Oral Production, a quantitative design enabled the systematic collection of performance metrics through standardized, rubric-based evaluations, ensuring an objective assessment of student progress.

Quantitative Approach

The quantitative component employed pre-experimental design with pre- and post-test measurements to assess skill development. Johnson (2017) noted that this design is particularly effective for evaluating educational interventions when working with intact groups. Numerical data was collected through the Cambridge English Language Assessment B2 First speaking rubric, focusing on measurable indicators such as Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. Statistical analysis was then applied to determine the significance of improvements, with particular attention to effect sizes and performance trends across the participant group.

2.2.2 Modality

Bibliographic Research: Bibliographic or documentary research involves collecting and analyzing data from previous studies and academic sources related to the research variables (Block & Fisch, 2020). Block and Fisch explain that this method requires researchers to conduct systematic inquiries, interpret, and evaluate primary and secondary sources to gather fundamental knowledge. A comprehensive search of reliable sources, including books, peer-reviewed journals, and academic articles, was performed to verify the accuracy of the information. The research framework received support from institutional and digital resources, which included online databases and university-approved materials. Bibliographic research provided the theoretical foundation for evaluating the impact of public speaking strategies on students' oral production skills, which led to the development of pre-test and post-test assessments for a pre-experimental study.

Field-Based Research: Field-based research occurs in real-world environments, where researchers collect data directly from participants in their natural settings (Heller, 2019). Through this method, researchers can study authentic data as it occurs in the actual environment where the phenomenon exists. The research employed field-based methods to evaluate 30 BGU students at U.E. Nuevo Mundo in Ambato, Ecuador, through pre-test and post-test assessments. The research was conducted at the institution's facilities, creating a familiar and comfortable

environment for the participants. The assessment process measured students' oral production at the beginning and end of public speaking strategy implementation through the Cambridge English Language Assessment B2 First speaking rubric, which evaluated content organization, tone, and audience engagement. The combination of field observations with structured assessments yielded empirical evidence to evaluate the effects of the intervention.

2.2.3 Type of research /Research design

The research design of this study followed a pre-experimental approach, which Best & Kahn (2006) identify as the foundational experimental research method. According to Rogers and Revesz (2020), pre-experimental designs measure the impact of independent variables (public speaking strategies) on dependent variables (oral production skills) but lack control groups. According to Griffee (2012) and Lodico et al. (2006), this design represents the most basic experimental approach, in which each student presents a speech in the pre-test and post-test assessments to measure intervention effects. Where students have 5 minutes to prepare their speech on the chosen topic, Pre-test (All about me) and Post-test (Inspirational or Motivational), the speech should last between 2 and 3 minutes. Using the Cambridge English Language Assessment B2 First speaking rubric, with four criteria: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. The pre-experimental design lacks control features but remains applicable for initial educational intervention assessments in real classroom environments, according to Rogers and Revesz (2020).

2.2.4 Techniques and tools

The study employed one main instrument to collect comprehensive data on the influence of Public Speaking Strategies and Oral Production. The pre-test and post-test assessments used in which each student presents a speech, where students have 5 minutes to prepare their speech on the chosen topic:

Pre-test (All about me):

- My favorite hobby
- The best day of my life
- Why I love pets
- A place I want to visit

Post-test (Inspirational or Motivational):

- Mistakes Are Proof You are Trying—Keep Going!",
- Stop Waiting for Perfect—Start Now!
- Step Out of Your Comfort Zone and Grow"

The speech should last 2-3 minutes. Using the Cambridge English Language Assessment B2 First speaking rubric, with four criteria: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication.

2.2.5 Population

Table 1. Population

Population	***Total***	***Percentage***
Male *9*	*9*	*32.14%*
Female *19*	*19*	*67.86%*
TOTAL *28*	*28*	*100%*

The research study on Public Speaking Strategies and Oral Production involved students from the 3rd BGU at U.E. Nuevo Mundo. A total of 28 students participated in the study. These students were selected based on their willingness to participate, making them suitable for this investigation.

2.2.6 Hypothesis

Alternative Hypothesis (H1): The implementation of public speaking strategies does not lead to a statistically significant improvement in students' oral production skills.

Null Hypothesis (H0): The implementation of public speaking strategies leads to a statistically significant improvement in students' oral production skills.

2.2.7 Procedure

The study involved three key phases of data collection: pre-test, post-test, and classroom interventions, supported by focus group discussions. Both the pre-test and post-test sessions lasted 60 minutes each, during which students delivered two-minute speeches evaluated using the Cambridge English Language Assessment B2 First speaking rubric. The intervention phase consisted of 10 task-based learning (TBL) sessions, each lasting 60 minutes, designed to enhance oral production skills through real-world communicative tasks and structured public speaking strategies. Following the communicative approach, students participated in interactive activities, including debates, impromptu speeches, and peer feedback sessions, to develop fluency and

confidence. To support structured learning, the researcher provided guided materials, rubrics, and practice prompts aligned with the assessment criteria, ensuring a balance between task completion and language development. Below is a detailed breakdown of each section.

Session 1. During the first 60-minute session, the researcher introduced herself to the class and conducted the Mirror Game, in which students paired up to mimic each other's gestures, focusing on body language awareness. Afterward, they analyzed two videos by answering guided questions about the speaker's techniques, including rhetorical tools, presentation structure, and nonverbal gestures (e.g., posture, hand movements).

Next, students selected a topic from the following options:

- All about me
- My favorite Hobby
- The best day of my life
- A place I want to visit

They were given 5 minutes to prepare a 2–3-minute speech, which they delivered in front of the class. During the presentation, the researcher recorded each speech using a cellphone for later analysis. The session concluded with a pre-test, followed by individualized feedback.

Session 2. In the following 60-minute session, the researcher began with the "word story" game, in which each student contributed one word to collaboratively build a narrative. Next, the researcher shared a Google Doc outlining the structure of an effective speech (e.g., introduction, body, conclusion). Students took notes and asked clarifying questions about the framework. Later, they watched a model speech video and analyzed

the speaker's techniques, such as tone, pacing, and persuasive strategies, through guided observations.

Students then selected a topic from the following school/academic themes:

- Why teachers are important
- Why do we need rules in school
- How to prepare for a test

Session 3. The third instructional session commenced with an impromptu speaking exercise. The researcher distributed randomized prompt words, requiring participants to deliver coherent 30-second extemporaneous responses on their assigned terms. This activity served as both a vocal warm-up and a critical thinking exercise. Following this preliminary activity, students received individualized speech topics focusing on reflective themes: "My Passion" and "A Lesson I Learned."

Participants then engaged in a structured peer feedback rotation, with a particular emphasis on strengthening concluding segments through specific rhetorical techniques, including call-to-action formulation, Impactful quotation integration, and Strategic callback usage.

Session 4. The fourth session focused on developing voice modulation skills. The researcher initiated the class with a warm-up activity, articulating the sentence "I cannot believe this" using five distinct emotional tones (anger, surprise, sadness, joy, and fear). Participants identified the conveyed emotions, establishing baseline awareness of

paralinguistic communication. Then, the researcher presented the four essential vocal elements:

- Pitch variation
- Speech pace
- Strategies pausing
- Volume control

Knowing the elements, students selected specific emotions (e.g., happiness, sadness, excitement, or fear) and performed a standardized passage: "The sun was setting behind the mountains. The wind whispered through the trees. Alone, Wolf howled in the distance. The night was full of mystery." Participants consciously manipulated all four vocal elements to convey their chosen emotional state. No, finishing with structured peer feedback, where they had to listen and identify which vocal elements were employed, the speaker received specific suggestions for improvement. The researcher facilitated a meta-cognitive discussion about the application of the technique.

Session 5. The session began with an engaging demonstration contrasting two deliveries of identical content - one employing purposeful body language and the other deliberately devoid of nonverbal cues - to viscerally illustrate its communicative impact. This was followed by a concise theoretical framework emphasizing (1) the psychological significance of body language in message reception and (2) the empirical benefits of power poses and open gestures for speaker credibility. For the practical component, students participated in a silent communication challenge, conveying predetermined messages exclusively through controlled use of facial expressions, deliberate gestures, and postural

adjustments. During formative feedback, the instructor employed strength-based evaluation, highlighting specific instances of effective nonverbal communication through positive reinforcement, such as "Your purposeful eye contact created immediate audience connection" or "Your spatial awareness demonstrated strong situational control.

Session 6. The session began with a high-energy "topic lottery" activity, which required students to deliver impromptu 20-second responses to randomly selected prompts, thereby fostering both competitive engagement and spontaneous speaking skills. Transitioning to narrative techniques, the instructor presented a dramatic hero's journey exemplar, analytically deconstructing its practical storytelling components:

- structural narrative arcs
- strategic rhetorical questioning
- intentional dramatic pausing

Participants then synthesized these concepts by crafting and delivering their hero narratives, working within small feedback groups to refine their stories according to specific criteria. The culminating challenge required groups to distill their narratives into focused 60-second versions, emphasizing audience engagement through the practiced techniques. Formative feedback was provided through structured peer evaluation, with the instructor circulating to offer targeted guidance on narrative cohesion and rhetorical effectiveness.

Session 7. This started with a video analysis comparing poorly rehearsed and well-prepared speakers to show the importance of thorough preparation. The instructor then

introduced the systematic 5 P's framework for speech development: Prepare (content research and organization), Polish (refining language and flow), Perform (initial delivery practice), Peer Review (incorporating structured feedback), and Perfect (final refinements).

Students were assigned one of three relevant teenager-themed speech topics:

- "Why It is Okay Not to Have It All Figured Out"
- "Social Media vs. Real Life: How to Stop Comparing Yourself"
- "Small Steps, Big Impact: How Teens Can Change the World"

The practical component involved a 5-minute structured outline (introduction, 1-2 key points, conclusion), focused peer feedback sessions identifying 1-2 specific areas for growth, and a goal-setting exercise where students wrote actionable objectives for their next presentation (e.g., "Improve eye contact by scanning all audience sections" or "Strengthen transitions between key points").

Session 8 commenced with a tongue twister competition, where each student selected a tongue twister displayed on the board and had the opportunity to present it to the class. Subsequently, a video regarding the significance of body language was shown, during which students took notes. I then encouraged students to contemplate a topic suitable for professional or business settings to discuss. Potential topics included "Preparing Teens for the Future of Work: Skills Schools Don’t Teach," "The 3 Things Teens Need to Succeed in Any Job," and "Why Businesses Should Invest in Teen Talent," with consideration of the insights gained from the video. Finally, an interactive question-and-answer session was conducted, during which I posed follow-up questions such as "Why did you choose this topic?", "What was the most challenging aspect of preparation?",

"Which part do you believe the audience appreciated most?", "Did you experience nervousness? How did you address it?", and "If you were to deliver this speech again, what would you modify?".

Session 9. The ninth session was dedicated to full speech drills, similar to the previous class. It commenced with a warm-up activity involving sound effects, where students narrated a scene while peers added corresponding sounds. Subsequently, students viewed a video on delivering effective presentations. Following this, they were encouraged to consider a topic for discussion, with ideas provided to help them avoid feeling lost. Topics included "College vs. Career:

- Which Path is Right for You?"
- How to Pick the Right College Without Stress'
- What Nobody Tells You About Your First Semester".

Finally, students conducted a self-assessment to reflect on their performance through a series of questions.

Session 10. The final section commenced with a warm-up activity related to News Reporter, where students reported fictitious and humorous news headlines with a serious demeanor. This activity aimed to control playful tones. Students delivered reports on amusing fake news. Subsequently, I showed students the post-test indication, where they were required to select their speech topic from options such as:

- Stop Waiting for Perfect—Start Now!
- Step Out of Your Comfort Zone and Grow"

- "Mistakes Are Proof You Are Trying—Keep Going!

Students had five minutes to organize their chosen topic for presentation, while I recorded their performances discreetly with my mobile phone. After all students had delivered their speeches, I provided feedback highlighting their strengths in speech presentation, categorized by skill.

Chapter III. Results and Discussion

3.1 Analysis and discussion of the results

This chapter is about the statistical results of this research, obtained by applying for a pre-test and a post-test. Additionally, the hypothesis was tested using the statistical software Jamovi. The Data collection in this research involved 28 students from the 3rd BGU at Unidad Educativa Nuevo Mundo. They were assessed using the Cambridge English Language Assessment B2 First speaking rubric. Their performance was evaluated across four key criteria: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. Each section was scored on a band scale from 0 to 5, with 0 representing the lowest proficiency and five the highest. This score was transformed using a rule of 3, evaluating students on a total of 10 points. Therefore, each section was assessed on a scale of 5 points. The results were analyzed using tables to display the average scores for each evaluated section, facilitating straightforward interpretation of the students' progress.

Table 2 Pre-test Result

Speaking Criteria	Performance over 10 points
Grammar and Vocabulary	3
Discourse Management	2,87
Pronunciation Interactive	3,03
Interactive Communication	0,05
Pre-test score	4,48

Note: This table shows the general average of the speaking pre-test.

Analysis and Interpretation

The results presented in the table above indicate an average score of 3 out of 5 points in the criteria Grammar and Vocabulary. This suggests that students demonstrate a limited command of grammatical structures and lexical resources, often struggling to express their ideas accurately. Although they utilize fundamental vocabulary correctly, their lexical range is limited, resulting in repetitiveness. or unclear expressions when discussing more complex topics.

In the Discourse Management section, the average was 2.87 out of 5 points, revealing significant difficulties in fluency and coherence. Some students had a hard time expressing themself, used fragmented sentences, and failed to develop their ideas fully within the given speaking time. Additionally, their responses lacked organization when speaking.

The Pronunciation section has an average of 3.03 out of 5 points, indicating that while students sometimes had good pronunciation, they often misapplied word stress and intonation patterns.

In the Interactive Communication section, the average was notably low at 0.05 out of 5 points, highlighting severe challenges in sustaining a conversation. Students struggled to engage in meaningful exchanges. To clarify in the speech presentation, the student did not demonstrate the skills of Negotiates Toward an Outcome, Initiates & Responds Appropriately, and Maintains & Develops Interaction.

The pre-test score was 4.48 out of 10, suggesting that students currently perform at a B1 level on the Cambridge scale. While they possess foundational speaking skills, their performance reveals a struggle with discourse management, interactive communication, and lexical and grammatical accuracy.

Table 3. Post-test Results

Speaking Criteria	Performance over 10 points
Grammar and Vocabulary	3,6
Discourse Management	3,48
Pronunciation Interactive	3,66
Interactive Communication	3,28
Pre-test score	7,02

Note: This table shows the general average of the speaking post-test.

Analysis and Interpretation

All the speaking criteria show improvement in the post-test compared to the pre-test.

In the Grammar and Vocabulary section, the average score increased to 3.6 out of 5 points, suggesting that students have expanded their lexical range and improved their grammatical accuracy. Meanwhile, they still occasionally struggle with complex structures; however, their ability to express ideas more clearly has improved.

Regarding the second criterion, Discourse Management, the average score increased to 3.48 out of 5 points, reflecting improved fluency and coherence. Students exhibited fewer hesitations, employed more complete sentences, and organized their ideas in a more logical manner. However, some students experienced difficulties in organizing their ideas.

The Pronunciation section improved to 3.66 out of 5 points, showing progress in intonation and word stress. Students now produce more precise and more natural speech, but minor mistakes still occur in longer or more complex utterances, occasionally affecting comprehension.

The most significant improvement was in Interactive Communication, where the average jumped to 3.28 out of 5 points. Students now engage more effectively in conversations, demonstrating better initiation and response strategies. However, they still need practice in negotiating outcomes and making their speech more engaging.

The total post-test score was 7.02 out of 10, indicating progress while also highlighting areas that require further development. Although students remain at a B2 level, their enhanced performance in discourse management and interaction suggests they are approaching B2+. Continued focus on fluency, extended speaking tasks, and interactive practice will help them make further progress.

The implementation of the Public Speaking Strategy utilizing the Cambridge B2 First rubric has effectively enhanced students' oral proficiency, as demonstrated by their progress across all assessment criteria. By transitioning from personal topics ("All About Me") to abstract motivational subjects, students broadened their lexical scope and critical thinking abilities. The time-limited speaking tasks (2-3 minutes) significantly improved fluency and reduced hesitation, particularly in the domain of Interactive Communication, which exhibited the most substantial growth (0.05 to 3.28). Although pronunciation and discourse management demonstrated consistent improvement, the varied practice formats (individual, paired, and group work) notably increased students' confidence and collaborative skills. While learners currently operate at a B2 level, their progression toward B2+ indicates that targeted speaking exercises, particularly in spontaneous interaction and extended responses, can effectively enhance communicative competence. Further progress may be achieved through increased engagement in debates and problem-solving activities.

Table 4. Comparative results: Pre-test and Post-test

Criteria	Pre-Test Results	Post-Test Result	Difference	Expected Average
Grammar and vocabulary	3	3,6	0,6	5
Discourse management	2,87	3,48	0,61	5
Pronunciation	3,03	3,66	0,63	5
Interactive communication	0,05	3,28	3,23	5
Test Scores	4,48	7,02	5,07	10

Note: This table shows the general average of the pre-test and post-test, the difference, and expected average.

Analysis and Interpretation

The results from the pre-test and post-test examinations are presented in the table to ascertain whether students demonstrate improved Oral Production by evaluating their performance based on multiple assessment criteria.

Students demonstrated progress in the Grammar and Vocabulary category as evidenced by their pre-test average score of 3, which increased to 3.6 in the post-test. Although the students achieved improvement, their scores still fell below the anticipated average of 5, indicating a necessity for further support. This advancement is attributable to targeted exercises that demanded the utilization of grammatical structures and vocabulary during the completion of various tasks.

The Discourse Management category recorded an initial pre-test average of 2.87, which increased to 3.48 during the post-test period, resulting in a total increase of 0.61 points. Although this improvement is significant, the score does not match the anticipated benchmark. Students learned cohesive devices, logical sequencing, and structured speaking methods, which led them to develop more coherent and longer responses.

The students showed a 0.63-point improvement in their Pronunciation scores between the pre-test and post-test, with an average of 3.03 on the pre-test and 3.66 on the post-test. Although students demonstrated progress in pronunciation, they did not meet the desired level of performance. Students improved their pronunciation skills through consistent practice of recording themselves, using self-assessment, and receiving teacher feedback on their common mistakes.

Interactive Communication showed the greatest improvement among all sections, with pre-test scores averaging 0.05 and post-test scores reaching 3.28, marking a significant 3.23-point increase. This dramatic rise demonstrates that interactive activities, along with peer feedback and real-time speaking exercises, helped students become more skilled in meaningful dialogue, body language, and communication etiquette.

The pre-test scores averaged 4.475 before rising to 7.01 on the post-test, resulting in a total improvement of 5.07 points. The final score remains below the expected average of 10 but shows significant progress, as further development is needed. The assessment results indicate that students improved their ability to organize their thoughts when discussing topics and constructing formal speeches. Achieving the desired proficiency requires students to practice their skills in grammar, discourse coherence, and pronunciation while continuing to develop them.

Students demonstrated improved performance in their Oral Production skills through the intervention, particularly in interactive communication and discourse management. The students require additional support in vocabulary, grammar, and pronunciation to reach the expected standards.

Table 5. Descriptive analysis of the pre-test and post-test

	Pre-test score	Post-test score
N	28	28
Missing	0	0
Mean	4.48	7.02
95% CI mean lower bound	4.12	6.51
95% CI mean upper bound	4.84	7.53
Median	4.50	7.25
Standard deviation	0.925	1.31
Minimum	3.00	4.00
Maximum	6.00	8.75
Skewness	-0.0572	-0.753
Std. error skewness	0.441	0.441
Kurtosis	-0.982	-0.255
Std. error kurtosis	0.858	0.858

Note. The CI of the mean assumes sample means follow a t-distribution with N - 1 degrees of freedom

Analysis and Interpretation

The pre-post intervention analysis (N = 28) demonstrated significant improvement, with mean scores increasing from 4.48 (SD = 0.93) to 7.02 (SD = 1.31), reflecting a 2.54-point gain (56.7% increase). This is supported by non-overlapping 95% confidence intervals (pre-test: 4.12–4.84; post-test: 6.51–7.53). Distributional shifts indicated a pronounced left-skewness in post-test

scores (skewness=−0.75 versus −0.06) and reduced kurtosis (−0.26), suggesting ceiling effects with most participants clustering toward higher performance levels. An increase in variability (ΔSD=+0.38) and an elevated median (4.50 to 7.25) denote differential effectiveness of the intervention, where most participants achieved substantial gains, while a subset attained exceptional results. Collectively, these findings suggest the program's robustness in efficacy; however, further statistical analyses, such as paired t-tests and effect size calculations, are warranted to validate the observed effects and investigate sources of outcome variability.

3.2 Verification of hypotheses

The statistical program Jamovi was used to analyze pre-test and post-test results and determine whether to accept or reject the hypothesis of the current research study. 28 Student tests for two related samples were conducted for statistical comparison.

Hypothesis Statement

Alternative Hypothesis (H1): The implementation of public speaking strategies does not lead to a statistically significant improvement in students' oral production.

Null Hypothesis (H0): The implementation of public speaking strategies leads to a statistically significant improvement in students' oral production.

Table 6. Hypothesis Test Summary

Null Hypothesis	Test	Sig. a,b	Decision
The mean scores of Pre-test and Post-test are equal.	Related-Samples Wilcoxon Signed Ranks	<.001	Reject the null hypothesis.

a. The significance level is .050.
b. Exact significance is displayed.

A Related-Samples Wilcoxon Signed-Rank Test was conducted to compare pre-test and post-test scores, examining the impact of public speaking strategies on students' oral production. The null hypothesis, which stated that there was no significant effect, was rejected ($p < .001$, $\alpha = .05$), leading to the acceptance of the alternative hypothesis that these strategies cause a significant improvement. These results demonstrate that the intervention had a statistically significant and positive effect, with students scoring higher on the post-test than on the pre-test.

Chapter IV. Conclusions and Recommendations

4.1 Conclusions

The study revealed that public speaking strategies focusing on oral production, peer feedback, and structured speaking activities were the most effective in enhancing students' interactive communication. These activities encouraged students to think and articulate their ideas quickly in real-time, enhancing fluency and confidence. Structured tasks, such as guided speech outlines, rhetorical technique analysis, and timed presentations, helped students organize their thoughts and improve coherence. Emphasizing nonverbal communication through body language and voice modulation exercises further enriched their delivery by increasing audience engagement and expressiveness. Moreover, activities like storytelling using narrative arcs and the 5 P's framework (Prepare, Polish, Perform, Peer Review, Perfect) supported systematic speech development. The peer feedback process encouraged reflection and enabled students to refine their delivery, making the combination of spontaneous speaking, structured practice, and collaborative evaluation crucial for the notable improvements in interactive communication seen in the post-test.

Before implementing the public speaking strategies, students' oral Production was assessed with a pre-test to establish a clear baseline for measuring progress. The average pre-test score was 4.475, indicating that students possessed some basic abilities but required improvement in areas such as pronunciation, vocabulary, grammar, and fluency. Notably, the score in Interactive Communication was only 0.05, showing limited ability to engage in spontaneous dialogue, maintain conversational flow, respond appropriately, and use nonverbal cues effectively. This low proficiency highlighted the urgent need for targeted interventions to develop real-time speaking skills. The initial assessment was crucial for identifying specific weaknesses and guiding the design of focused instructional strategies. Understanding their starting point enabled the development of tailored interventions that addressed key gaps, ensuring the teaching methods and activities were relevant and practical, which led to measurable improvement.

Following the implementation of targeted public speaking strategies, students showed significant and measurable growth in their oral production. The post-test results showed a notable increase, with the average score rising sharply to 7.01, indicating the overall effectiveness of the intervention in improving students' speaking abilities. Among the various skill areas evaluated, Interactive Communication saw the most significant improvement, with scores jumping from just 0.05 in the pre-test to 3.28 in the post-test. This considerable increase highlights the success of structured exercises designed to promote real-time interaction, such as impromptu speaking tasks, peer feedback sessions, and timed presentations that challenged students to think quickly and respond confidently. Overall, these improvements suggest that combining systematic public speaking frameworks, voice modulation practices, and narrative storytelling effectively enhanced multiple aspects of oral proficiency. The results confirm the value and success of the strategies used in achieving the desired learning outcomes, ultimately empowering students to communicate more confidently and competently in spoken English.

4.2 Recommendations

Including impromptu speaking exercises is crucial for helping students improve their quick-thinking and fluent communication skills in real-time. These tasks enable learners to naturally organize and express ideas, boosting their confidence and interaction abilities, as evidenced by significant post-test improvements. By simulating real-world situations with minimal preparation, impromptu activities reduce speech anxiety and encourage cognitive flexibility—both vital for successful public speaking.

Structured activities like guided speech outlines, rhetorical technique analysis, and timed presentations assist students in organizing their ideas clearly and improving coherence in their speeches. These approaches support the speech development process by focusing learners on logical flow and persuasive language, which, as the study showed, led to significant improvements in pronunciation, fluency, and coherence. Additionally, timed presentations promote concise expression and proper pacing, contributing to overall oral proficiency.

Focusing on nonverbal communication skills, such as body language, voice modulation, and audience engagement, enhances students' delivery and expressiveness, making their speech more effective. When combined with structured peer feedback sessions that promote reflection and collaborative assessment, these strategies enable learners to systematically improve their speaking skills. This integrated approach was crucial for the notable improvements in both presentation and interactive communication observed in the post-test results.

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Annexes

Annex 1 : Carta de Compromiso

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato,11 de marzo 2025

Magister
Ximena Calero
Presidenta
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Msc. Ana María Bakach Sevilla , en mi calidad de Rectora Unidad Educativa Nuevo Mundo, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Public Speaking Strategy and Oral Production." propuesto por el/la estudiante Gitsby Anagel Munoz Illingworth, portador/a de la Cédula de Ciudadanía, 1803584554 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

NM NUEVOMUNDO RECTORADO

Nombre: Ana María Bakach
Cargo: Rectora Unidad Educativa Nuevo Mundo
C.I.: 1801943836
Celular: 0993493328
Correo electrónico: nmdireccionacademica@hotmail.com

Annex 2: Rubric

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PROYECTO DE TITULACIÓN
PUBLIC SPEAKING STRATEGIES AND ORAL PRODUCTION
MARCH 2025 – JULY 2025
Cambridge English Language Assessment B2 First Exam

Name: _____ **Date:** _____

Time: 2 to 3 minutes **Class:** 3rd BGU

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	•Shows a good degree of control of a range of simple and some complex grammatical forms. •Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics	•Produces extended stretches of language with very little hesitation •Contributions are relevant, and there is a clear organization of ideas •Uses a range of cohesive devices and discourse markers	•Is intelligible •Intonation is appropriate •Sentence and word stress are accurately placed. •Individual sounds are articulated clearly	• Initiates and responds appropriately, linking contributions to those of other speakers •Maintains and develops the interaction and negotiates towards an outcome
4	Performance shares feature of Bands 3 and 5			
3	•Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. •Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	• Produces extended stretches of language despite some hesitation • Contributions are relevant, a nd there is very little repetition • Uses a range of cohesive devices	•Is intelligible •Intonation is generally appropriate •Sentence and word stress is generally accurately placed. •Individual sounds are generally articulated clearly	• Initiates and responds appropriately •Maintains and develops the interaction and negotiates towards an outcome with very little support
2	Performance shares feature of Bands 1 and 3			
1	• Shows a good degree of control of simple grammatical forms. •Uses a range of appropriate vocabulary when talking about everyday situations	• Produces responses which are extended beyond short phrases, despite hesitation • Contributions are mostly relevant, despite some repetition • Uses basic cohesive devices	•Is mostly intelligible, and has some control of phonological features at both the utterance and word levels.	• Initiates and responds appropriately. •Keeps the interaction going with very little prompting and support.
0	Performance below Band 1			

Annex 3: Pre-test and Post-test

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PROYECTO DE TITULACIÓN
PUBLIC SPEAKING STRATEGIES AND ORAL PRODUCTION
MARCH 2025 – JULY 2025
Pre-test and Post-test

Name: _____ **Date:** _____

Time: 5 minutes (preparation) + 2–3 minutes (speech) **Class:** 3rd BGU

INSTRUCTIONS TO CANDIDATES

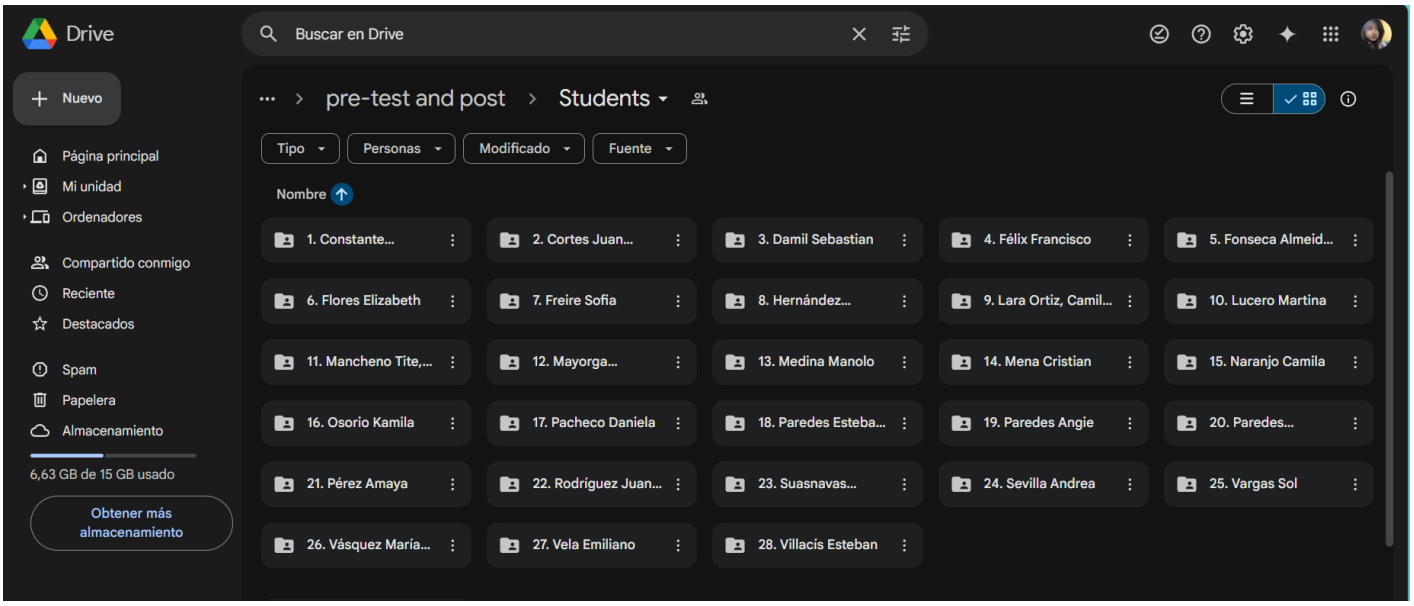
- Listen carefully to the examiner's instructions before beginning.
- You will have 5 minutes to prepare your speech on the chosen topic.
- Your speech should last between 2 and 3 minutes.
- Speak clearly and organize your ideas logically (introduction, body, conclusion).

EXAMINER INSTRUCTIONS:

- "You will deliver a 2–3 minute speech on one of these topics. You have 5 minutes to prepare. Organize your ideas with:
- A clear introduction (e.g., hook, thesis),
- 2–3 main points,
- A memorable conclusion.
- You may jot notes, but don't read aloud. Speak naturally and make eye contact."

Pre-test topics *All about me*	**Post-test topics** *Inspirational or Motivational*
- My favorite hobby. - The best day of my life. - Why I love pets. - A place I want to visit.	- "Mistakes Are Proof You're Trying—Keep Going!" - "Stop Waiting for Perfect—Start Now!" - "Step Out of Your Comfort Zone and Grow" -

Annex 4: Recording of the pre and post test



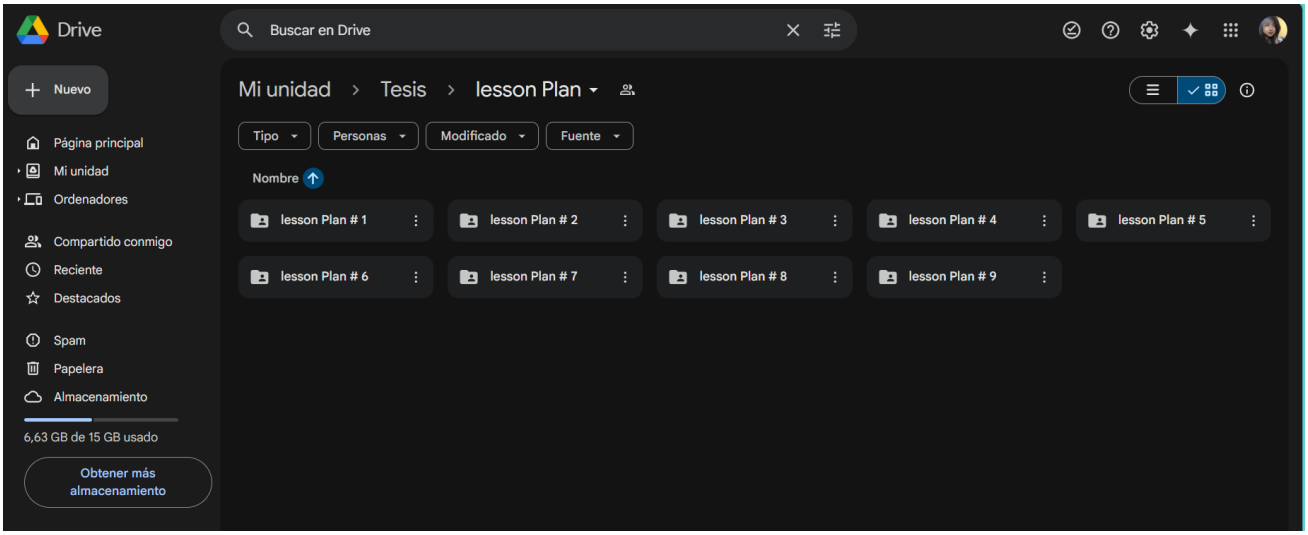
Annex 5: Pre-test Results

	A	B	C	D	E	F	G	H
1	Ibd	Grammar and Vocabulary	Discourse Management	Pronunciation Interactive	Interactive Communication	Total Score	Converted score	
2	Student 1	3	2	3	0	8	4	
3	Student 2	4	4	3	0	11	5,5	
4	Student 3	2	2	2	0	6	3	
5	Student 4	3	2	3	0	8	4	
6	Student 5	4	4	4	0	12	6	
7	Student 6	3	3,5	2,5	1,5	10,5	5,25	
8	Student 7	3,5	3	3	0	9,5	4,75	
9	Student 8	3,5	2,5	3	0	9	4,5	
10	Student 9	3	2,5	3	0	8,5	4,25	
11	Student 10	3,5	3,5	3,5	0	10,5	5,25	
12	Student 11	3,5	4	4	0	11,5	5,75	
13	Student 12	3,5	4	4	0	11,5	5,75	
14	Student 13	2	2	2,5	0	6,5	3,25	
15	Student 14	2,5	2	2,5	0	7	3,5	
16	Student 15	2	2	2,5	0	6,5	3,25	
17	Student 16	3	3,5	3,5	0	10	5	
18	Student 17	2,5	1,5	2	0	6	3	
19	Student 18	2	2	2	0	6	3	
20	Student 19	2,5	3,5	3	0	9	4,5	
21	Student 20	2,5	2,5	3	0	8	4	
22	Student 21	3	3,5	3	0	9,5	4,75	
23	Student 22	4	4	3,5	0	11,5	5,75	
24	Student 23	4	3,5	4	0	11,5	5,75	
25	Student 24	2,5	3	3	0	8,5	4,25	
26	Student 25	3	3	3,5	0	9,5	4,75	
27	Student 26	2,5	2,5	3	0	8	4	
28	Student 27	3	2	3,5	0	8,5	4,25	
29	Student 28	3,5	3	2,5	0	9	4,5	
30	Average	3	2,875	3,035714286	0,053571428571	8,964285714	4,482142857	
31								

Annex 6: Post-test Results

	A	B	C	D	E	F	G
1	Id	Grammar and Vocabulary	Discourse Management	Pronunciation Interactive	Interactive Communication	Total Score	Converted score
2	Student 1	3,5	3,5	3,5	2,5	13	6,5
3	Student 2	4,5	4,5	4	4	17	8,5
4	Student 3	3	2	3	2	10	5
5	Student 4	3	2	3,5	2	10,5	5,25
6	Student 5	4	4	4,5	4	16,5	8,25
7	Student 6	4	4,5	4	4,5	17	8,5
8	Student 7	4	4	4	3,5	15,5	7,75
9	Student 8	3	3,5	4	3	13,5	6,75
10	Student 9	3	3,5	3,5	4	14	7
11	Student 10	4	4	4	3,5	15,5	7,75
12	Student 11	4	4	4	3,5	15,5	7,75
13	Student 12	4,5	4	4	4	16,5	8,25
14	Student 13	3	3	2	3,5	11,5	5,75
15	Student 14	3,5	3,5	3,5	3,5	14	7
16	Student 15	3	2,5	3,5	3	12	6
17	Student 16	4	3,5	4	3	14,5	7,25
18	Student 17	2,5	2	2,5	1	8	4
19	Student 18	2	2	3	2	9	4,5
20	Student 19	3,5	4	3,5	3,5	14,5	7,25
21	Student 20	4	4	3,5	3	14,5	7,25
22	Student 21	4	4,5	4	4,5	17	8,5
23	Student 22	4	4,5	4	4,5	17	8,5
24	Student 23	4,5	4,5	4,5	4	17,5	8,75
25	Student 24	4	3	3	3,5	13,5	6,75
26	Student 25	4	3,5	3,5	3,5	14,5	7,25
27	Student 26	4	4	4	3,5	15,5	7,75
28	Student 27	3	2	4	1,5	10,5	5,25
29	Student 28	3,5	3,5	4	4	15	7,5
30	Average	3,607142857	3,482142857	3,660714286	3,285714286	14,03571429	7,017857143
31							

Annex 7: Lesson plan tools



Annex 8: Lesson plans 1 to 10

Lesson Plan # 1			
CLASS: 3rd Bach		**LESSON TOPIC**: Presentation and Pre-test	
DATE: 4/28/2025		**TIME**: 60 minutes	
TEACHER'S NAME: Gitsbv Muñoz		**Number of students**: 28	
LESSON OBJECTIVES: ***GENERAL:*** By the end of this course, students will be able to deliver 2-3 minute English speeches with clear organization, confident delivery, and effective audience engagement, while demonstrating improved speaking fluency and reduced anxiety. ***SPECIFIC:*** - To organize ideas logically in spoken discourse. - To use appropriate intonation, volume, and pace. - To demonstrate control of body language and gestures.			
CONTENTS: All about me			
METHODOLOGY: Task-Based Learning (TBL)			
APPROACH: Communicative Approach			
PROCEDURE			
STAGES AND TIME	**TEACHER'S ACTIVITIES**	**STUDENTS' ACTIVITIES**	**AUDIO-VISUAL AIDS**
Warm-up:	The teacher will explain the "Mirror Game": Students pair up and mimic each other's gestures (body language focus).	Students will mimic their classmates' gestures.	Timer, I will project it.
Pre-Task:	Show students the first video and tell them to observe every detail. - Ask questions like - What did you see? - What tools did the speaker use? - What was the speaker talking about Show the second video, and then have the students copy and answer three questions about it. - What is the primary purpose of the video? - How did the speaker start and end their presentation? - What kind of gestures or movements did the speaker use?	Students will watch the video and write notes if needed Students will participate in the questions, write them, and answer them while watching the second video.	• https://www.youtube.com/watch?v=Kh9GbYugA1Y&ab_channel=TEDxTalks • (208) Thomas Suarez: un desarrollador de aplicaciones de 12 años. - YouTube • https://drive.google.com/drive/folders/1o_KapoX7-ylEolMEUZuIQQJUOJrgx4eL?usp=sharing •
Task:	Encourage students to think about a topic they will write about (e.g., "All About Me"). They have to pick one of the five given. 1. My favorite hobby. 2. The best day of my life. 3. Why I love pets. 4. A place I want to visit.	- Students will pick one of the four that they would like to present. - Ask questions if needed - Present the speech	• Rubric Cambridge English Language Assessment B2 First Exam - Documentos de Google • Pre-test and Post-test - Documentos de Google
Feedback:	**Self-Assessment** Guides students in reflection -What was the BEST part of my speech? (Example: "My funny opening joke" or "My clear explanation") -What part was most challenging for me? (Example: "Remembering all my points" or "Speaking loudly"	Reflects on their performance - Students will answer the question. - Share the answer with the class.	Did I look at my audience? ☑ Yes ☑ Sometimes ☑ Not enough What ONE thing will I do better next time?

Lesson Plan # 2			
CLASS: 3rd Bach		**LESSON TOPIC**: Speech Structure # 1	
DATE: 4/29/ 2025		**TIME**: 60 minutes	
TEACHER'S NAME: Gitsby Muñoz		**Number of students**: 28	
LESSON OBJECTIVES: ***GENERAL:*** By the end of this course, students will be able to craft a clear, compelling speech using the three-part structure (Introduction, Body, Conclusion). ***SPECIFIC:*** - Identify the three parts of a speech (introduction, body, conclusion) in example speeches. (Remembering) - Explain the purpose of hooks, transitions, and closings in a speech. (Understanding)			
CONTENTS: School/Academic			
METHODOLOGY: Task-Based Learning (TBL)			
APPROACH: Communicative Approach			
PROCEDURE			
STAGES AND TIME	**TEACHER'S ACTIVITIES**	**STUDENTS' ACTIVITIES**	**AUDIO-VISUAL AIDS**
Warm-up:	One-Word Story Students take turns adding one word to build a collective story.	-Each student says one word to continue the story.	
Pre-Task:	-Show the students the structure of public speaking. (Present the doc) - Show a short video clip (e.g., TED Talk opening) to demonstrate effective hooks. - Discuss why structure matters (clarity, engagement).	- Listen and take notes. - Identify hooks in examples. - Share personal experiences with disorganized speeches.	- Slide deck (structure diagram). TED Talk Links: - Ken Robinson: https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity (first 60 seconds). -Julian Treasure: https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen (sound demo at 0:30). - Whiteboard for notes.
Task:	-Encourage students to think about a topic they will write about (school/academic). They have to pick one of the three given. 1. Why Teachers Are Important 2. Why We Need Rules in School 3. How to Prepare for a Test -Give the students 20 minutes to organize their topic to present to the class	Students will select one of the three options they would like to present. -Ask questions if needed - Use the structure	- https://drive.google.com/drive/folders/1mvnBu0JufJjYW0VvS1NgGPC01YITjo4P?usp=sharing
Feedback:	-Highlighting student strengths in speech presentations, categorized by skill: "Your energy was contagious! You made the topic exciting just by how you spoke." (Delivery) "Your opening hooked us instantly—we all leaned in to listen!" (Content) "You stood so confidently, like you owned the room!" (Body Language) "Your examples were perfect—they made your ideas stick in our minds." (Content Depth) "You looked at everyone while speaking, like a pro presenter!" (Engagement)	Reflects on their performance	

Lesson Plan # 3

CLASS: 3rd Bach	**LESSON TOPIC**: Speech Structure # 2
DATE: 5/9/2025	**TIME**: 60 min
TEACHER'S NAME: Gitsby Muñoz	**Number of students**: 28

LESSON OBJECTIVES:

GENERAL:

By the end of this course, students will be able to craft a clear, compelling speech using the three-part structure (Introduction, Body, Conclusion).

SPECIFIC:

- Construct a 1-minute speech using the 3-part structure with clear transitions. (Applying)
- Evaluate peer speeches using a rubric focused on structure. (Evaluating)

CONTENTS:

METHODOLOGY: Task-Based Learning (TBL)

APPROACH: Communicative Approach

PROCEDURE

STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AUDIO-VISUAL AIDS
Warm-up:	Give students a random word (like "chocolate" or "shoes") and they must talk about it for 30 seconds without stopping.	Students will talk about it for 30 seconds without stopping.	20 random words
Pre-Task:	- Assign individual topics (e.g., "My passion," "A lesson I learned"). - Circulate to provide 1:1 feedback on drafts. - Encourage strong closings (CTA, quote, callback).	- Write a 1-minute speech using the 3-part structure. - Highlight their hook and key points. - Rehearse quietly.	- Notebooks/pens. https://drive.google.com/drive/folders/1-aUc52ztv-9JGCSNx83elZn4H0EnzquR?usp=sharing
Task:	- Check on the student's draft - Challenge students to give their speech without reading what they wrote.	-Student will share their speech with the class	- Timer/bell.
Feedback:	- Recap key takeaways: "Hook → 3 points → Memorable close." - Ask: "What was hardest? What will you try next time?" - Preview next lesson (voice modulation).	- Share 1 thing they learned. - Write a personal goal (e.g., "I'll work on smoother transitions").	- Exit tickets (written reflections). - Goal-setting sticky notes.

Lesson Plan # 4			
CLASS: 3rd Bach		**LESSON TOPIC**: Voice Modulation	
DATE: 5/12/2025		**TIME**: 2 hours	
TEACHER'S NAME: Gitsby Muñoz		**Number of students**: 28	
LESSON OBJECTIVES: ***GENERAL:*** By the end of this course, students will be able to enhance their oral communication skills by developing their ability to use voice modulation effectively for clarity, engagement, and emotional impact. ***SPECIFIC:*** - To identify and understand the four key elements of voice modulation: pitch, pace, pause, and volume. - To apply voice modulation techniques when reading aloud to convey different emotions effectively. - Analyzing and reflecting on their vocal delivery by comparing pre- and post-practice recordings. - To demonstrate improved vocal variety in oral presentations or dramatic readings.			
CONTENTS: My emotions			
METHODOLOGY: Task-Based Learning (TBL)			
APPROACH: Communicative Approach			
PROCEDURE			
STAGES AND TIME	**TEACHER'S ACTIVITIES**	**STUDENTS' ACTIVITIES**	**AUDIO-VISUAL AIDS**
Warm-up:	Greet students and briefly introduce the importance of voice modulation in communication. Demonstrate with a simple sentence (e.g., *"I can't believe this!"*) in different tones (excited, sad, bored). Ask students to guess the emotion.	Listen and guess the emotion. Try saying the same sentence with different tones.	Whiteboard Sample sentence for demonstration
Pre-Task:	Introduce the four key elements: **Pitch**, **Pace**, **Pause**, and **Volume**. Model each element with exaggerated examples. Guide students through short exercises for each: -Pitch: Say a sentence high and low. -Pace: Say slowly, then quickly. -Pause: Add intentional pauses for effect. -Volume: Speak softly, then loudly (but clearly). -	Repeat each exercise after the teacher. Practice each element with a partner using a given sentence.	A timer or metronome app for pace control https://drive.google.com/drive/folders/1GwG260iiHlsZegvx2K1V7bPnVOoY7YFS?usp=drive_link
Task:	-Assign or let students choose emotions: **Angry**, **Excited**, **Serious**, **Happy**, etc. -Model reading with emotion and modulation. "The sun was setting behind the mountains. The wind whispered through the trees. A lone wolf howled in the distance. The night was full of mystery."	Read the same passage aloud with different assigned emotions, focusing on using voice modulation techniques. Give and receive peer feedback.	Presentation google doc Emotion digital flashcards
Feedback:	Peer Feedback Facilitates structured peer review	Gives constructive feedback to a classmate "What was one thing your classmate did well? One suggestion for improvement?"	

Lesson Plan # 5

CLASS: 3rd Bach	**LESSON TOPIC**: Body Language
DATE: 5/13/2025	**TIME**: 60 min
TEACHER'S NAME: Gitsby Muñoz	**Number of students**: 28

LESSON OBJECTIVES:

GENERAL:

By the end of this course, students will be able to develop their' non-verbal communication skills by using body language—gestures, posture, and eye contact—to enhance the clarity and impact of their messages.

SPECIFIC:

- To identify key elements of effective body language, including gestures, posture, and eye contact.
- To demonstrate confident body language through mirror and partner practice.
- To convey meaning and emotion using only non-verbal communication in a silent message activity.
- To deliver a short spoken message using appropriate gestures and sustained eye contact, without relying on notes.

CONTENTS: "Shhhhhh" Don't talk

METHODOLOGY: Task-Based Learning (TBL)

APPROACH: Communicative Approach

PROCEDURE

STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AUDIO-VISUAL AIDS
Warm-up:	-Demonstrate two short messages: one with poor body language (slouched, no gestures, no eye contact), and one with strong, confident body language. Ask students to compare.	Observe and describe the differences between the two deliveries. Share ideas about what effective body language looks like.	Whiteboard or projector (optional for listing key terms) Short example phrases for teacher demonstration
Pre-Task:	-Briefly explain the importance of body language in communication (non-verbal cues can reinforce or contradict words). Guide students through **mirror exercises**: -**Power poses** (e.g., feet shoulder-width apart, hands on hips or relaxed but open). -**Open gestures** (arms uncrossed, hands visible, purposeful movements). Demonstrate and explain the effect of posture on presence.	Stand before a mirror, face a partner, and practice various poses and gestures. Experiment with confident vs. closed/off body language. Give peer feedback using guiding questions (e.g., "Did they look confident?").	Mirrors or partner work Visual examples of gestures/postures (optional printouts or slideshow) https://drive.google.com/drive/folders/1soBzFiCiapjNesHlHDpaf3BhNlWqVvcC?usp=sharing
Task:	Assign students a simple message or let them choose (e.g., "I'm happy," "I'm lost," "This is important"). Explain that they must **communicate the message without speaking**, using only facial expressions, gestures, and posture. Model an example.	Deliver the message silently to the class or in small groups. Classmates guess the message and give feedback on clarity and effectiveness.	Message prompt cards or a list of emotions/situations Timer (optional to keep turns short)
Feedback:	Encouragement motivates with positivity, and it provides a confidence boost.	"You've improved so much—keep practicing!"	Timer

Lesson Plan # 6

CLASS: 3rd Bach	**LESSON TOPIC**: Audience Engagement
DATE: 5/14/2025	**TIME**: 60 min
TEACHER'S NAME: Gitsby Muñoz	**Number of students**: 28

LESSON OBJECTIVES:

GENERAL:

By the end of this course, students will be able to enhance their oral communication skills by applying storytelling techniques, fostering creativity, and improving engagement through structured practice and feedback.

SPECIFIC:

- Identify key elements of compelling storytelling (e.g., the Hero's Journey, emotional tone, rhetorical questions, and pauses).
- Construct a short, engaging narrative using storytelling techniques in pairs or small groups.
- Deliver an impromptu or prepared story with intentional pauses, emotional expression, and audience engagement strategies.

CONTENTS: Storytelling

METHODOLOGY: Task-Based Learning (TBL)

APPROACH: Communicative Approach

PROCEDURE

STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AUDIO-VISUAL AIDS
Warm-up:	Topic Lottery Draw random topics (e.g., "cats in space")—students speak for 20 seconds.	Quick thinking, impromptu speaking.	presentation
Pre-Task:	Open with a short, dramatic story using storytelling elements (e.g., hero's journey, emotional tone). Ask students: "What made you want to keep listening?" Introduce the day's objective and key techniques: storytelling, rhetorical questions, and pauses.	Listen to the story. Identify what made it engaging. Discuss how they feel when a speaker *connects* with the audience.	A prepared 1–2 min engaging story (teacher model) Whiteboard or projector (list engagement techniques)
Task:	Introduce the **Hero's Journey** (simple version: character, problem, challenge, resolution). Explain **emotional storytelling** (use of personal anecdotes, humor, fear, joy). Give examples of short stories using each technique.	Work in pairs or small groups. Choose a simple story (real or fictional) and identify its structure. Practice telling it with emotion.	Story structure handout (Hero's Journey steps) Emotion word list or visual prompt cards https://drive.google.com/drive/folders/1MMf5tKCSE8he1JbJcgpfp4TKqN2KCicSw?usp=sharing
Feedback:	Divide students into small groups. Assign each group a bland or neutral fact (e.g., "Water is important for life" or "The moon affects the tides"). Challenge them to create a 1-minute engaging story or mini-presentation that includes:	Collaborate to brainstorm and rehearse. Present their transformed story to the class. Give and receive feedback on engagement techniques.	List of "boring facts" Timer

Lesson Plan # 7

CLASS: 3rd Bach	**LESSON TOPIC**: The 5 P
DATE: 5/15/2025	**TIME**: 60 min
TEACHER'S NAME: Gitsby Muñoz	**Number of students**: 28

LESSON OBJECTIVES:

GENERAL:

By the end of this course, students will be able to deliver 2-3 minute English speeches with clear organization, confident delivery, and effective audience engagement, while demonstrating improved speaking fluency and reduced anxiety.

SPECIFIC:

- Organize ideas logically in spoken discourse.
- Use appropriate intonation, volume, and pace.
- Demonstrate control of body language and gestures.

CONTENTS: Teenager-Themed

METHODOLOGY: Task-Based Learning (TBL)

APPROACH: Communicative Approach

PROCEDURE

STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AUDIO-VISUAL AIDS
Warm-up:	Discuss why rehearsal matters (show a clip of a poorly vs. well-rehearsed speaker).	Pair up and share one fear about public speaking.	(53) Buena presentación versus mala presentación * - YouTube
Pre-Task:	-Introduce the 5 P's using the acronym "P³ + 2" (Prepare, Polish, Perform + Peer Review, Perfect).	Take notes and ask questions.	
Task:	-Assign a 1-minute speech topic (Teenager-themed) - "Why It's Okay Not to Have It All Figured Out" - "Social Media vs. Real Life: How to Stop Comparing Yourself" - "Small Steps, Big Impact: How Teens Can Change the World" -Give students 5 mins to write an outline (intro, 1-2 key points, conclusion).	Polish: Practice delivery focusing on: Vocal Variety (record on phones and listen for monotone speech). Body Language (practice gestures in pairs).	https://drive.google.com/drive/folders/17SDpnWvHIIpIjlhEv1GSFA-A1AivVv82?usp=sharing
Feedback:	Growth Areas Suggests 1-2 actionable improvements. Sets a goal for next time "Try slowing down in your conclusion for impact."	Suggests 1-2 actionable improvements	

Lesson Plan # 8			
CLASS: 3rd Bach		**LESSON TOPIC**: Full Speech Drill # 1	
DATE: 5/16/2025		**TIME**: 60 min	
TEACHER'S NAME: Gitsby Muñoz		**Number of students:** 28	
LESSON OBJECTIVES: ***GENERAL:*** By the end of this course, students will be able to deliver 2-3 minute English speeches with clear organization, confident delivery, and effective audience engagement, while demonstrating improved speaking fluency and reduced anxiety. ***SPECIFIC:*** - Organize ideas logically in spoken discourse. - Use appropriate intonation, volume, and pace. - Demonstrate control of body language and gestures.			
CONTENTS: For Professional or Business Settings			
METHODOLOGY: Task-Based Learning (TBL)			
APPROACH: Communicative Approach			
PROCEDURE			
STAGES AND TIME	**TEACHER'S ACTIVITIES**	**STUDENTS' ACTIVITIES**	**AUDIO-VISUAL AIDS**
Warm-up:	Tongue Twister Race Compete to say a tongue twister (e.g., "She sells seashells") fastest & clearly. "The sixth sick sheik's sixth sheep's sick." (Toughest in English!) "Pad kid poured curd pulled cod." (MIT's "hardest tongue twister")	Practice articulation and speed.	
Pre-Task:	Show students this video about the power of body language	Students will pick one body language to apply in their speech	https://youtu.be/ZK3jSXYBNak?si=0IJtzCzBgxx0988u
Task:	Encourage students to think about a topic to talk about (For Professional or Business Settings) - "Preparing Teens for the Future of Work: Skills Schools Don't Teach" - "The 3 Things Teens Need to Succeed in Any Job" - "Why Businesses Should Invest in Teen Talent"	- Students will think about the topic they would like to present. - Ask questions if needed - Present the speech	https://drive.google.com/drive/folders/1bish05np9iRptQeTQItJNjLquUf-31lu?usp=drive_link
Feedback:	Interactive Q&A Asks follow-up questions "Why did you pick this topic?" "What was the hardest part about preparing?" "What part do you think the audience liked most?" "Did you feel nervous? How did you handle it?" "If you gave this speech again, what would you change?"	Answers and reflects	

Lesson Plan # 9			
CLASS: 3rd Bach	**LESSON TOPIC**: Full Speech Drill # 2		
DATE: 5/19/2025	**TIME**: 60 min		
TEACHER'S NAME: Gitsbv Muñoz	**Number of students**: 28		
LESSON OBJECTIVES: ***GENERAL:*** By the end of this course, students will be able to deliver 2-3 minute English speeches with clear organization, confident delivery, and effective audience engagement, while demonstrating improved speaking fluency and reduced anxiety. ***SPECIFIC:*** - Organize ideas logically in spoken discourse. - Use appropriate intonation, volume, and pace. - Demonstrate control of body language and gestures.			
CONTENTS: Inspirational or Motivational			
METHODOLOGY: Task-Based Learning (TBL)			
APPROACH: Communicative Approach			
PROCEDURE			
STAGES AND TIME	**TEACHER'S ACTIVITIES**	**STUDENTS' ACTIVITIES**	**AUDIO-VISUAL AIDS**
Warm-up:	Sound Effects Collaboration, vocal variety.	Students narrate a scene (e.g., jungle) while peers add sound effects.	
Pre-Task:	Show students this video about giving a good presentation.	Students will pick one body language to apply in their speech	(53) Make Body Language Your Superpower - YouTube
Task:	Encourage students to think about a topic to discuss, providing them with ideas so they won't feel lost. - "College vs. Career: Which Path is Right for You?" - "How to Pick the Right College Without Stress" - "What Nobody Tells You About Your First Semester"	- Students will think about the topic they would like to present. - Ask questions if needed - Present the speech	https://drive.google.com/drive/folders/18cu84jVz69Cp5SlokpeisHdgKSBwsUhf?usp=sharing
Feedback:	**Self-Assessment** Guides students in reflection -What was the BEST part of my speech? (Example: "My funny opening joke" or "My clear explanation") -What part was most challenging for me? (Example: "Remembering all my points" or "Speaking loudly"	Reflects on their performance - Students will answer the question. - Share the answer with the class.	Did I look at my audience? ✅ Yes ✅ Sometimes ✅ Not enough What ONE thing will I do better next time?

Lesson Plan # 10

CLASS: 3rd Bach	**LESSON TOPIC**: Post-Test
DATE: 5/20/2025	**TIME**: 60 min
TEACHER'S NAME: Gitsby Muñoz	**Number of students**: 28

LESSON OBJECTIVES:

GENERAL:

By the end of this course, students will be able to deliver 2-5 minute English speeches with clear organization, confident delivery, and effective audience engagement, while demonstrating improved speaking fluency and reduced anxiety.

SPECIFIC:

- Organize ideas logically in spoken discourse.
- Use appropriate intonation, volume, and pace to convey your message effectively.
- Demonstrate control of body language and gestures.

CONTENTS: Inspirational or Motivational

METHODOLOGY: Post-test

APPROACH: Communicative Approach

PROCEDURE

STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	AUDIO-VISUAL AIDS
Warm-up:	News Reporter Students report a silly fake news headline with a straight face. Playful tone control.	Students report on silly fake news.	
Post-Test:	-Encourage students to think about a topic they will write about (Inspirational or Motivational). They have to pick one of the three given. - "Stop Waiting for Perfect—Start Now!" - "Step Out of Your Comfort Zone and Grow" - "Mistakes Are Proof You're Trying—Keep Going!" -Give the students 5 minutes to organize their topic to present to the class	- Students will think about the topic they would like to present. - Ask questions if needed - Present the speech	Rubric Cambridge English Language Assessment B2 First Exam - Documentos de Google Pre-test and Post-test - Documentos de Google
Feedback:	-Highlighting student strengths in speech presentations, categorized by skill: "Your energy was contagious! You made the topic exciting just by how you spoke." (Delivery) "Your opening hooked us instantly—we all leaned in to listen!" (Content) "You stood so confidently, like you owned the room!" (Body Language) "Your examples were perfect—they made your ideas stick in our minds." (Content Depth) "You looked at everyone while speaking, like a pro presenter!" (Engagement)	Reflects on their performance - Students will answer the question. - Share the answer with the class.	Did I look at my audience? ✅ Yes ✅ Sometimes ✅ Not enough What ONE thing will I do better next time?

Annex 9: Turnitin results



8% Similitud general

El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para ca...

Filtrado desde el informe

- Bibliografía
- Texto citado
- Coincidencias menores (menos de 8 palabras)

Grupos de coincidencias

68 Sin cita o referencia 6%
Coincidencias sin una citación ni comillas en el texto

18 Faltan citas 1%
Coincidencias que siguen siendo muy similar al material fuente

0 Falta referencia 0%
Las coincidencias tienen comillas, pero no una citación correcta en el texto

0 Con comillas y referencia 0%
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Fuentes principales

7% Fuentes de Internet
3% Publicaciones
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Marcas de integridad

N.° de alertas de integridad para revisión

No se han detectado manipulaciones de texto sospechosas.

Los algoritmos de nuestro sistema analizan un documento en profundidad para buscar inconsistencias que permitirían distinguirlo de una entrega normal. Si advertimos algo extraño, lo marcamos como una alerta para que pueda revisarlo.

Una marca de alerta no es necesariamente un indicador de problemas. Sin embargo, recomendamos que preste atención y la revise.

