

P.R.E.P. and Teacher-Directed Approaches: Effectiveness on Grade Eleven Students' Oral Rhetoric



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ABSTRACT: Oral rhetoric has always been an integral aspect of any student's academic learning. However, most students struggle in the classroom due to some speech factors. This study investigated the effectiveness of the P.R.E.P. and teacher-directed approaches in improving the quality of oral rhetoric in Grade eleven students. Moreover, quasi-experimental research design was used in this study, the control group was subjected to teacher-directed approach while the experimental group was subjected to Point, Reason, Example, and Point (P.R.E.P.) approach. The quality of students' oral rhetoric performance was assessed using a rubric that encompassed the following canons: invention, arrangement, style, memory, and delivery. Both groups scored consistent increase in Good level in all canons of oral rhetoric; there is a significant difference in the participants' oral rhetoric rating before and after the interventions; the two groups differed significantly in their oral rhetoric in the arrangement canon, with the PREP approach group having a higher mean increment. Findings of this study revealed that both oral rhetoric strategies were comparably effective in helping students frame meaning into their spoken discourse. It is recommended that English programs consider fostering innovative speaking approaches in the teaching and learning of the English language.

KEYWORDS: P.R.E.P. Approach, Teacher-Directed Approach, Oral Rhetoric Canons, Invention, Arrangement, Memory, Style, Delivery

INTRODUCTION

In recent years, speaking English as a second language has risen to the forefront of the communication landscape, and it remains so today. Speaking English is unquestionably recognized as the most vital academic and professional skill one can acquire in order to succeed in today's increasingly difficult global environment. Mengo (2018) expressed that mastering good English-speaking ability improves communication skills.

Accordingly, becoming a good speaker of the English language is one of the thrusts of the Department of Education (DepEd). This is considered as one of the essential 21st century skills through the K to 12 Basic Education Curriculum. According to Goh and Burns (2012), using and learning a second language is a dynamic skill that demands parallel learning processes that require the speaker's knowledge and skills to be engaged in real-world speaking situations. Bueno, Madrin, and Maclaren (2006) reckoned that speaking is one of the most difficult skills language learners have to face. This communication skill is recognized as the most important of the five language skills in English language learning. As cited by Wood (2015), "to study communication is to learn more than communication." Students need to be exposed to a rich experience with different people for various topics or purposes, whether personally, academically or professionally. Morreale and Pearson (2008) conducted research to support the premise that communication teaching is critical to students' future personal and professional development and success.

One of these courses offered to train the students' communication skills in various circumstances is Oral Communication in Context (ORCOM). This course is designed specifically on speaking and listening. It is one of the core subjects in Grade 11 that is geared toward the enhancement of learners' listening and speaking skills and the development of their communicative competence. Montero & Alvarado (2019) in their study mentioned that speaking with appropriate oral rhetoric might be one of the hardest to accomplish for students because of their anxiety, self-confidence, and fear in speaking the English language.

The researcher, being a communication teacher, concurred to this phenomenon that speaking discourse is one of those tasks that causes more fear and hesitations to students particularly when it must be done in a language that is not their native language. Also, despite the many exposures of English language learning of students in the classroom through the different oral related activities, oral English proficiency still remains a challenge. Even though, students are exposed to English language at an early age, they still find difficulty in developing and organizing their oral rhetoric at their present level of education. This confront could affect their

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performance as they progress into higher levels of learning and even into their future careers. Cabigon (2016) emphasized, in his article in the *Philippine Daily Inquirer*, that there is a “decline of the quality of English in the Philippines and the growing number of unfilled jobs in various industries that require certain levels of English communication skills.”

In a nutshell, the directive and predictable nature of the teacher's instruction could possibly be linked to the decline of students' oral rhetoric skills. The challenge is, therefore, evident and must provide insights in assisting students acquire oral rhetoric skills in English language in their classrooms. Hence, the conduct of this study.

FRAMEWORK

This study posits that P.R.E.P. approach strategy and the traditional-teacher directed approaches effectuate students' oral rhetoric skills in English. This assumption is anchored on Dialogic Theory of Public Speaking and Cicero's Five Canons of Rhetoric.

Dialogic theory of public speaking or communication as theorized by Ronald Arnett and Pat Arnesson (2006) posited that all communication could be viewed as a dialogue. It is a discourse between the speaker and his or her audiences. This dialogic theory claims that dialogues are established up within utterances by taking on and replicating other people's voices, either directly or indirectly, by speaking their words as if they were their own, or by the user of discourse speech (Bakhtin, 2001).

In addition, this theory argues that such interactions in the classroom could help students learn to communicate more effectively and increase shared meanings. This also needs the speaker's knowledge of how the sender's and receiver's viewpoints influence meaning, as well as the context that drives message design and delivery. A dialogic communication model, meanwhile, stresses the speaker's relationship with the interlocutor. This methodology is guided by three (3) overarching principles:

The first principle of this dialogic perspective on dialogues is viewed as more natural than monologues. Here, various speech occasions must turn into a dialogic approach rather than monologic. Broeckelman (2005) reasoned that oral speaking activities should highlight dialogic way where the speaker engages the audiences actively into the communication process rather than passively.

The second principle assumes that people have different interpretations on how they received meanings from the speakers. This source emphasizes that meanings are in people not in words. Fernandez (2016) stated that Individuals engaging in a dialogue should mutually agree on the concept of interpretations in the communication.

The third principle stresses how circumstances and social situations influence how people interpret meaning. Bakhtin (2001) claims that the speaker's attitude, word choice, and delivery are all influenced by distinct speaking settings and social factors. DeVito (2009) stated that in a public speech situation, the four (4) dimensions of cultural, social-psychological, temporal, and physical consideration should be observed.

In view of the foregoing, the Dialogic Theory of Public Speaking is entrenched in teacher-directed approach that is argued to improve the student's oral rhetoric. In the teacher-directed approach, as cited by Bawn (2007), the sole source of knowledge and feedback in improving the oral rhetoric of students is the teacher where he/she gives a text-book based instruction and provides corrections and tips on the students' impromptu speech performances. Macpherson (2007) articulated that in the traditional teacher-dominated approach, students are viewed as passive and are forced to act alone on their tasks.

Furthermore, research has recommended that teachers play a vital part of the learning process in a teacher-directed teacher-guided discussion. Rather than listening to students' needs, the key emphasis of language competence instruction is on getting students to score well on state-mandated examinations. Teachers typically employ certain textbooks, most of which are grammar-oriented (Acat & Dönmez, 2009).

To reinforce the importance of teacher-directed approach, Kohn (2006) delineated that the unit of study created by the teachers leads some students to believe that they do not deliberately pursue knowledge on their own, but rather wait for it to come to them on its own. Critics support this claim by pointing out that direct guidance methods in teacher-directed setting often challenge their own claims by asking students to perform some cognitive organizational work on their own.

Moreover, teacher-directed instruction refers to teaching methods in which the teacher is the primary source of information and students take greater ownership of their own and their peers' learning. With the great help of textbooks and other published curricular materials it helps students develop their proficiency in the English language, (McTighe, Seif, & Wiggins, 2004).

A study conducted on one of nine distinct instructional techniques used in Project Follow Through, a Head Start extension, was a research on teacher-directed teaching. Data obtained from over 100,000 low-income kindergartners through third-grade children demonstrated that the teacher-directed instruction was the only approach in which these kids consistently outperformed their comparative groups (Stein, Kinder, Silbert, & Carnine, 2006).

Similarly, Acha's (2019) P.R.E.P. approach is seen as an intervention to strengthen students' oral rhetoric in the dialogic theory of speaking. P.R.E.P. is a simple and effective intervention for providing oral-related tasks. The acronym P.R.E.P. stands for Point, Reason, Example, and Point. This learning strategy can be used as a developmental tool in a process-oriented classroom to help students improve their oral rhetoric. Kaye (n.d.) stated that no one can fully prepare for the questions in any spontaneous speaking engagement because it is impromptu with no planning at all.

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Accordingly, Acha (2019) elaborated the acrostic (P.R.E.P.) which starts firstly with P for Point where the speaker states his/her main point, claim, or proposition. As cited by Munawwarah (2020), focusing on one (1) proposition is best so that the speaker does not lose his/her audience and must make sure that such thesis should revolve around his or her whole speech.

Secondly, R stands for Reason where the students give their reasons to explain their point. The reasons support or back up the student's case with information, facts, statistics or scriptures. According to Bear (2009), the speaker must have evidence to support his claim and argument in order to determine the authenticity and validity of the argument.

Thirdly, E is for Example where the students provide relevant examples or illustrations to support their main claim. This is a good place to personalize the example by telling powerful stories or testimonies. This is an excellent opportunity to personalize the illustration by sharing powerful anecdotes or experiences.

Lastly, P is for another Point where the students restate their argument. Here, students conclude how their position is right and true. This last step helps the speaker's audience remember his or her focal point of his/her speech. As expressed by Beare (2009), the speaker must recapture the core of the message through the key points and the purpose of the speech that summarizes the speaker overarching argument. These processes allow learners not just to have a directed strategy in their speech delivery but also to evaluate their own speech performance through such strategic performance guide.

At this point, it is imperative to examine the Five Canons of Rhetoric in oral discourses namely: invention, arrangement, style, memory, and delivery. These five canons are used in this study to measure students' oral rhetoric in two different interventions. The Five Canons of Rhetoric that were put together and organized by the Roman orator, Cicero, in his treatise, *De Inventione*, written around 50 BC. 150 years later in 96 AD. The Roman rhetorician Quintilian also explored the Five Canons in more depth in his landmark 12-volume textbook on rhetoric, *Institutio Oratoria*. Crick (2014), in his book, *Rhetorical Public Speaking*, defines it as the art of addressing pressing public problems before a public audience on a specified occasion by applying purposeful persuasive methods in order to address a problematic situation by inspiring new forms of thought and action. Oral rhetoric, in other words, is concerned with how individuals utilize language and symbols to change the way a culture or group perceives, feels, and performs. Cicero, 50 BC; Crick, 2014; Nordquist, 2020, and Quintilian, 96AD) break down the canons of rhetoric into five overlapping stages of the rhetorical process:

Firstly, invention, as discussed by Crick (2014), is one of the five canons of rhetoric which refers to coming up with an idea or "inventing" anything to say that supports the speaker's point of view. Saying something requires a speaker to exert a great deal of time and effort in trying to come up and think of resources that might be helpful in defending one's proposition or claim.

Secondly, arrangement, as a canon of rhetoric, refers to organizing a coherent speech structure that has beginning, middle, and end which Socrates supported on. McKay (2011) explained that in introduction, the main goal of the speaker is to announce the purpose of his/her speech. In the body, it intends to cover a statement of facts, a narrative, and additional information that would support the speaker's claim by restating the main point of his/her speech content.

Thirdly, style is another canon of rhetoric which refers to equipping the order of speech with "ornamentation" or choice of words, tone, pace, and emotion-evoking options. This convention describes the distinctive way in which a speaker leads an audience through a discourse and makes shifts between items gathered through invention and then, structured through arrangement. In giving speeches, the focus usually is on what will be the speaker's say. While it is significant to know that one should have something substantive to say, so it is also relevant how the speaker presents his/her ideas (Crick, 2014 and McKay, 2011).

Fourthly, memory refers to absorbing the knowledge and understanding the content fully that the speech appears to be a natural expression of one's ideas and feelings. Roman rhetoricians made a distinction between natural memory (an innate ability) and artificial memory (techniques that enhanced natural abilities). Both are necessary to use in speeches to ensure that the audience remembers what was communicated to them. Memory accentuates a speech that provides the level of confidence that the speaker feels it natural and casual rather than forced. Nordquist (2020) stressed out that memory should come "from the heart" to make the message more influential and genuine for audience to remember.

Lastly, delivery pertains to delivering the speech with the use of nonverbal cues and gestures such as eye contact, posture, rate of voice, or articulation. Fernandez (2016) said that delivery, as a canon, focuses on the mechanics of how the speaker imparts the message. It is intended how the speaker uses his/her body language and he changes his tone of voice in his speech. Audiences are naturally drawn to a speaker who speaks with confidence and grace. The ideas or content is comprehended within the language symbols matching the character in virtue conveyed through nonverbal signals.

In this context, P.R.E.P. and teacher-directed approaches are considered as a teaching methodology in language learning in improving oral rhetoric skills of students in various communication situations. Meanwhile, the five canons of rhetoric by Cicero would serve as a performance standard for students with the integration of the P.R.E.P. and teacher-directed strategies to be applied in delivering a directed and guided speech performance in their oral communication class. Finally, these theories and discussions would serve as bases in substantiating the findings of the study.

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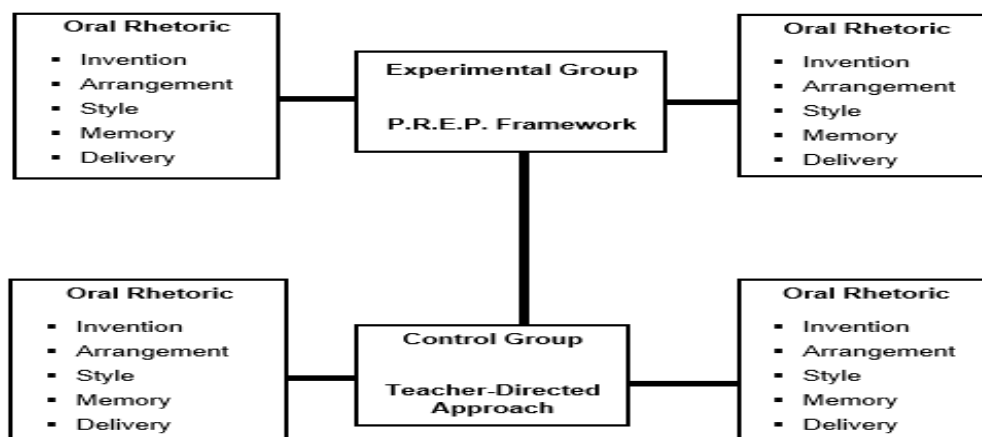


Figure 1. Schematic Presentation of the Study

OBJECTIVE OF THE STUDY

This study intended to determine the effectiveness of P.R.E.P. and teacher-directed approaches in improving oral rhetoric of Grade 11 students in a private school in Cagayan de Oro City.

METHODS

This study employed a quasi-experimental design that involves defining two samples, pretest – posttest research design. In this study, P.R.E.P. approach and teacher-directed methodology were introduced as interventions in enhancing students' oral rhetoric skills. The participants were Grade 11 students enrolled in the first semester of the school year 2021-2022 in a private high school of Cagayan de Oro City, Philippines. They were divided into two groups: the control group was composed of (39) students and the as well as 39 students in the experimental group. The student-participants were given impromptu questions that were adapted and modified by the researcher from Beqiri (2018) to be answered in 1-2 minutes. Their answers from the impromptu questions were assessed by the researcher and fellow inter-raters using the rubric that was adapted with modification from Miranda (2018) and F.E.A. Pennsylvania (2000). The impromptu speech performance was done online and recorded. After the five week-intervention (25 sessions), a posttest was administered which is similar to the pretest conducted. Both the control and experimental groups were asked the same questions. All videos were retrieved after administering the tests. Since the class has five (5) sessions every week, the intervention was done for 25 sessions all in all. Research ethics protocols were likewise strictly enforced in the data gathering. Also, descriptive and inferential statistics were utilized to coordinate the results, analysis, and conclusions of this study.

RESULT AND DISCUSSION

Table 1 shows the overall frequency, percentage, and mean distribution of students' performance in oral rhetoric in terms of invention, arrangement, style, memory, and delivery. Based on the table, there was a consistency of results of both interventions. The overall mean of teacher-directed approach before the intervention was 14.31 and increased to 15.00 after the intervention which indicates a constant "Good" level standing. Meanwhile, in the P.R.E.P. approach, before the intervention the overall mean was 16.59, after the intervention it had an increase as shown in the overall mean of 17.75 interpreted as "Good."

Table 1. Frequency, Percentage and Mean Distribution of Performance in Oral Rhetoric before and after the Interventions (Overall)

Range	Interpretation	TEACHER-DIRECTED APPROACH GROUP				P.R.E.P. APPROACH GROUP			
		PRETEST		POST TEST		PRETEST		POST TEST	
		F	%	F	%	F	%	F	%
18 – 20	Very Good	1	2.56	3	7.69	1	2.56	15	38.46
14 – 17.99	Good	24	61.54	27	69.23	38	97.44	24	61.54
10 – 13.99	Fair	12	30.77	8	20.51	0	0.0	0	0.0
7 – 9.99	Poor	2	5.13	1	2.56	0	0.0	0	0.0
Total		39	100.0	39	100.0	39	100.0	39	100.0
Mean		14.31		15.00		16.59		17.75	
Interpretation		Good		Good		Good		Good	
SD		2.20		2.07		.829		.734	

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Table 2 presents the score differences of each group between their pretest and posttest scores. Generally, the data showed that for P.R.E.P. and teacher-directed approaches, students' scores increased in all oral rhetoric canons as revealed in the mean scores and p-values. The increase of students' scores from pretest and posttest might be attributed not only to the guided practice of teacher-directed approach in oral rhetoric varied activities but even to the repetitive method of teaching speaking in English classes where students follow a structure of their speech with an introduction, body, and conclusion. Here, students were already used to a method that has been integrated and practiced over time. Smyth (2021) supported this finding that a clear and exact structure of speech is required for an oral presentation, so that audience does not become disoriented of the information they received.

Table 2. Result of the Test of Difference in the Participants' Oral Rhetoric Skills before and After the Interventions

Oral Rhetoric Skills	TEACHER-DIRECTED APPROACH Measures: Mean (SD)				P.R.E.P. APPROACH Measures: Mean (SD)			
	Pre Test	Post Test	t	p	Pre Test	Post Test	t	p
Invention	14.24 (2.39)	15.0 (1.99)	4.25**	.000	16.49 (.917)	17.29 (.994)	7.80**	.000
Arrangement	14.75 (2.16)	15.21 (2.05)	3.55**	.001	16.55 (1.02)	18.59 (.890)	9.17**	.000
Style	14.32 (2.23)	14.98 (2.17)	3.59**	.002	16.58 (.907)	17.54 (.812)	8.73**	.000
Memory	14.24 (2.28)	14.81 (2.17)	3.34**	.002	16.67 (.933)	17.56 (.762)	6.59**	.000
Delivery	13.98 (2.36)	15.03 (2.48)	5.92**	.000	16.69 (1.01)	17.78 (1.01)	10.33**	.000
Overall	14.31 (2.20)	15.00 (2.07)	5.26**	.000	16.59 (.829)	17.56 (.734)	19.33**	.000

**significant at 0.01 level

Table 3 shows the results of the T-test comparing the differences in the performance increment of both groups before and after the interventions. The data disclosed that among the five canons of oral rhetoric, there was a significant difference in the score increment of students for arrangement with a P-value of 0.001. Since there were four out of five canons with insignificant difference, this means that the null hypothesis cannot be rejected. There is no significant difference in the oral rhetoric rating increments of the two groups. This means both approaches are comparatively and comparably effective in improving Grade eleven students' oral rhetoric skills.

Table 3. Result of the Test of Difference in the Increments of the Two Groups of Participants' Oral Rhetoric Skills

Oral Rhetoric Rating	TEACHER-DIRECTED APPROACH GROUP		P.R.E.P. APPROACH GROUP		t	p
	M	SD	M	SD		
Invention	.760	1.12	.803	.643	.207	.837
Arrangement	.461	.811	2.04	.710	3.37**	.001
Style	.658	1.15	.957	.684	1.40	.166
Memory	.572	1.07	.889	.842	1.45	.151
Delivery	1.04	1.10	1.13	.682	.412	.682
Overall	.699	.830	.964	.312	1.87	.068

**significant at 0.01 level

The results of this study showed that participants of the experimental group, who were exposed to P.R.E.P. approach, were comparably effective as compared to the control group who received teacher-directed approach. The difference might be due to the variation in the variables employed. Also, the significant result for arrangement can be attributed not the whole system of P.R.E.P. approach but to its specificity of delivery in speeches. Tremblay, S., Houle, G., & Ostry, D. J. (2008) emphasized that specificity of dynamics and instructions in teaching and learning is accounted for the basis of transfer of learning. In this case, the students who received P.R.E.P. approach have developed critical thinking, clarity, and confidence in delivering public speeches. These skills are

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expressively essential in the 21st century classroom. Thus, the conviction of a guided and directed method in delivering speeches allows students to keep track on the development of creating effective speeches.

The commonalities observed by the researcher from both oral rhetoric approaches could be attributed to the provision of experiential speaking activities, where students are exposed in a different communication situations. Students were given varied learning opportunities to express themselves more and to spontaneously create a sincere and open dialogue to their target audience.

Additionally, the results of this study imply that with the four oral rhetoric canons with non-significant increment differences, both teacher-directed and P.R.E.P. approaches are almost comparatively effective in improving students' oral rhetoric performance. This confirms the idea of Mandinach (2014) that there is no single learning approach that works for everyone. The approach to learning should be based on a complex mix of strengths and preferences that can be integrated in different ways at different times. The results of this study implied that with the four canons having a non-significant increment difference may be attributed to a host of other factors such as students' skills in stating their proposition, reasoning, personalizing their speech by explaining, relating, and showing their style and delivery in their speech performances.

Further, the effectiveness of both teaching approaches could also be linked to the teacher factor presented in both strategies. The teacher is completely involved in the whole process of teaching not just from teaching and integrating speaking activities but also in the feedbacking, where it serves as a foundation in restructuring and reorganizing better speech performances.

CONCLUSION

Based on the analysis of the data, several findings were made in the study: (1) During the pretest, the control group scored Good in all four canons which are invention, arrangement, style, and memory except for delivery. During the posttest, they scored a consistent Good level but there was an increase in all oral rhetoric canons. For the experimental group, during the pretest, the students scored Good in invention, arrangement, style, memory, and delivery. During the posttest, they scored at Good level in all canons except for arrangement which had Very Good result in the posttest, (2) The pretest and posttest scores of the students in both groups differed comparably. Each of the oral rhetoric approach was effective in improving students' oral rhetoric performance in all the five canons covered in the study, and (3) Except for the arrangement, where the P.R.E.P. approach was more effective in improving students' oral rhetoric performance, both techniques were comparably effective.

In this study, the P.R.E.P. approach was shown to be as successful as the teacher-directed approach in four canons. The P.R.E.P. approach could enhance students' oral rhetoric performance as well as nurture students' critical thinking and communication skills. This finding supports the Dialogic theory of public speaking or communication, which was suggested by Arnett and Arneson (2006) who claimed that all communication, even public speaking, could be viewed as a natural discourse. Also, the teacher-directed approach helped in the development of students' oral rhetoric skills (Bakhtin, 2001). Both oral rhetoric strategies facilitated the enhancement of students' quality in oral rhetoric activities. Furthermore, this study confirms the significant role of teachers in teaching communication classes. Both teacher-directed and P.R.E.P. approaches paved way for students to be more expressive and confident as they consider the delivery of a public speech as a natural conversation to their audiences. Spurgeon (2016) elaborated on public speakers' ability to interpret as being linked to the "predictability of the rhetoric system," which means that speeches that follow a clear structure often promote understanding of the message.

The feedback indicates for both oral rhetoric strategies employed that the spontaneity of students' expression of ideas comes out unforced if they are exposed to an environment where they can freely surface understanding on a natural conversation and discussion.

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