

Talk that Talk: A Correlational Study on Oral Presentation Fluency and Speaking Fluency among Filipino Junior High School Students

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ABSTRACT

This study examined the relationship between oral presentation fluency and speaking fluency among junior high school students from a selected public school in Kabankalan City, Negros Occidental, Philippines. Grounded in Hymes' Communicative Competence Framework, the study employed a descriptive-correlational method to determine the level of both fluencies and the relationship between the two variables. A total of 96 students were selected through stratified random sampling from a population of 127 learners. Data were collected using a researcher-made questionnaire and a teacher-rated oral presentation rubric, both of which were validated and found to be reliable. Pearson's correlation analysis indicated a strong, positive, and significant relationship ($r = 0.739$, $p < 0.001$) between oral presentation fluency and speaking fluency. The findings suggest that students who perform well in structured oral presentations are more likely to demonstrate higher levels of general speaking fluency. The study emphasizes the importance of integrating oral presentation tasks into English lessons to enhance students' communicative competence and overall fluency.

Keywords: Oral presentation fluency, speaking fluency, junior high school students, descriptive-correlational, Kabankalan City, Philippines.

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Introduction

Globally, it has been identified that clear communication skills are a primary focus in English language studies. It is important to note that fluency in spoken English and presentation skills are not only important aspects of academic studies, but they are also important communication skills in a professional setting or an intercultural setting (Suhaili et al., 2025; Zhou et al., 2024). Language studies conducted have always established a link between fluency in English and confidence levels, reduced communication anxiety, and academic achievement in a variety of educational settings (Ceneciro et al., 2023). However, there are a number of difficulties that students face in relation to certain aspects of spoken English fluency, such as hesitations in speech, pauses in speech, a lack of vocabulary, and a lack of confidence in spoken English, all of which are important

in terms of effective communication in a practical setting (Labad et al., 2024).

The issues concerning fluency and oral communication in the Asian context of education remain, and these issues are often associated with the curriculum and the nature of interaction. According to the results of the system of reviews, the nature of interaction in the classroom is significant for the development of oral fluency, and the use of communicative activities, discussions, and presentations may have a positive impact on the learners' fluency and confidence (Dayanan et al., 2025). The studies conducted in the Asian context, focusing on Indonesia and Vietnam, have shown that the use of the approach to oral communication may have a significant impact on the learners' expressive abilities (Dayanan et al., 2025; Aziez et al., 2025).

In the Philippines, speaking problems experienced by secondary students were emphasized in several studies, which included vocabulary, pronunciation, and grammar aspects that may affect their academic performance. In fact, descriptive and correlational studies conducted in various Filipino educational institutions revealed that students experience moderate speaking problems, although their academic performance remains satisfactory (Cabansag, 2020; Anudin et al., 2022). This implies the importance of teaching methods designed to improve speaking fluency (Labad et al., 2024). In addition, another study conducted to investigate the experiences of Filipino students with speaking anxiety revealed the existing gap in understanding how speaking tasks, including presentations, are processed (Tapado, 2025).

Specifically, with regard to the context of Kabankalan City, Negros Occidental, English communication activities, especially English oral presentations, are regularly integrated into the junior high school curriculum. However, they have been studied empirically to a small extent. There is anecdotal evidence from the teachers and students themselves that the performance of the students with regard to their presentations and fluency in speaking English varies. This is often linked with the students' level of preparedness, opportunities for interaction with peers, and confidence. However, there is a lack of research that specifically examines the relationship between the fluency of the students with regards to their English presentations and their general fluency in speaking.

Several studies have examined different facets of speaking and presenting skill competencies in secondary school for adolescents. Labad et al. (2024) and Ceneciro et al. (2023) examined the speaking difficulties faced by adolescents and their impact on academic achievement. Suhaili et al. (2025) and Zhou et al. (2024), on the other hand, emphasized its importance in a professional or an intercultural setting. Furthermore, studies conducted by Dayanan et al. (2025) and Aziez et al. (2025) emphasized the importance of engagement in improving oral fluency. Along the same lines, Tapado (2025), Cabansag (2020), and Anudin et al. (2022) highlighted that speaking difficulties, self-confidence, and preparation influence the speaking ability of Filipino learners. However, given the available studies, there has been limited literature on the relationship between oral presentation and speaking fluency, especially among junior high school students in Kabankalan City, Negros Occidental. This is the gap that this study fills in.

Thus, this descriptive-correlational study aims to examine the relationship between oral presentation fluency and speaking fluency among Junior High School students of

a selected school in Kabankalan City, Negros Occidental, Philippines. The findings may serve as a basis to improve the methods of teaching language, the language curriculum, and targeted instruction to improve students' language skills in actual learning situations and in real life.

Framework of the Study

This study theoretically assumed that the fluency of students' oral presentation is associated with their speaking fluency. The connection between the two variables is based on the theoretical framework of Communicative Competence, which was conceptualized by Dell Hymes. It is based on the idea that communicative competence is not only knowledge of the grammatical code but also knowledge of how to use the code appropriately (Hymes, 1972). Students have the opportunity to express themselves meaningfully through oral presentations, which is believed to improve their fluency as they use the language spontaneously and continuously.

Methodology

Research Design. This study used a quantitative research design, specifically a descriptive-correlational method, which aimed to determine the significant relationship between oral presentation fluency and speaking fluency among junior high school students. Specifically, the descriptive aspect of the study aims to examine the level of oral presentation fluency and speaking fluency of the respondents, while the correlational approach aims to examine the significant relationship between these two variables. This design is appropriate because descriptive research identifies "what is," while correlational research determines how variables are related without manipulation (Miksza et al., 2023).

Respondents. The total population of junior high school students enrolled in the selected school in Kabankalan City, Negros Occidental, was 127. The researcher used Raosoft's Sample Size Calculator to determine the recommended sample size of 96 respondents. A stratified random sampling approach was utilized in the selection of respondents to ensure objectivity and population representation.

Research Instrument. The researchers utilized a simple researcher-made questionnaire and an oral performance rubric intended to measure students' oral presentation and speaking fluency. The content validity of the instrument was examined by three English experts and research specialists in terms of its clarity, relevance, and alignment with the objectives of the study. The validation of the instrument resulted in an overall percentage of 0.99%, which showed that the instrument was valid and did not

require any changes. The reliability of the instrument was established through pilot testing among junior high school students who were not included in the study. The data was analyzed using Cronbach's Alpha with a coefficient of 0.92, which shows that the instrument was reliable.

Furthermore, the Oral Presentation and Speaking Fluencies Scale questionnaire (see Appendix A) was divided into three parts. The first part gathered the demographic information of the respondents. The second part consisted

Table 1. *Scale of Interpretation*

Mean Score	Interpretation	Description
4.51 – 5.00	Very High	Exceptional fluency, minimal errors, confident delivery
3.51 – 4.50	High	Mostly fluent, minor errors, generally clear
2.51 – 3.50	Moderate	Moderate fluency, some errors or hesitations
1.51 – 2.50	Low	Limited fluency, frequent errors, hesitant delivery
1.00 – 1.50	Very Low	Minimal fluency, many errors, unclear communication

Data Collection Procedure. Data collection procedure was conducted after securing permission from the teacher-in-charge and the subject teachers in the selected public junior high school in Kabankalan City, Negros Occidental. The researchers coordinated with the English teachers to discuss the study's objectives, procedures, and activity implementation. Initially, the teachers were oriented on the use of the rubric for assessing students' oral presentation fluency, focusing on criteria such as pronunciation, coherence, speech rate, and clarity of ideas. The respondents were then informed about the study's purpose and nature, and it was clarified that participation was voluntary, that responses would be confidential, and that they had the right to withdraw at any time without consequences. Those who declined to participate were excluded from the study. Afterwards, the students performed an oral presentation activity within their English subject. All respondents were assessed under the same conditions using the same rubric to ensure consistency. They were rated by their respective English teachers, who had been oriented on the proper use of the tool. The completed rating sheets served as the basis for assessing oral presentation fluency. Following the activity, a survey questionnaire was administered through Google Forms, consisting of three parts: demographic profile, teachers' ratings of oral presentation fluency, and respondents' self-assessment of speaking fluency. One week was given to the respondents to complete the questionnaire at their convenience, while the researchers monitored responses through the Google Forms tracker and coordinated with the English teachers to remind those who had not yet responded. All data from the rubric ratings and survey questionnaires were tabulated and analyzed using appropriate statistical treatment. Anonymity of the respondents was maintained throughout the process.

Data Analysis Procedure. Descriptive and inferential statistical tools were used in the study to analyze the data

of a teacher-rating rubric designed to assess students' oral presentation fluency during classroom presentations. Each item was evaluated on a 5-point Likert Scale, ranging from 1 (Very Poor) to 5 (Very Good). The third part assessed the fluency of students in their own speaking during their usual classroom lessons and activities. Items were rated on a 5-point Likert Scale, ranging from 1 (Strongly Disagree) and 5 (Strongly Agree). Table 1 shows the scale of interpretation for the findings.

collected from the selected school in Kabankalan City, Negros Occidental. The descriptive analysis, including mean and standard deviation, was used to determine the level of oral presentation fluency and speaking fluency of the respondents. To examine the relationship between the two variables, the Pearson's r correlation coefficient was used. This is appropriate for determining the strength and direction of the linear relationship between oral presentation fluency and speaking fluency of the respondents. The results were evaluated using standard levels of significance to support the findings of the study.

Ethical Considerations

This study ensured a strict adherence to the ethical principles and standards set for the research to be carried out on respondents. Before the actual research, the respondents were made aware of the nature and purpose of the research through an informed consent form. The informed consent form ensured the voluntary participation of the respondents, the right to withdraw from the research, and the confidentiality of the entire research process. In this study, no personal information was collected from the respondents, and utmost confidentiality and respect were maintained. Furthermore, the information collected from the respondents was kept confidential and was used only for academic and research purposes. In addition, the respondents were made aware of the general nature of the results of the study so that none of their information could be traced or identified.

Results and Discussion

Level of Oral Presentation Fluency

Table 2 shows the level of fluency in oral presentations of junior high school students is 3.96, with a standard deviation of 0.67, and its rating is High in accordance with the classification adopted in this study. In other words, students

demonstrate an ability to conduct an oral presentation in a coherent manner, using clear language, and ensuring the logical succession of statements. According to the research tool used, a “High” rating indicates a certain degree of coherence and fluency in speaking; however, there may be occasional interruptions, hesitations, or inconsistencies in the presentation process. While the obtained result corresponds to the “High” category, it should be noted that

Table 2. Level of Oral Presentation Fluency among Junior High School Students

Variable	Mean	SD	Interpretation
Oral Presentation Fluency	3.96	0.67	High

Several reasons have been advanced for the poor rating of their presentations. First, there was an interference in the fluency of speech caused by the presentation anxiety. According to Wu (2024), the influence of anxiety has a significant effect on the performance of students in their oral presentations. Secondly, the cognitive process of arranging the thoughts while giving the speech can make it difficult for the students to speak smoothly. According to Chang and Windeatt (2024), fluency in oral presentation in academics is greatly influenced by linguistic, cognitive, and psychological aspects, especially concerning pausing while delivering the speech. Moreover, lack of exposure to oral presentation practices might play a major role in influencing their performance in this task. Lan et al. (2024) assert that students face many challenges when making oral presentations because of such issues like insufficient preparation, nervousness, and peer evaluation among others.

Based on the findings, it should be noted that although the students are good in their oral presentation fluency at present, the need arises to offer them greater opportunity to engage in presenting tasks. The use of some instructional

Table 3. Level of Speaking Fluency among Junior High School Students

Variable	Mean	SD	Interpretation
Speaking Fluency	3.99	0.67	High

The rating may have been influenced by various reasons. First, there may have been a low level of opportunity for constructive speaking practice, making it difficult to develop automaticity in speaking. As Safdari and Fathi (2020) state, the experience of interactive and supportive assessment situations makes it easier for learners to speak effectively and the practice needs to be continuous so that the delivery is fluent.

Another reason for poor performance might have been the mode of instruction used in the class. For example, Namaziandost et al. (2020) discovered that cooperative and interactive learning techniques are effective in improving the speaking skills of learners because they create many chances for speaking without hesitation. Moreover, the

it is far from being at its peak, which means that students have not achieved high levels of fluency in their oral presentations yet. This implies that despite their ability to transfer their ideas efficiently through presentations, they cannot do it continuously without any interruptions or hesitations, smoothly transition from one idea to another, or speak spontaneously.

strategies aimed at overcoming anxiety could help them achieve a certain level of fluency.

Level of Speaking Fluency

Table 3 shows data regarding the level of speaking fluency among junior high school students who have a mean score of 3.99 with a standard deviation of 0.67 and have been identified as having a “High” level of fluency as measured by the rating scale used in the study. This means that the students can easily express themselves verbally through an oral statement with fluent pace and pronunciation. The use of the measurement tool shows that a “High” level in the scale implies that learners can speak without significant interruptions, but minor pauses and hesitations are still possible.

This suggests that the level of speaking fluency among junior high school learners is not at its peak because learners still cannot speak spontaneously without any difficulties even if they have a high level. It implies that learners still need more practice to be able to speak without hesitation and minor issues when communicating orally.

cognitive challenges involved in speaking can be another reason why learners have failed to achieve complete fluency. The creation of speech entails the simultaneous engagement of vocabulary, grammar, and meaning; this process can cause moments of hesitation in learners until their mastery improves. According to Aubrey et al. (2020), learners’ involvement in the activity and the actual task requirements play a vital role in determining the effectiveness and coherence of spoken output. It can be concluded from the above discussion that although students are already fluent enough for practical purposes, reaching advanced fluency necessitates additional exposure to speaking exercises. Based on the findings, there should be an increased focus on interactive, task-based, and cooperative speaking activities to improve learners’

fluency levels. Regular practice of real-life communication exercises might assist learners in achieving advanced fluency levels in speaking.

Relationship Between Oral Presentation Fluency and Speaking Fluency

Table 4 shows the correlation between oral presentation fluency and speaking fluency of junior high school students. With the computed Pearson’s *r* of 0.739, there is a strong positive correlation between the variables. Additionally, the computed *p*-value of less than 0.001 indicates that the association between the variables is significant. From the research instrument, it implies that students who have high levels of oral presentation fluency also have

higher speaking fluency, and the association is significant. Therefore, students who are good at performing structured presentations are also good at speaking fluently.

The strong positive correlation of the two variables shows the close relationship between oral presentation fluency and speaking fluency. The fundamental elements of speaking fluency are organizing thoughts, using proper grammatical structures, and conveying messages in an uninterrupted manner as required in oral presentation. Nevertheless, the relationship between the variables is not perfect since there are cases where students can differ in performance in speaking and oral presentation tasks despite the strong association.

Table 4. Relationship Between Oral Presentation Fluency and Speaking Fluency

Variables	Pearson’ <i>r</i>	<i>p</i> -value	Interpretation
Oral Presentation Fluency and Speaking Fluency	0.739	< 0.001	Strong Positive Correlation

The reasons for this might include multiple aspects. First, one could mention that oral presentations and speaking fluency depend on similar skills, including vocabulary, grammar, and discourse management. When acquiring those through oral presentations, the level of speaking in general rises automatically. Moreover, frequent contact with oral presentations may positively influence the level of confidence and decrease anxiety, leading to more fluent speech as well. However, task-specific differences may also account for imperfect correlation since oral presentations can be prepared in advance, while speaking fluency requires some spontaneous actions.

These findings can be supported by existing studies. Kahng (2024) claims that the development of second language speaking fluency is related with cognitive fluency (processing speed) and utterance fluency (actual speech performance). In their turn, Lee and Liu (2021) assert that oral presentation training positively impacts the acquisition of speaking-related competencies because this kind of activity allows for practicing language organization and its delivery before an authentic audience. Moreover, Tavakoli and Wright (2020) point out that fluency develops due to constant practice in speaking tasks, during which learners engage in planning and actual production of the language. In turn, these authors claim that meaningful oral performance occurs when people participate in planned speaking tasks and practice actual language production on purpose.

Based on the findings of this study, incorporating more oral presentations in class can be considered as an efficient strategy for improving the students’ fluency in speaking. The teacher can also integrate planned presentations and impromptu speaking to improve both abilities.

This study was anchored on Hymes’ (1972) Communicative Competence theory, which posits that language proficiency involves not only grammatical knowledge but also the ability to use language effectively in real communicative contexts. This study has confirmed the assumption that oral presentation fluency is correlated to speaking fluency since the variables were highly correlated (*r* = 0.739, *p* < 0.001). The two variables were also rated high. These findings imply that when students are able to make a good oral presentation, they are likely to exhibit speaking fluency. In other words, oral presentations enhance communicative competence among students, which enables them to organize their thoughts, communicate using language skills, and sustain conversation. However, it must be noted that the correlation between the two variables is not perfect because other variables play a role in determining speaking fluency, which aligns with the multidimensional perspective of the theory.

Conclusion

The aim of this study is to examine the relationship between oral presentation fluency and speaking fluency among junior high school students of a selected school in Kabankalan City, Negros Occidental. From the findings obtained, it can be noted that there was a strong positive correlation between the two variables, meaning that higher levels of oral presentation fluency were linked with higher levels of speaking fluency. It could thus be inferred that the competencies employed in oral presentations were also applicable to speaking fluency. The findings further imply that speaking fluency involves many aspects, and therefore, it is not only dependent on one skill but rather on several interconnected dimensions of language proficiency. The fact that respondents performed better in oral presentations implies that their speaking fluency was also likely to be

proficient, considering that the competencies used in oral presentations also apply to speaking fluency. On the other hand, the findings indicated that despite the high fluency of respondents in oral presentations, there were still small errors, and hence speaking fluency continued to be a developing aspect.

Limitations of the Findings

This study was constrained by several factors related to its design, variables, respondents, instrument, and context. The limitation imposed by using a quantitative descriptive-correlational design is that the findings are not in-depth since they are derived from only one instance or snapshot of students' experiences when it comes to fluency since this study did not look at fluency development or changes through time. Another limitation concerns other variables such as age, sex, motivation, anxiety, and frequency of English language exposure aside from oral presentation fluency, which may impact the correlation between the two. The study further has another constraint because it only included respondents from one chosen school in Kabankalan City, which would make the findings more valid only for this particular place since each school has different conditions and learners. The researcher-made questionnaire and rubric also have limitations in terms of their comprehensiveness as compared to using standardized tools to assess the variables.

Practical Value of the Paper

The findings of this study have practical significance for the following stakeholders involved in education: teachers, school administrators, students, and future researchers. First, there is a strong positive correlation between oral presentation fluency and speaking fluency, which proves that it is practically significant to apply structured oral presentations as a routine part of teaching English lessons. In particular, it implies that teachers should create conditions for developing speaking fluency through the organization of oral presentations by students that require speaking without interruption or pause. Furthermore, school administrators will benefit from this study in terms of designing new instructional programs and training communicative teaching methods at junior high schools. Also, it is necessary to note that the findings of this study show that the development of oral presentation skills in the process of English lessons promotes improvement of speaking fluency among students. Finally, for future researchers, the study provides a useful reference point for exploring other related factors affecting speaking fluency and for expanding the investigation to different contexts, populations, or instructional approaches.

Directions for Future Research

Given the limitations and findings of this study, future research may further explore the relationship between oral presentation fluency and speaking fluency using broader and more diverse approaches. It is possible to conduct research using qualitative or mixed methods to provide a more detailed insight into the issues of students in their efforts to improve their fluency skills. Another recommendation for future research is to introduce other variables, such as age, gender, motivation, speaking anxiety, and English exposure. In addition, widening the scope of respondents from local to regional or national levels can make findings more generalized among diverse educational settings. Moreover, conducting research by introducing improved or contextualized researcher-made instruments can allow obtaining more accurate information on fluency related to students' experience. Finally, future researchers might conduct investigations to determine the differences in fluency development under various learning conditions, such as traditional face-to-face learning, blended learning, and technology-enhanced instruction.

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Appendix A: Research Instrument

Oral Presentation and Speaking Fluencies Scale

Demographic Information

Name (Optional): _____ Age: _____

Sex: _____ Grade Level: _____

Oral Presentation Fluency (To be accomplished by the teacher) Instructions to Teachers: Answer truthfully. Based on your observations, rate (check) the students' oral presentation using the scale:

Scale: 1 – Very Poor; 2 – Poor; 3 – Fair; 4 – Good 5 – Very Good

Description	1	2	3	4	5
1. Pronunciation is clear and understandable.					
2. Vocabulary is appropriate and varied.					
3. Grammar is mostly accurate.					
4. Ideas are organized and coherent.					
5. Maintains eye contact and engages the audience.					
6. Voice projection is adequate.					
7. Pace and intonation are natural and appropriate.					
8. Confidence and overall delivery are strong.					

I. Speaking Fluency (To be accomplished by the student)

Instructions to Students: Answer truthfully. Check the boxes that best describes your speaking fluency during classroom lessons and activities using the scale:

Scale: 1 – Strongly Disagree; 2 – Disagree; 3 – Neutral; 4 – Agree ;5 – Strongly Agree

Description	1	2	3	4	5
1. I can speak fluently without frequent pauses.					
2. I can express my ideas clearly and coherently.					
3. I can use appropriate vocabulary while speaking.					
4. I am confident when speaking in front of the class.					
5. I can maintain natural pace and intonation.					
6. I can respond promptly to questions during discussions.					
7. I rarely use fillers (e.g., “um,” “uh”) while speaking.					
8. I can participate actively in classroom speaking activities.					