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The usage of the PechaKucha technique for improving the Speaking Skill

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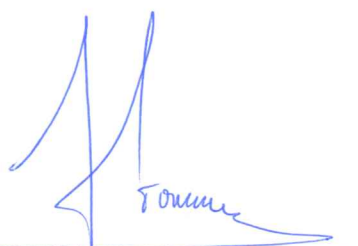
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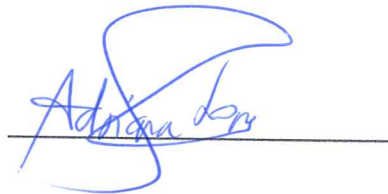
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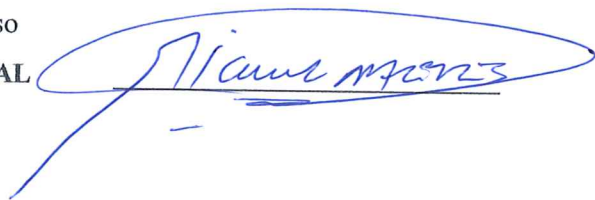
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DEDICATORY

I want to dedicate this achievement mainly to God for giving me the opportunity to be able to prepare myself academically to become a professional of excellence. Also, I want to dedicate this achievement to my parents Gustavo and Carmen for being the fundamental pillar during my academic development, for sacrificing everything and giving me what I needed to achieve this goal.

I also want to thank all the people who have supported me and helped make this research successful, without them none of this could have been possible. To the love of my life José Yáñez, who with his words of encouragement has not let me faint and has always been supporting me.

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RESUMEN

Esta investigación analiza la eficacia de la técnica PechaKucha para el desarrollo de la habilidad oral en inglés como lengua extranjera (EFL) en estudiantes de décimo año de EGB paralelo "A" de la Unidad Educativa Santa Mariana de Jesús, situado en la ciudad de Riobamba, provincia de Chimborazo, durante el periodo académico 2025 – 2026. Para abordar los objetivos, el estudio adoptó un enfoque cuantitativo, descriptivo y de campo, con modalidades de investigación aplicada y documental que permitieron un análisis sistemático y riguroso de los datos recogidos mediante la intervención pedagógica. La población estudiada estaba compuesta por 26 estudiantes que participaron activa y de forma constante en todas las etapas de la intervención pedagógica. Para medir el progreso en el rendimiento oral, se utilizaron como instrumentos principales una prueba oral previa y una prueba oral posterior, complementadas por una rúbrica de evaluación estandarizada que evaluaba cuatro criterios específicos: Gramática y Vocabulario, Gestión del Discurso, Pronunciación y Comunicación Interactiva. Estas dimensiones fueron cuidadosamente seleccionadas porque reflejan las competencias clave necesarias para una comunicación oral eficaz en un contexto de aprendizaje de lenguas extranjeras. Los resultados de esta investigación indican que, tras la intervención implementada mediante la técnica PechaKucha, los estudiantes demostraron una mejora medible en todos los parámetros mencionados anteriormente, eliminando por completo la categoría de nivel en desarrollo y logrando ascender con éxito a un nivel Bueno para cada criterio evaluado. Estos hallazgos muestran que la técnica PechaKucha constituye una intervención pedagógica eficaz y valiosa para el desarrollo de las habilidades orales en inglés a nivel de educación básica general en Ecuador.

Palabras Clave: PechaKucha, habilidad oral, EFL, output, instrucción sobre la pronunciación de un mensaje verbal en contexto, educación de nivel secundario en Ecuador.

ABSTRACT

This research analyses the effectiveness of the PechaKucha technique for the development of oral skill in English as a Foreign Language (EFL) in students of 10th year EGB parallel “A” of the Santa Mariana de Jesús High School located in the city of Riobamba province of Chimborazo during the academic period 2025 – 2026. In order to address the objectives, the study adopted a quantitative, descriptive and field type approach, with modalities of applied and documentary research which allowed for a systematic and rigorous analysis of the data collected through the pedagogical intervention. The study population was made up of 26 students who actively and consistently participated in all stages of the pedagogical intervention. To measure progress in oral performance, a pre-oral test and a post-oral test were used as a primary instrument, complemented by a standardized evaluation rubric that evaluated four specific criteria: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication. These dimensions were carefully selected as they reflect the core competencies required for effective oral communication in a foreign language learning context. The results of this research indicate that following the intervention implemented through the PechaKucha technique, students demonstrated measurable improvement across all the parameters previously mentioned, removing the Developing level category altogether and successfully moving up to a Good level for each evaluated criterion. These findings show that the PechaKucha technique constitutes an effective and valuable pedagogical intervention for the development of the oral skills in English at the level of general basic education in Ecuador.

Keywords: PechaKucha, oral ability, output, instruction on the pronunciation of a verbal message in context, secondary education in Ecuador.

CHAPTER I

INTRODUCTION

1.1 Introduction

The development of oral communication skill in English as a foreign language (EFL) has become one of the most urgent priorities in contemporary language teaching. Despite being recognized as a fundamental competence for academic and professional participation in the 21st century, speaking skill remains the least developed area in many EFL classrooms, especially in high school contexts where instruction is dominated by traditional, grammar-centered teaching (Fahmi & Widia, 2021; Taye, 2025). In Ecuador, this challenge is especially visible: the country consistently obtains scores among the lowest in the region in international indices of competence in English, and oral communicative competence is frequently identified as the area of low performance, most significant among high school students (Figueroa-alto Vidal, 2022).

In this context, PechaKucha technique is proposed as a pedagogical intervention in the present research. It is a low-cost, evidence-based structured intervention designed to handle the limited development of speaking skill among 10th year students of EGB Parallel “A” at the Santa Mariana de Jesús High School in Riobamba during the academic term 2025-2026. PechaKucha advance automatically every 20 seconds. It is recognized in EFL research as a student-centered pedagogy that promotes fluency, discourse organization, pronunciation accuracy, and anxiety reduction in oral performance, through systematic rehearsal and timed delivery (Coskun, 2017; Wahyudi et al., 2024; White & Louis, 2023). Its alignment with the principles of Task-based language teaching and the Cognitive Load theory provides a solid theoretical basis for its application in high school EFL contexts.

This research report is organized in five chapters. In Chapter I it is presented the problem, research formulation, the justification and the objectives. In Chapter II it is developed the Theoretical Framework, reviews the empirical literature on PechaKucha, the components of speaking skills, and the main theoretical approaches that support the study, including the Cognitive Load Theory, Task-based Language Teaching, Multimodal Learning and research on anxiety in foreign languages. In Chapter III it is described the methodology, including the quantitative approach, the modalities of field and applied research, the population studied and the instruments used for data collection. In Chapter IV it is presented the analysis of the results of the pre-oral test and post-oral test organized by criteria and supports by descriptive statistical analysis. Finally, in Chapter V it is formulated the conclusions derived from the research and offers recommendations for teachers, the institution and future researchers in the field of development of English-speaking skills in Ecuador.

1.2 Problem Statement

Globally, the development of oral skill in English as a foreign language (EFL) has been widely recognized as one of the greatest challenges in contemporary education. Traditional teaching approaches that prioritize grammar teaching and the exercises described on communicative practice have limited the opportunities of students to develop functional oral competence (Fahmi & Widia, 2021). As a result, students from different educational contexts have difficulties using English effectively as a means of verbal communication, showing low levels of confidence and motivation for oral expression (Taye, 2025). Although English is included as a fundamental component of the school curriculum, students have difficulty using it as an effective means of oral communication in educational contexts (Taye, 2025).

The mentioned difficulties are explained by traditional teaching methods that are characterized by limitations in oral practice and result in low levels of confidence and motivation for verbal expression in English (Fahmi & Widia, 2021).

At the national level in Ecuador, high school English education faces similar challenges. The national curriculum includes English as a compulsory subject. However, teaching practices usually emphasize written and grammatical precision above oral communication skill. This has caused a significant gap between theoretical knowledge and the practical application of the language, which has led to a restricted integral development of communicative competence among Ecuadorian students (Figueroa-Vidal, 2022).

At the local level, students at 10th year of EGB Parallel "A" of the Santa Mariana de Jesús High School in the city of Riobamba, Chimborazo province, in the academic term, 2025-2026, demonstrated limited speaking development. In this context, the PechaKucha technique is proposed as a promising alternative to improve speaking, as it promotes the organization of ideas and confidence in oral performance (Botella & Ramos, 2018).

The problem is the English fluency caused by traditional teaching methods used in the classroom, the lessons focus on the teacher's explanation, grammatical rules and written exercises. The oral work receives little attention. Students have little time to practice oral expression continuously, so speech in English usually shows frequent pauses, slow pace and broken sentences. The levels of fluency remain below the objectives established for the level of instruction. Traditional routines put precision and correctness before continuous communication and reduce the opportunities to develop a fluent and automatic language use, as it was observed in teaching practices.

In this regard, the implementation of pedagogical strategies that encourage a more dynamic and contextual oral practice, such as PechaKucha, has been proposed (Aguilera-Fuentes, 2025). Therefore, it is essential to analyse the effect of this technique on the development of the oral skills of the students mentioned, with the aim of contributing to the improvement of oral expression in English.

1.3 Problem Formulation

How does the PechaKucha technique contribute to the development of the speaking skill at 10th year of EGB parallel “A” to the Santa Mariana de Jesús High School in the city of Riobamba, Chimborazo province, during the academic term, 2025-2026?

1.4 Justification

The development of speaking skill in English as a Foreign Language (EFL) represents one of the greatest challenges of contemporary language education, in high school contexts where students are prepared for higher education. Speaking proficiency is often identified as a fundamental competence for successful communication, facilitating not only interpersonal interaction, but also academic and professional participation in various sociolinguistic environments (Wahyudi, et al., 2024).

At a global level, innovative teaching and learning methods such as PechaKucha is used in modern language education. Current research indicates that structured, time-limited presentation formats increase fluency, confidence and ideas organization for EFL learners while targeting some of the most pervasive issues in oral skill development (Heron, 2023). Additionally, PechaKucha pedagogically stands on a stable foundation of effective learning principles (such as multimodal learning) and Task-Based Language Teaching frameworks that allow it to be an evidence-based instructional tool that can achieve quantifiable gains in communicative competence across a variety of educational settings (Wahyudi et al., 2024). In a globalized world where oral proficiency in English is increasingly tied to academic and professional opportunity, understanding and implementing such techniques is no longer optional but essential for effective language instruction (Taye, 2025).

At the institutional level, Santa Mariana de Jesús High School faces the challenge of achieving a meaningful balance between oral English practice and the grammar-based instruction expected at most public high school in Ecuador. English is compulsory for the national curriculum; however, teaching practices have historically prioritized written accuracy and grammatical precision at the expense of effective communicative development in oral tradition which has resulted in only a limited integral development of communicative competence (Figuerola-Vidal, 2022). Familiarizing both the institution and teachers with PechaKucha technique is thus a tangible action towards embedding evidence-based, communicative pedagogies in everyday teaching. PechaKucha is considered relevant in the curriculum because of the evidence-based on communicative focus, but also of its minimal technological demand (timers, presentation software and projector that all Ecuadorian Institutions have access to) (Fahmi & Widia, 2021). Consequently, familiarity with this technique enables the institution to handle evidenced communicative needs with a systematic, low-cost and highly replicable pedagogical approach.

The beneficiaries are the 10th year EGB parallel “A” students at the Santa Mariana de Jesús High School who will receive the instruction designed to improve the oral skill.

English teachers who will have access to a replica pedagogical tool which will benefit from local empirical evidence on effective strategies for developing speaking skills.

The viability of this research is based on several factors: the study population is clearly defined and is accessible; the necessary technological resources (presentation software, projector, timer) are so easily available in the institutional context; the PechaKucha technique has been successfully implemented in similar educational environments with documented positive results (Al-Khresheh, 2024; Wahyudi et al., 2024) and the research calendar is aligned with the academic calendar allowing adequate periods of implementation and evaluation.

1.5 Objectives

1.5.1 General Objective

To analyze how the application of the PechaKucha technique contributes to the development of speaking skill at 10th year EGB Parallel “A” of the Santa Mariana de Jesús High School in the city of Riobamba, Province of Chimborazo, in the academic term 2025-2026

1.5.2 Specific Objectives

- Diagnose the level of fluency of the participants in Speaking Skill.
- Apply activities based on the PechaKucha technique to promote the development of fluency considering the realities in the diagnostic phase.
- To assess the effectiveness of the intervention technique in terms of developing the speaking skill in participants.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

In recent years, the development of oral communication in English as a foreign language (EFL) has been put in the foreground as a fundamental learning objective in higher education, with an emphasis on pedagogies based on tasks and presentations that offer authentic opportunities for oral production and interpretation. It has been observed that structured presentation tasks have to promote the fluency, confidence and organization of ideas, especially when using formats with time limitations (Heron, 2023; Huang, 2023). Within this trend the PechaKucha format created in 2003 and characterized by 20 slides that advance automatically every 20 seconds has been adopted more in higher education programs and has been described as a student-centered pedagogy that encourages public involvement, conciseness and fluency driven by the light of essays (White and Louis, 2023).

Evidence from related disciplines has indicated that instructions based on PechaKucha can significantly improve the performance and confidence of the presentation. In a quasi-experimental study with undergraduate nursing students, a significant better statistic in presentation skills was reported after a PechaKucha intervention, with improvements linked to a better mastery of the content and greater confidence (Haramba, et al., 2024). These findings coincide with EFL research on tasks, based on presentation where quasi-experimental evidence has suggested that structured oral presentation is caused by measurable advances in oral competence and self-confidence (Al-Khresheh, 2024).

More directly in the EFL settings, positive effects of PechaKucha on the ability to speak have continued to be documented. A pre-experimental study with Islamic senior high school students reported that the ability to speak in English improved significantly after the instructions through PechaKucha presentations, which supports the value of the format for time management, the synthesis of ideas and fluid delivery (Wahyudi et al., 2024). Previous experimental work in the field of foreign language showed that public speaking anxiety was significantly reduced after PechaKucha presentations, indicating that rehearsal requirements and format sliding time can help regulate speech speed and mitigate anxiety during performance (Coskun, 2017). Although this last study is prior to 2020, it has been frequently cited as fundamental evidence about the effective benefits of the format for EFL students.

Based on this body of evidence, the technique has been presented as a promising intervention, low-cost, and replicable in the classroom, through which EFL students must plan, rehearse and convey concise messages, thus promoting fluency, clarity and confidence in spoken English

2.2 Theoretical Foundation

2.2.1 PechaKucha technique: Definition and Characteristics

The PechaKucha technique developed in 2003 by Astrid Klein and Mark Dytham, is defined as a short and dynamic presentation method, that limits the content to 20 slides shown for 20 seconds each. Conciseness and clarity are reinforced with this structure, thus improving effective communication and time management in oral presentations (Fahmi & Widia, 2021).

From a discursive perspective, Beltrán-Palanques and Querol-Julián (2024) conceptualize PechaKucha as a multimodal genre in which meaning is built through the integration of verbal, visual and temporal resources.

This technique is distinguished from conventional presentation methods by balancing the visual impact with a strict temporal structure. Wahyudi, et al. (2024) point out that this combination improves the concentration of students, reducing the tendency to deviate from the main ideas and supporting the clarity of expression during oral assignments.

In addition, the fast-paced and visual richness of the PechaKucha presentations maintain public engagement, which is crucial for communicative effectiveness. Haramba et al. (2024) document improvements in presentation skills and the confidence of students exposed to this method, attributing advances to its combined approach in essay, such as organization and oratory in time conditions.

2.2.2 Application of PechaKucha for Speaking Skill Improvement

The PechaKucha technique contributes to the improvement of speaking skill, training students to organize and present their ideas in a clear and coherent way under a strict time limit. Wahyudi et al. (2024) highlights how the demand for the method of an oral narrative, concise and concretized, forces students to systematically rehearse which results in enhanced pronunciation accuracy and coherence of the discourse. This structured preparation aligns with the best practices in foreign language pedagogy, oriented to the integral development of skills.

In addition to the perception of students about PechaKucha-based learning, it emphasizes an increase in motivation and a decrease in anxiety. The format of the method creates a focused and safe environment that facilitates repeated practice and feedback between peers ultimately encouraging autonomy and self-confidence (Muzahira & Zuhriyah, 2024).

2.2.3 Methodological Application of PechaKucha in the Educational Contexts

The implementation of the PechaKucha technique in educational contexts follows a clearly defined methodological sequence. In the initial phase, students introduce the format through presentations and the explanation of its fundamental rules, which facilitates their understanding of their structure and communicative objectives (White & Louis, 2022). Subsequently, the planning phase is developed, which includes the selection of topics, the writing of scripts and the organization of the main ideas.

In a third stage, students design their slides prioritizing representative images and avoiding excess text in accordance with the principles of multimodal learning (Beltrán-Palanques & Querol-Julián, 2024). The rehearsal process is a fundamental phase, as it allows students to regulate their speech rhythm, improve pronunciation and reinforce speech coherence (Wahyudi, et al., 2024). Finally, the presentation is accompanied by formative and reflective feedback, that strengthens meaningful learning (Haramba, et al., 2024).

2.2.4 Advantages of Using PechaKucha in the Development of Speaking Skill

Numerous studies provide evidence that the use of PechaKucha significantly improves the organization of oral speech, by requiring students to prioritize information and systematized their most relevant ideas (Wahyudi, et al., 2024). Likewise, the constant practice of this format improves the fluency, coherence and perception of the use of the language (Al-Khresheh, 2024).

From a technological perspective, technology strengthens digital competence and multimodal literacy, since it requires the strategic use of images and digital tools (Beltrán-Palanques & Querol-Julián, 2024). In the emotional-motivational field, Aguilera-Fuentes (2025) mentions that PechaKucha increases the student's motivation due to its nature, dynamic and visual. In addition, Coskun (2017) found a significant reduction in anxiety during the oral presentation attributed to the predictable structure of the format.

2.2.5 Disadvantages and Limitations of PechaKucha technique

Despite its multiple benefits, PechaKucha also has certain limitations. White & Louis (2022) warn that the rigidity of the format can limit the deep development of complex topics. In a similar way, Beltrán-Palanques and Querol -Julián (2024) points out that temporal pressure can generate stress with low linguistic competence.

From a technological point of view, Fahmi and Widia (2021) indicate that limited digital competence can become a barrier for some students. Moreover, Haramba et al. (2024) emphasizes that the evaluation of this type of representation requires clearly defined rubrics to guarantee objective and reliable evaluation criteria.

2.2.6 Material and Resources Required

For the proper implementation of the PechaKucha technique, the use of digital presentation software such as projector or screens, high quality images, automatic timers, and evaluation rubrics is required (Fahmi and Widia, 2021; White and Louis, 2022). In addition, Wahyudi et al. (2024) recommend the use of registration tools for self-analysis and for the progressive improvement of oral performance.

2.2.7 Impact on Motivation and Self Confidence

Motivational factors are fundamental in the successful acquisition in speaking skills. Aguilera - Fuentes (2025) underlines that the attractive and dynamic visual format of PechaKucha significantly raises student motivation, offering stimulating challenges that encourage active oral participation.

This technique also mitigates common emotional barriers, such as the fear of public speaking providing a predictable and structured presentation environment. Coskun (2017) found that students exposed to PechaKucha presentations showed levels of anxiety reduction, facilitating a more fluid and safe delivery of the speech.

Consequently, the motivation and increased self-efficacy generated through the implementation of PechaKucha contribute to a set of oratory improved skills, promoting student resilience and a greater commitment to oral communication tasks (Aguilera-Fuentes, 2025).

2.2.8 The importance of Speaking Skill in Language Learning

Speaking skill is often identified as a fundamental competence for successful communication in a foreign language, it facilitates not only interpersonal interaction but also academic and professional participation in various socio-linguistic contexts (Wahyudi & Rouda, 2024). The ability to speak fluently influences the social integration and academic performance of students, serving as a fundamental element in the development of full communicative competence.

In addition, oral expression skills contribute to the student's autonomy. Muñoz (2022) maintains that learners with strong oral skills develop self-regulation and adaptability, which allows them to face a diverse linguistic capacity for the use of language.

2.2.9 Definition and Relevance of Speaking Skill

Speaking Skill is defined as the ability to produce coherent, meaningful and textually adequate verbal communication in various interactive situations (Muñoz, 2022). It is distinguished as a fundamental active skill to build meaning and facilitate interpersonal exchange in the acquisition of a second language.

The relevance of developing oral competence lies in its impact on the success of the student. According to Heron et al. (2023), oral communication skills significantly influence the academic and professional career, affecting the ability of students to participate in discussions, presentations and communication tasks in the real world.

In addition, speaking is deeply connected to the cognitive and social dimensions of language learning. Wahyudi, Rafli and Wouda (2024) emphasize that oral skills encompass not only linguistic knowledge, but also interpersonal skills, cultural competence and emotional regulation, all of which are fundamental for an effective use of language.

2.2.10 Fundamental Components of Speaking Skill

The development of speaking skill is multifaceted, depending on components such as fluency, pronunciation, intonation, precision and coherence of speech (Muñoz, 2022). Fluency allows students to speak fluently and continuously, while precise pronunciation and intonation improve the listener's intelligibility and commitment.

Consistency ensures that the spoken message is structured, logically and easy to follow by listeners. Figueroa-Vidal (2022) highlights the importance of thematic progression and cohesive resources to maintain the relevance and clarity of the discourse in oratory tasks.

In addition to these components as a whole, they support efficient oral communication. According to Wahyudi, et al. (2024), the directed practice that integrates these elements promotes balanced skills acquisition, ultimately enhancing the confidence and oral competence of the students.

2.2.11 Obstacles and Challenges in Speaking Skill Development

The anxiety to speak in public is frequently cited as one of the most important barriers in the developing of oral communication skills in a foreign language. This anxiety is usually seen in the fear of negative evaluation and lack of confidence which leads to less participation in oral expression activities (Coskun, 2017). The psychological barrier created by this anxiety negatively affects the fluency and willingness to communicate with the students, reinforcing a cycle of underdevelopment of oral skills.

Along with affective factors, environmental and pedagogical limitations complicate the development of oral skills, students usually receive limited opportunities for a meaningful oral interaction due to the focus centered in the teacher, which emphasize the grammatical rules on communicative competence (Taye, 2025). This traditional approach inhibits the spontaneous production of speech which results in actions that lack naturalness and fluency, which highlights the need for dynamic models of oral practice.

Motivation or lack of, also plays a fundamental role. Since students who show low motivation are less likely to participate in the rigorous practice necessary to improve oral

skills (Fahmi & Widia, 2021). Therefore, educational interventions must address both motivational and cognitive challenges to facilitate the effective development of oral skills which can be supported by structured and attractive formats such as the PechaKucha technique.

2.2.12 Related Theoretical Approaches

The theoretical basis of PechaKucha effectiveness is largely based on the Cognitive Load theory which maintains that reducing strange cognitive load facilitates better learning and mental processing (Fahmi & Widia, 2021). The structured nature of the PechaKucha presentations relieves the overwhelming entry of information, thus supporting concentration and retention.

In addition, discourse coherence theories of stand out as well-organized oral communication that improves the listener's understanding and the speaker's effectiveness (Fahmi & Widia, 2021). This coincides with the emphasis of PechaKucha in the production of content, concise and logically connected.

These theoretical models justify the pedagogical benefits of PechaKucha, providing a basis for their integration, as an impactful learning tool that encourages oral expression in EFL contexts.

2.2.13 Task-Based Language Teaching (TBLT) and Speaking Skill Development

Task-Based Language Teaching (TBLT) has firmly established itself as one of the most influential frameworks for developing oral communication skills in EFL contexts. This approach positions language learners as active agents who acquire communicative competence by performing meaningful and goal-oriented tasks that closely reflect the real use of language.

An exhaustive systematic version of 38 studies published between 2014 and 2023 confirmed that TBLT approaches constantly produce measurable advances in English-speaking competence, especially when the tasks integrate technological tools and culturally relevant scenarios that motivate students and reflect authentic needs for language use (Yu, et al., 2024). The review, which used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology, showed that TBLT is predominantly based on sociocultural theory, cognitive psychology, and constructivism, and that the results are evaluated according to the Common European Framework of Reference (CEFR). The PechaKucha technique is closely in line with the principles of TBLT in that it is a structured and time-limited communicative task in which students must plan, rehearse and offer coherent oral content, thus creating authentic opportunities for oral production, which replicate in real-world presentation contexts.

Within TBLT frameworks, tasks based on presentation are especially valued for their ability to integrate the multiple dimensions of communicative competence (linguistic, socio-linguistic and strategic), in a single coherent action. According to this same systematic review, students enrolled in TBLT courses showed a notable improvement and surpassed their counterparts in traditional focused instruction in the form which suggests that task-based approaches generate more naturalistic and integrated paths towards linguistic competence. This evidence reinforces the theoretical basis to incorporate presentation techniques, structured as PechaKucha-based interventions in EFL secondary education where the development of fluid and textually adequate oral communication represents a primary instructional objective.

2.2.14 Multimodal Learning and its connection to the PechaKucha Technique

Multimodal learning theory is a fundamental theoretical pillar that supports the pedagogical justification of the PechaKucha technique. Multimodal instruction refers to pedagogical strategies that activate multiple sensory systems simultaneously, integrating visual, auditory and kinesthetic channels to create richer and more immersive learning experiences (Al-Jarf, 2024). This approach recognizes that communication in the contemporary world is inherently multimodal and that students build meaning not only through language but also through images, gestures, disposition, color and movement. In EFL contexts, multimodal instruction has been shown to keep students interested, encourage real language application, and encourage learning autonomy by providing varied and contextualized entries. These benefits are directly parallel to the results documented in PechaKucha-based interventions, where the integration of carefully selected visual stimuli with a timed verbal delivery forces students to coordinate multiple semiotic resources in the construction of a coherent discourse aimed at the audience.

In addition, Beltrán-Palanques (2024) demonstrated in a study published in the TESOL journal how a gender-based multimodal approach for professional presentations successfully improves the communicative skills and multimodal literacy of students by involving them in the deconstruction and construction of genres that integrate ideational, textual and interpersonal meanings. This genre-based perspective is directly applied in the PechaKucha technique, which can be conceptualized as a specific multimodal genre that limits and shapes the communicative choices available to speakers, thus creating specific conditions for the development of both linguistic and linguistic communicative competence.

2.2.15 Cognitive Load Theory Applied to PechaKucha and EFL Speaking

Cognitive Load Theory (CLT), originally developed by Sweller (1988), distinguishes between three types of cognitive load in learning: intrinsic load (inherent content complexity), strange load (derived from a bad instructional design) and relevant load (effort dedicated to building schemes and automating content). In the context of EFL speaking, cognitive load theory has a significant explanatory power because oral production in a

foreign language demands simultaneously the management of phonological, grammatical, lexical and discursive processes, all of which compete for limited working memory resources. A review published in the *International Journal of Humanities and Social Sciences* confirmed that an increase in cognitive load is consistently associated with a decrease in English learning performance as a foreign language acquisition, and that a strange cognitive load can generate frustration and decrease the ability of working memory, which leads to performance degradation (Dewi, et al., 2025).

The pedagogical design of PechaKucha directly addresses the problem of strange cognitive load in speaking performance. By imposing a clear and predictable structure (20 slides advancing automatically every 20 seconds) in the format eliminates the need for students to manage time independently, thus freeing up cognitive resources for communication processes of higher order such as the coherent organization of ideas, prosodic control and audience involvement. Sweller, van Merriënboerd, and Paas (2019) reaffirmed in a historical review of the cognitive load theory published in *Educational Psychology Review* that well-designed instructional formats reduce foreign load and direct working memory capacity towards relevant processing, thus facilitating the development of integrated knowledge schemes. The systematic test required by PechaKucha also contributes to the automation of language production processes, progressively reducing the intrinsic load associated with oral interpretation and creating conditions for a fluid and safe delivery of speech.

2.2.16 Foreign Language Anxiety and Communicative Competence in EFL Learners

Foreign Languages Anxiety (FLA) represents one of the most studied affective variables in research on the acquisition of a second language and is often identified as a main inhibitor of the development of oral skills in EFL learners. Anxiety in language learning is understood as a psychological, complex and specific construction of each situation that covers three interrelated dimensions: communicative apprehension, fear of negative evaluation, and anxiety before exams (Horwitz et al., 1986, cited in Coskun, 2017). In the context of EFL speaking, FLA manifests itself through hesitations, avoidance behaviors, minor participation, and deterioration of the quality of performance, creating a self-reinforced cycle in which low performance amplifies anxiety, which in turn further decreases performance. The psychological barriers generated by the FLA negatively affect the fluency of students and their willingness to communicate, thus reinforcing the patterns of oral underdevelopment of skills (Coskun, 2017).

An important body of research published in the *Mind Brain Education* journal highlights that oral presentation activities aimed at classes traditionally generate high anxiety in EFL learners, especially due to the open nature of conventional PowerPoint presentations, which impose limited requirements on speakers in terms of content selection, time management and slide design (Toland, 2025). The PechaKucha format addresses these specific triggers of anxiety providing a highly predictable and transparent structure, which

eliminates ambiguity about the scope, duration and visual content of the presentation. By restricting these variables, the format reduces the threshold of cognitive and emotional resources necessary to initiate and maintain performance, thus creating what researchers have described as a focused and safe spoken environment that facilitates repeated low-anxiety oral practice (Muzahira & Zuhriyah, 2024; Coskun, 2017).

Research on cooperative learning in heterogeneous EFL classrooms shows that structured group interactions and clear communicative frameworks are effective strategies to reduce anxiety in students. A study published in *ELT Worldwide Journal* by Hudriati et al. (2025) showed that short and structured interventions in a cooperative learning produced a statistically symbolic improvement in competence average computing that increased from 56.40 to 82.95 (from Cohen's $d=2.58$). The perception of students was predominantly positive, with a greater agreement to increase motivation, responsibility and self-esteem. These findings support the argument that structured pedagogical formats, including PechaKucha, can simultaneously address cognitive, motivational and affective barriers to speech development by creating communicative, transparent supportive and predictable conditions.

2.2.17 PechaKucha and the Development of Oral Fluency: Empirical Evidence

The available empirical literature that investigates the effects of PechaKucha on oral competence in EFL is providing convergent evidence from various methodological perspectives and educational contexts. A study published in the 3rd International Conference on Higher Education Advances measured the impact of PechaKucha on multiple dimensions of speaking fluency in a n EFL context, such as speech rate, articulation rate (the speed at which syllables are pronounced), the phonation time ratio (a measure to quantify a speaker's ability to use his voice while speaking) and various related measures such as the frequency of silent pauses or filler words, with reported results measuring indicators of disfluencies. PechaKucha resulted in a significant optimization of fluidity in all clinically measured parameters, with average scales immediately before the test of 65.8 that increased a post-test score of 73.4 and reached >80 points in the second scale evaluation after progressive exposure (Zharkynbekova, S., Zhussupova, R., & Suleimenova, S. (2017). This growth pattern is especially relevant to the current study, as it indicates that repeated exposure deepens incremental advances and fluidity accumulated in practice with the PechaKucha format over time.

In a study carried out by Pakistani EFL learners published in ResearchGate (2023), qualitative data obtained from open-ended surveys and focus group interviews related indicate that students regarded PechaKucha as yielding substantial improvement in speaking skills, self-confidence, effective use of time, and presentation. Importantly, the study also showed that English language teacher candidates understood the pedagogical potential of the technique and demonstrated high intentions to use it in their future classes, indicating lack of professional endorsement as a reliable but rather replicable pedagogical tool (Asgher et al., 2023). The insights gained from these findings support the quantitative data presented earlier by demonstrating learners subjective perceptions of PechaKucha-based instruction,

and suggesting that the affective and motivational aspects of the technique may have been as important than its cognitive and linguistic benefits.

2.2.18 Assessment of Speaking Skills: Rubrics and Pre/Post-Test Designs

The complex and multi-dimensional nature of oral communication represents a significant methodological challenge in conducting valid and reliable assessment of speaking as a skill domain within EFL research. Standardized assessment rubrics have long been an established tool to help achieve consistency, transparency, and objectivity in the rating of spoken language performance. According to Palmour (2024), published in the *Journal Language Testing*, the assessment of oral presentations needs to account for the multimodal communicative affordances available to speakers, extending beyond purely linguistic criteria to integrate not only content organization and visual resource use but also prosodic features and audience responsiveness.

Palmour's research found a long-standing bias toward linguistic accuracy in EAP oral presentation assessments, which has implications for the rubric design employed to evaluate PechaKucha-based research.

Validations of Pre-Test and Post-Test designs have been broadly validated as suitable methodological frameworks for assessing speaking skill development in EFL intervention research. This design enables researchers to assess oral performance against specific baseline measures prior to instructional intervention and descriptively determine the degree of change attributed to pedagogical treatment.

A study by Mabuan (2017), involving 230 nursing students in Tanzania, used an uncontrolled quasi-experimental pre-post design using a quantitative research approach that compared the presentation skills of nursing students using PechaKucha and traditional PowerPoint presentations. Results from the study established statistically significant enhancements for participants in the PechaKucha condition compared to other presentation skill dimensions and set a methodological precedent for using pre-test/post-test design used in the present investigation.

2.2.19 Digital Competence and Technology Integration in EFL Speaking Instruction

The use of digital tools for EFL speaking instruction represents a growing field of research that relates to some pedagogical principles of the PechaKucha technique. Contemporary language education increasingly recognizes that twenty-first century learners require not only linguistic competences, but also skills which makes them digitally literate communicators in the expanding multimodal and digitally mediated world.

Recent studies indicate that the use of the PechaKucha presentation methodology in conjunction with interactive and collaborative learning can benefit English as a foreign language (EFL) learners gain 21st century skills such as communication, collaboration,

creativity and critical thinking skills and digital literacy (Toland, 2025). This technique necessitates the use of presentation software, selection of images and an arrangement on the slide, and synchronizing verbal delivery with visual display in real-time; thus, constituting an integrated exercise in digital competence development alongside communicative competencies.

A second research article on the implementation of cluster digital resources in EFL classrooms (Salih & Omar, 2024), found that blended pedagogies involving TED Talks mixed with digital posters and micro-teaching clips to use these practices had an overall beneficial impact improving English-speaking levels among higher education students. They highlight the authenticity of visually rich, digitally mediated instructional materials to transform oral communication practice, a close alignment with PechaKucha presentation design principles. The use of images as cognitive anchors with PechaKucha slides serves both as a memory aid during rehearsal and as a communicative scaffold during performance, enabling speakers to maintain topical coherence while maintaining simultaneous demands of pronunciation, prosody, and audience contact.

2.2.20 PechaKucha in Secondary Education: Context and Applicability

Most of the published research for PechaKucha in EFL contexts is reflective of higher education settings, but there is increasing evidence that the technique can be transferred to secondary schools. Adolescence is a developmental stage where communicative difficulties occur including increased sensitivity to peer evaluation, low self-efficacy beliefs, and relatively little experience with public speaking in general, all of which are affective barriers that structured presentation formats are well-positioned to address. Given their low predictive, visual and time-constrained nature, PechaKucha have been demonstrated to reduce public speaking anxiety and build incremental self-confidence across diverse learner population, making the technique a particularly appropriate tool for secondary school EFL classrooms in which affective factors tend to inadvertently obstruct speaking development. (Aguilera-Fuentes, 2025; Coskun, 2017).

In addition, PechaKucha's low-cost and resource-efficient model constitutes a substantial practical benefit for secondary schooling environments that often experience lack of infrastructure and limited financial means. The method simply needs basic digital presenting tools; a projector or an electronic screen, and a timer- widely accessible in Ecuadorian high schools (Fahmi & Widia, 2021). Its suitability for inclusion in secondary school EFL curricula is bolstered by its scalability and replicability across subject areas and levels of proficiency, where proven non-technical tools that can be easily used without the need for additional training or costly technology-based infrastructure are typically welcome. This study contributes to the small and limited but emerging sector of locally situated research on effective EFL speaking instruction at the secondary level by marrying a novel methodological design (PechaKucha) with the specific developmental needs and contextual realities of Ecuadorian Basic General Education students.

CHAPTER III

METHODOLOGY

3.1 Approach

The focus of this study was quantitative approach. According to Fahmi & Widia (2021), a quantitative design allowed for the collection and analysis of numerical data regarding students' performance before and after the instructional intervention. With this approach in mind, the current study was quantitative in nature, as it examined the extent to which de PechaKucha technique produced statistically significant improvements in students' speaking skill. This was determined through the application of a pre-oral test and a post-oral test, which measured participants' initial and final levels of English oral performance.

3.2 Research Modality

Two research modalities guided this study: field research and applied research.

According to Baimyrzaeva (2018), field research is conducted in real-world, everyday settings rather than controlled environments, with the purpose of collecting authentic evidence about phenomena as they naturally occur. This modality was appropriate for the present investigation, as data were gathered directly within the classroom during the implementation of the PechaKucha technique, capturing genuine evidence of students' oral performance in its natural instructional context. Applied research, also described by Baimyrzaeva (2018) as inquiry oriented toward solving specific, practical problems through systematic thinking and sound evidence, complemented this approach. The PechaKucha technique was applied with the explicit aim of addressing a documented need: the limited development of speaking skills in English among the participants, thereby generating findings with direct pedagogical applicability.

3.3 Level or Type of Research

The present study opted for a documentary and descriptive level of research. Documentary research was used to gather information that already existed from different sources, such as academic articles, theses, and official educational reports. Through documentary analysis, relevant concepts, methodologies, and empirical findings were identified and reviewed to establish a theoretical basis and context for the research (Sierra, 2024).

This study was a descriptive research which systematically describes inherent characteristics of PechaKucha technique applied and its effect on speaking skill (Keo et al., 2025). Descriptive studies in language education allow for detailed examination of phenomena in natural learning contexts, facilitating practical insights and evidence-based recommendations (Fahmi & Widia, 2021). Following this procedure, the study show results of pre-oral test and post-oral test counting students with enhancement in speaking skill.

3.4 Study Population

According to Casteel & Bridier (2021), a study population is the entire set of individuals or elements that researchers are interested in studying. The study population of this research as all the students who belong to the 10th year EGB Parallel “A” of the Santa Mariana High School, in the city of Riobamba, province Chimborazo in academic period 2025-2026. The population was selected from those who had had only traditional oral presentation exposure prior to this course.

3.5 Sample Size

A separate sample was deemed unnecessary because, the study population selected to conduct the investigation consisted of a narrow and fully accessible populace.

3.6 Data collection technique and instruments

This research applied an observational method in which pre-oral tests and post-oral tests were conducted along with a standardized assessment rubric. According to Rodríguez et al. (2025), these instruments are now regarded as essential research tools for systematically gathering data about variables of interest. According to Sharma & Ruikar (2025), an evaluation rubric should be simple and free from ambiguities, well-written and structured for easy analysis.

According to Gonzáles (2020), the pre-oral test is a type of assessment used to evaluate the initial knowledge of participants prior to more in-depth oral assessments or interventions being made. In research methodology, the pre-oral test must be addressed as a diagnostic instrument that facilitates the identification of learning levels and motivational factors that invite the researcher to direct subsequent teaching strategies. Using this instrument, it is possible to determine the speaking ability of participants before they took part in the intervention process.

Post-oral tests are used to assess what knowledge or ability has been developed after the teaching operation. According to Zamora et al. (2023), a post-oral test is a tool that can help validate results obtained through education or an experiment by determining performance on the day it was evaluated against performance on the same test as assessed in pre-test conditions. This instrument was used to assess and determine the achievement level of speaking skill development after implementing PechaKucha technique.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

Next, the results obtained in the pre-test that was applied to 26 students and the post-test that was applied after the intervention process are presented. The instrument assesses communicative ability of students within four principal parameters: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive communication, against which marks are given between the scores 0–2.5 for each element where calculated totals provide a score out of 10 points.

Table 1

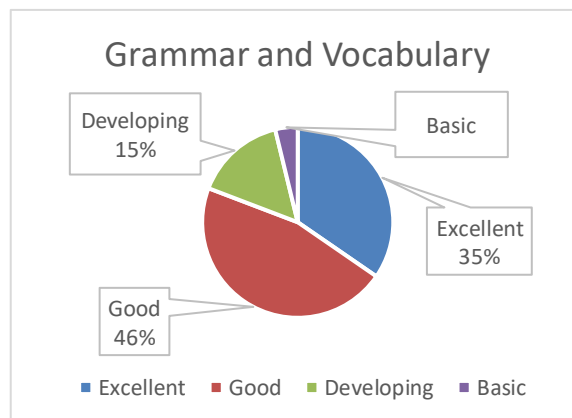
Grammar and Vocabulary

Grammar and Vocabulary	Excellent (2.5) Accurate and natural use	Good (2.0) Mostly correct use	Developing (1.5) Some use with errors	Basic (1.0) Rare use, many errors
Pre-Test	9 (34.6%)	12 (46.2%)	4 (15.4%)	1 (3.8%)
Post-Test	17 (65.4%)	8 (30.8%)	1 (3.8%)	0 (0.0%)

Elaborated by: Ana Osorio

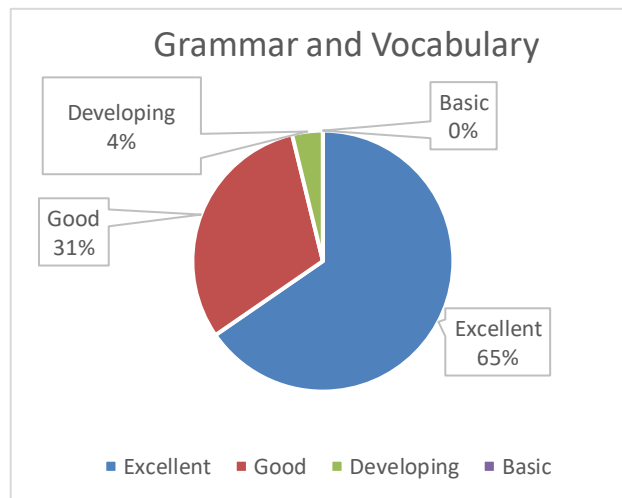
Figure 1

Pre test



Source. Table 1

Figure 2
Post test



Source. Table 1

Analysis: The Pre-Test of Grammar and Vocabulary is represented in the previous Figure 1, showing that students perform the Good level with 46.2%, Excellent level with 34.6%, Developing level with 15.4% and Basic level was at 3.8% . Meanwhile, in Figure 2 there is a significant increase post-test with 65.4% mastered at an Excellent level and 30.8% at a Good level. The Developing level was inhabited by only 3.8% of respondents, and no student placed at the Basic Level.

Interpretation: These results indicate that a large percentage of students demonstrated at least a rudimentary command of grammar and vocabulary on entry well but also that many others exhibited rather damaging deficiencies. The small decline in the change on the lower levels of classification and very notable increase on Excellent is suggestive that this intervention reinforced grammatical concepts across the participants which authenticated a higher lexical range. The near elimination of Basic-level performance indicates that the worst performers did indeed make tangible strides. This result also confirmed with findings by Wahyudi et al. (2024) that the systematic use of rehearsing demanded by PechaKucha presentations encouraged learners to reflect on their language and therefore its accuracy as well as a greater specificity in vocabulary. In a similar vein, Al-Khresheh (2024) reported that this form of providing prior written spoken messages led to significant gains in speaking proficiency (in both dimensions observable here: grammar and vocabulary).

Table 2

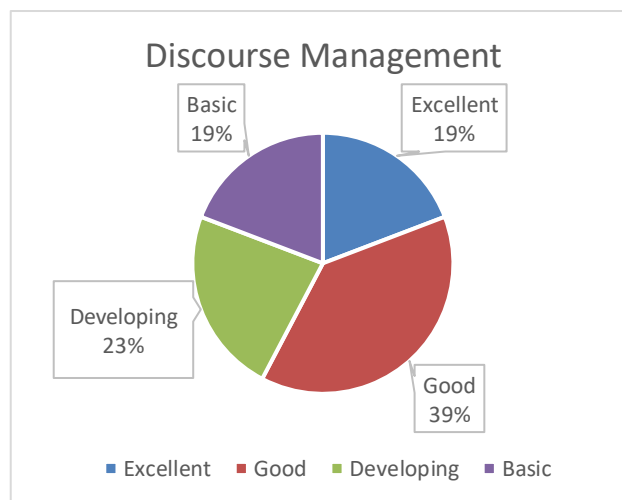
Discourse Management

Discourse Management	Excellent (2.5)	Good (2.0)	Developing (1.5)	Basic (1.0)
	Extended, well-organized	Mostly coherent	Disorganized hesitant	Very short, fragmented
Pre-Test	5 (19.2%)	10 (38.5%)	6 (23.1%)	5 (19.2%)
Post-Test	8 (30.8%)	14 (53.8%)	4 (15.4%)	0 (0.0%)

Elaborated by: Ana Osorio

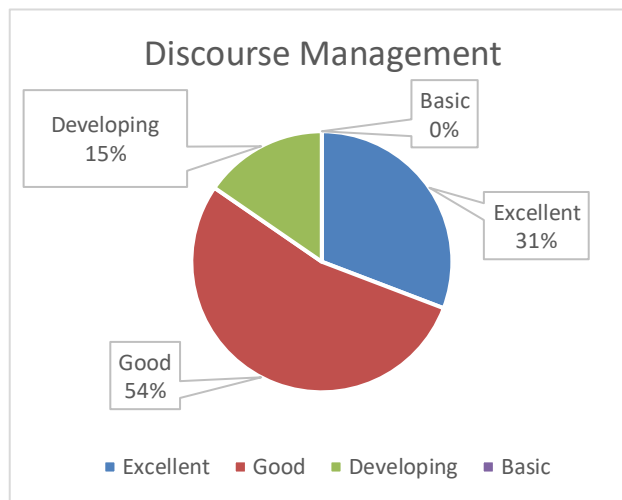
Figure 3

Pre test



Source. Table 2

Figure 4
Post test



Source. Table 2

Analysis: The distribution of comprehensive measures for these levels of proficiency can be seen in Figure 3. In comparison with the diagram visualization in Figure 4 its noticeable it is very much more dispersed. In particular, 38.5% of the students were at the Good level, 19.2% Excellent level, while others were at Developing level (23.1%) or Basic level (19.2%). In the post-test, as it can be visible in Figure 4, a clear upward shift occurs: moving from a Good level (53.8%) to an Excellent level (30.8%) compared with only 15.4% remaining at the Developing level and none at Basic level.

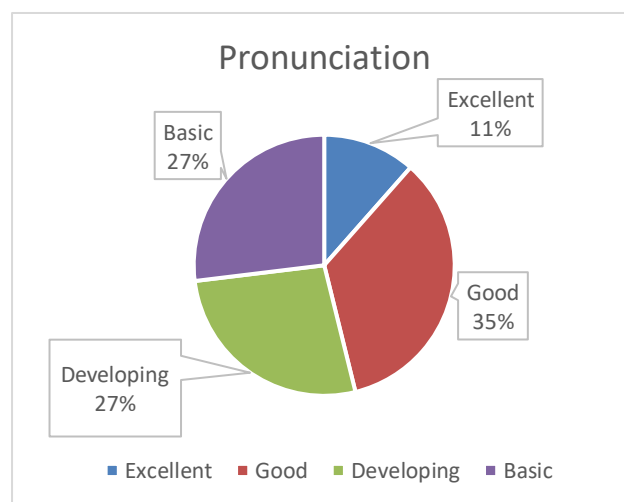
Interpretation: The phase of Discourse Management noted students develop improved speaking out so they can improve a suitable structure and correspondence for In-depth analysis. It indicates that during this longer discourse task the students were not only more confident, but also performed better at the level needed for a Demanding score and almost minimal Developing-level scores. These might be the result of being shaped by the structure that surrounds the PechaKucha format, whereby learners felt obliged to plan, scaffold and deliver their content within a limited temporal frame. This is further in line with the assertions of Fahmi and Widia (2021), who stated that PechaKucha reduces extraneous cognitive load by imposing form and structure upon students to support predictability so that mental resources can be allocated towards essential communicative processes including systematizing information and discourse management. Moreover, Beltrán-Palanques and Querol-Julián (2024) state that PechaKucha functions as a multimodal communication genre where verbal, visual and temporal resources are integrated so speakers produce organized talk to the audience.

Table 3
Pronunciation

Pronunciation	Excellent (2.5)	Good (2.0)	Developing (1.5)	Basic (1.0)
	Clear, good intonation	Most clear	Sometimes unclear	Frequent errors affect comprehension
Pre-Test	3 (11.5%)	9 (34.6%)	7 (26.9%)	7 (26.9%)
Post-Test	5 (19.2%)	16 (61.5%)	5 (19.2%)	0 (0.0%)

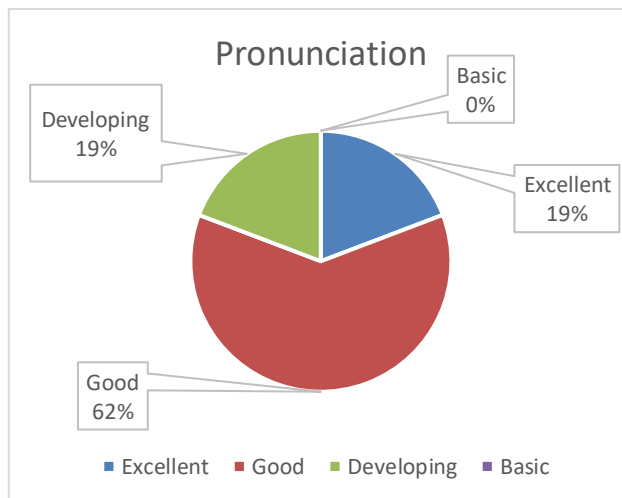
Elaborated by: Ana Osorio

Figure 5
Pre test



Source. Table 3

Figure 6
Post test



Source. Table 3

Analysis: According to the Pre-Test results relative to Pronunciation illustrated in Figure 5, this criterion exhibits the most homogeneous distribution of performance by levels across all criteria. Based on the scores, 34.6% performed at a Good level; 26.9% at the Developing and Basic levels; and very few 11.5% received Excellent scores. Figure 6 comparing test results between Pre-test and Post-Test, is where it seems after doing a Post-Test there are several improvements out of the total student, they reached the Good level by 61.5%, Excellent with 19.2%, in Developing level 19.2%. Perhaps most importantly, no students were classified at the Basic level following the intervention.

Interpretation: Pronunciation has long been recognized as one of the most challenging skills to develop in foreign language acquisition, and Pre-Test data provide evidence that it presented some challenges for this population. But, the Post-Test results demonstrate meaningful progress, with a marked reduction of Basic-level pronunciation errors. This shows that this teaching methodology provided sufficient exposure to phonological models and opportunities for practice. These findings as well, support the observations of Wahyudi et al. (2024), who found that the rehearsal demands inherent to PechaKucha presentations contribute to enhanced pronunciation accuracy, as learners are required to practice their delivery repeatedly before performing in front of an audience. Additionally, PechaKucha's predictability of a timed format allows students to adjust and moderate their pacing as they deliver their speech (Coskun, 2017); moreover, this regulation was found to be positively associated with prosodic fluency and the overall intelligibility which were trends noted in the findings from this current study.

Table 4

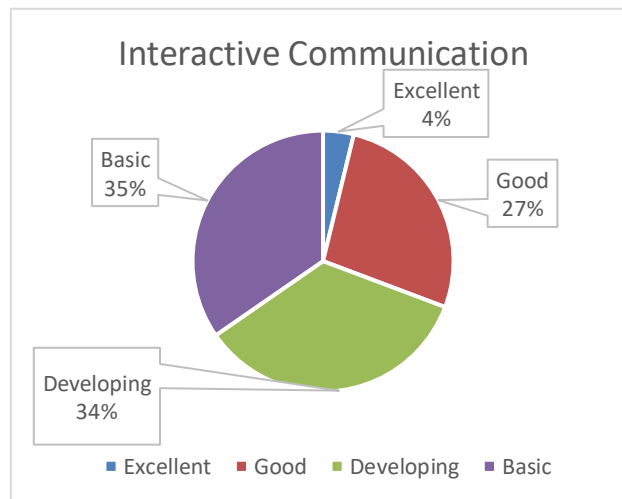
Interactive Communication

Interactive Communication	Excellent (2.5)	Good (2.0)	Developing (1.5)	Basic (1.0)
	Natural, confident interaction	Responds appropriately	Responds but struggles	Minimal, needs much support
Pre-Test	1 (3.8%)	7 (26.9%)	9 (34.6%)	9 (34.6%)
Post-Test	10 (38.5%)	11 (42.3%)	5 (19.2%)	0 (0.0%)

Elaborated by: Ana Osorio

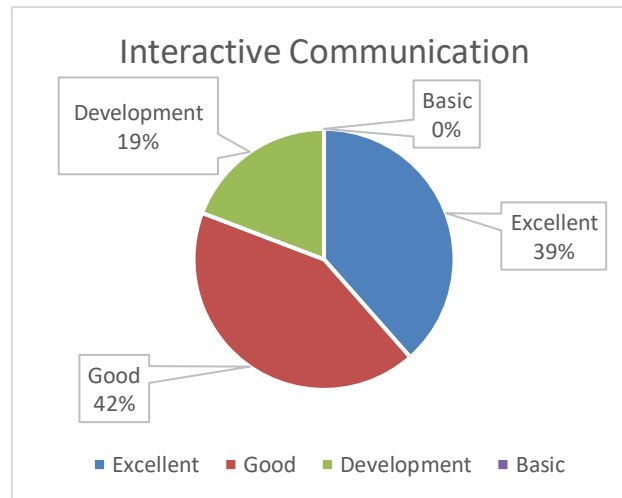
Figure 7

Pre test



Source. Table 4

Figure 8
Post test



Source. Table 4

Analysis: The highest difference between Pre-Test and Post-Test was observed talking about the Interactive Communication criterion. The Pre-Test data is represented in Figure 7, in which 34.6% of the students were assigned to both the Developing and Basic levels, 26.9% reached Good level and only 3.8% found themselves at Excellent level. The Post-Test results as represented in Figure 8 showed an unequivocal shift therefore, 42.3% of the students reached Excellent level, whereas 38.5% scored at least at Good level and only 19.2% were still at Developing levels. No student was classified as Basic Level in any case.

Interpretation: The key difference is in Interactive Communication, the one of four criteria where students performed weakest at baseline but improved significantly. This shift from a profile emphasizing Basic and Developing profile to one focusing in Good and Excellent performance levels suggests that the instruction may have been especially effective in developing students interactional competence. These results are in accordance with the findings of Muzahira and Zuhriyah (2024) who established that PechaKucha provides a well-framed safe place involving focused practice, repeatability, and taking turns supporting peer involvement whereby these settings directly helps developing interaction skills. Moreover, Aguilera-Fuentes (2025) explains that PechaKucha engaging and visually stimulating format increases student motivation and stimulates a productive oral output, which could explain the improvement on this criterion. The Post-Test data indicates that as a result of their PechaKucha experience, students have lower anxiety (Coskun, 2017), thus allowing for freedom in performing and engaging more openly in communicative exchanges.

Table 5

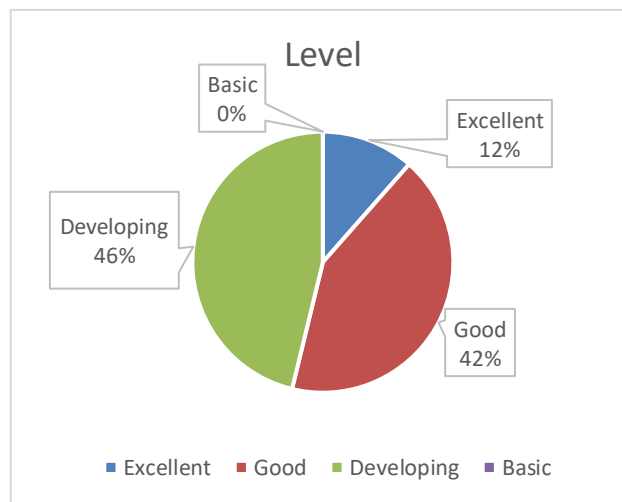
Overall Performance: Pre-Test and Post-Test

Level	Excellent (B1 Consolidated) 9.0–10.0	Good (B1 In Progress) 7.0–8.9	Developing (A2+) 5.0–6.9	Basic–Insufficient (A2–A1) 0.0–4.9
Pre-Test	3 (11.5%)	11 (42.3%)	12 (46.2%)	0 (0.0%)
Post-Test	12 (46.2%)	14 (53.8%)	0 (0.0%)	0 (0.0%)

Elaborated by: Ana Osorio

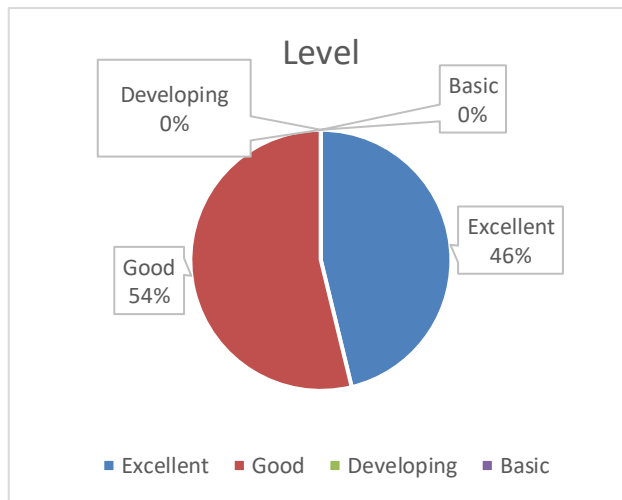
Figure 9

Pre test



Source. Table 5

Figure 10
Post test



Source. Table 5

Analysis: The overall performance summary statistics in table 5 and illustrated in figures 9 and 10, provide a comprehensive picture of the group’s progression across the instructional period. In the Pre-Test, 46.2% of students were at the Developing level while, 42.3% at Good level and only 11.5 % into the Excellent level. No student was classified at the Basic or Insufficient level. The Post-Test findings reveal a complete elimination of Developing-level performance, with 53.8% of students achieving the Good level and 46.2% the Excellent level.

Interpretation: Overall, the results provide compelling evidence of instructional effectiveness on a broad range of measures of English oral production. The total absence of Developing-level classifications in the Post-Test, together with almost uniform distributions of Good and Excellent upper performance levels indicates that strong gains were made across the board. These findings are consistent with the published by Haramba et al. (2024) where statistically significant increase in post-test speaking performance were reported following a PechaKucha intervention, attributing these gains to time-pressure consolidation involving rehearsal engagement, content organization and public speaking.

The breadth of improvement across all four assessed criteria, Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication support the position of Wahyudi et al. (2024): that PechaKucha simultaneously targets multiple components of speaking skill simultaneously, rather than targeting each one in sequence and seem to produce synergistic effects in students speaking proficiency. The descriptive statistics illustrate even more clearly that the improvement was not only substantial, from

7.00 to 8.44 a reduction in standard deviation from 1.32 to 0.86 confirming that the improvement was both meaningful and equitable distributed across the student population.

4.2 Discussion

The results obtained from the pre-test and post-test provide strong quantitative support to the effectiveness of the PechaKucha technique in promoting English speaking skills among the 26 students of the 10th year EGB Parallel "A" at the Santa María de Jesús High School. The analysis of variance across test criteria and components revealed a consistent and significant improvement from pre-test to post-test performance levels on three of the four assessed components (see Table 3; Discourse Management, Pronunciation and Interactive Communication), one component being at ceiling level but having shown evidence of growth from Basic level functionality to Good or Excellent for all students in the post-evaluation phase. These results are consistent with the argument made by Wahyudi et al. (2024), who showed that multiple speaking skill leaps caused by the systematic rehearsal and timed delivery demands of the PechaKucha format forcing learners to simultaneously enhance their use of language on multiple fronts resulted in multifaceted development.

With respect to Grammar and Vocabulary, the post test indicated that 65.4% of the students attained the Excellent level compared to only 34.6% in the pre-test. This significant enhancement conforms to the theoretical model proposed by Fahmi and Widia (2021) that postulates PechaKucha's structured, time-limited nature alleviates extraneous cognitive load, thereby liberating mental capacity for advanced language use along with grammatical precision and lexical accuracy. The reduction in cognitive load due to the non-requirement of independent time management facilitate greater focused attention on output quality, a method that seems to have functioned well within this study.

The improvements in the area of Discourse Management are especially impressive, since this criterion necessarily incorporates a combination of communicative competencies like logical sequencing of ideas, use of discourse markers and sustained cohesion throughout a longer oral performance. The post-test data showed that no student remained at the Basic level, and 84.6% of participants achieved either the Good or Excellent level, compared to just 57.7% in the pre-test. These findings corroborated the view of Beltrán-Palanques & Querol-Julián (2024) who regard PechaKucha as a multimodal genre, which structurally restricts speakers' communicative choices and hence contextualize focused conditions for discourse organization development and coherent oral production.

Participants identified pronunciation as the most difficult criterion at the pre-test level, with 53.8% of students categorized as developing or basic. The post-test results however, validated a substantial reversal of this trend; 80.8% of students were now identified with Good or Excellent-level pronunciation and no student remaining at Basic level. This pattern is in line with the report by Coskun (2017) who stated that PechaKucha presentation

slide-timing mechanism guides learners to reduce speech rate during respective phrase and attends a better prosodic control as advance rehearsal gradually decreases phonological errors leaving only top intelligibility. Therefore, the systematic practice cycles incorporated into the PechaKucha intervention may have targeted some of the phonological students' weaknesses presented before instruction began.

The change for Interactive Communication was the most notable transformation, where the proportion of students at the Basic level dropped from 34.6% in the pre-test to 0% in the post-test, while the combined Good and Excellent classifications rose from 30.7% to 80.8%. This significant change is in accordance to the proposed theoretical arguments by Muzahira and Zuhriyah (2024) who establish that the design of PechaKucha reasonably creates a psychologically safe and structurally predictable speaking condition, decreasing communication apprehension but promotes iterative spoken interaction. In addition, Aguilera-Fuentes (2025) emphasizes that the energy and visual quality of PechaKucha presentations lead to higher levels of learner motivation and participation in oral communication, both of which are conditions that positively promote interactional competence development. These findings are also consistent with the anxiety-reduction results reported by Coskun (2017) who found that the structured predictability of PechaKucha alleviates foreign language anxiety, allowing students to speak more freely and confidently while interacting.

At the level of overall performance, the descriptive statistics corroborate and illustrate all of the findings from criterion-level analysis. The mean score increased from 7.00 to 8.44 points across the 26 students, while standard deviation from 1.32 to 0.86 reflects that improvement was not only substantial but also considerable equitable distribution of it across the group as well. Since the minimum score increased from 5.0 to 7.0 points, all students reached at least a Good level of oral production by the conclusion of the intervention. In conjunction with these quantitative indicators, this would represent strong evidence that the PechaKucha technique yielded reliable, substantive and statistically significant improvement exist in English speaking skill, a finding that corroborates the empirical precedents established by Haramba et al. (2024) and Al-Khresheh (2024) in comparable EFL intervention contexts. The extensive improvement and overall constancy across all four criteria reinforce the position of Wahyudi et al. (2024) to showing that PechaKucha is a pedagogical intervention that can be applied in an integrated manner across and within grammatical, discursive, phonological and interactional dimensions of oral communicative competence.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

With the application of a pre-oral test to tenth-grade students of "Santa Mariana de Jesús School" where some components were analyzed, showed that students had shortcomings when expressing their ideas such as grammatical errors when speaking. Incorrect pronunciation of certain words which made it difficult to understand what was being referred to and a slightly deficient management of the speech showing nervousness and insecurity when speaking.

The process where the PechaKucha technique was used, changes were evidenced since the students at the beginning were unfamiliar with the format, after several practice sessions, they gradually improved each of the criteria evaluated mentioned above.

With the comparison of the results of the pre-oral test and the post-oral test applied to the students of the tenth parallel year "A" it is concluded that the usage of the PechaKucha technique, developed the oral skill allowing students to improve communication skill.

5.2 Recommendations

- PechaKucha technique should be applied step-by-step using simple topics until the students become familiar with the presentation technique.
- Feedback should be applied programming and developing to know their strength and weakness on oral performance.
- Standardized criteria and rubric-based assessments for PechaKucha presentations should be applied.

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ANNEXES

1. Photos



2. Data Collection Instruments: Pre oral-test



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PRE ORAL TEST

Name:

Date:

Part 1- Interview

1. Tell me about yourself. What do you enjoy doing in your free time?
2. Have you ever had to make a difficult decision at school? What happened?
3. What would you do if you had one week off school?
4. If you could change one thing about your daily routine, what would it be and why?
5. Tell me about something you had never done before your first year of high school.

Part 2: Extended turn

Watch the picture and describe all you can see in it.



- Have you ever had a similar experience before? What had happened the last time?

- If you could give advice to a younger student, what would you tell them?
- What would you do differently if you faced this challenge again?

Part 3: Collaborative Discussion

Your school is considering making some changes. Discuss which of the following would be most beneficial for students:

1. Longer school breaks
 2. More online classes
 3. No homework policy
 4. Free transport for students
- What would happen if your school implemented one of these changes?
 - Have you ever experienced a similar change at school? What had happened before it was made?
 - If you had to choose only one option, which would it be and why?

3. Data Collection Instruments: Post oral-test



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POST ORAL TEST

Name:

Date:

Part 1: Interview

1. How has your English improved since started high school?
2. Have you ever had to speak in public? How did you feel before you had prepared enough?
3. What will you do if you pass your final exams this year?
4. If you could study abroad, where would you go and why?
5. Describe a challenge you have recently overcome.

Part 2: Extended turn

Describe all the things you can see in the image



- Have you ever done something similar before? What had happened the last time?
- What would you do differently if you faced this situation again?

- If you could give advice to a younger student, what would you say?

Part 3: Collaborative Discussion

Your city is planning improvements for young people. Discuss which of the following would have the most positive impact

1. Free internet access in public spaces
 2. Environmental education programs
 3. Youth cultural centers
 4. Mental health support in schools
- What would happen if your city invested in one of these options?
 - Have you ever benefited from a community program? What had changed after it was introduced?
 - If you had unlimited resources, which option would you prioritize?
 - What would young people do differently if these opportunities had always existed?

4. Data Collection Instruments: Standardized Evaluation Rubric



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EVALUATION RUBRIC

NAME:

DATE:

Criteria	1 Insufficient	2 Basic	3 Developing	4 Good	5 Excellent
Grammar and Vocabulary	No use of target structures	Rare use, many errors	Some use with errors	Mostly correct use	Accurate and natural use
Discourse Management	Can not produce coherent speech	Very short, fragmented	Disorganized hesitant	Mostly coherent	Extended, well-organized
Pronunciation	Very difficult to understand	Frequent errors affect comprehension	Sometimes unclear	Most clear	Clear, good intonation
Interactive Communication	No interaction	Minimal, needs much support	Responds but struggles	Responds appropriately	Natural, confident interaction

Score Summary

Grammar and Vocabulary	/2.5
Discourse Management	/2.5
Pronunciation	/2.5
Interactive Communication	/2.5
TOTAL SCORE	/10

9.0 - 10.0	Excellent- B1 (Consolidated)
7.0 - 8.9	Good – B1 (In progress)
5.0 – 6.9	Developing – A2+
3.0 - 4.9	Basic – A2
0.0 – 2.9	Insufficient- A1