



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“PECHA KUCHA PRESENTATIONS TO DEVELOP SPEAKING
SKILLS IN ENGLISH LEARNERS”
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Advisor's Approval

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Declaration

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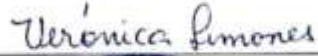
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Acknowledgment

I want to begin by thanking God for giving me the strength, wisdom, and perseverance I needed to complete this academic journey. With his guidance, I have been able to overcome all the challenges I have faced and finally, complete this important stage of my life. I am very grateful for his support, which have helped me stay focused and motivated throughout my studies.

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Dedication

I dedicate this research project to the most important person in my life, my beloved mother, Francia Tomalá Mantuano. Her unconditional love, endless sacrifices, and unwavering support have been the foundation of every achievement I have accomplished. Through her example of strength, perseverance, and kindness, she has taught me to face every challenge with determination and to never lose faith in my dreams.

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This achievement is dedicated to you, Mom, with all my love and appreciation.

With love

Alex David Gómez Tomalá

Dedication

I dedicate this achievement, first and foremost, to God, for guiding every step of my journey and allowing me to reach this milestone.

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With love

Emily Anai Toala Gonzalez

Abstract

To gain a better understanding of students' experiences with PechaKucha presentations, this study adopted a qualitative approach focused on exploring their opinions and personal perspectives regarding the development of speaking skills in English. Five seventh-semester students from the Pedagogy of National and Foreign Languages program at Universidad Estatal Península de Santa Elena (UPSE) participated in the research. Data were collected through one-on-one online interviews conducted via Zoom using an interview guide composed of eight open-ended questions, allowing participants to describe their experiences in detail.

The findings showed that students perceived PechaKucha presentations as an engaging and interactive learning strategy that encouraged active participation during speaking activities. Participants reported improvements in confidence, fluency, oral communication, and the organization of ideas. They also highlighted that the use of visual support made it easier to express ideas clearly and maintain the flow of their presentations. Although some interviewees experienced difficulties related to time management and presentation anxiety, these challenges gradually decreased as they became more familiar with the presentation format.

Overall, the results indicate that PechaKucha presentations represent an effective student-centered learning strategy that contributes to the development of speaking skills and promotes meaningful oral communication among English as a Foreign Language (EFL) learners.

KEY WORDS: PechaKucha presentations; speaking skills; EFL learners; phenomenological research.

Resumen

Con el propósito de comprender mejor las experiencias de los estudiantes con las presentaciones Pecha Kucha, esta investigación adoptó un enfoque cualitativo orientado a explorar sus opiniones y perspectivas sobre el desarrollo de las habilidades de expresión oral en inglés. En el estudio participaron cinco estudiantes de séptimo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Estatal Península de Santa Elena (UPSE). La información se recopiló mediante entrevistas individuales realizadas de forma virtual a través de la plataforma Zoom, utilizando una guía compuesta por ocho preguntas abiertas, lo que permitió a los participantes describir sus experiencias en detalle. Los resultados evidenciaron que los estudiantes percibieron las presentaciones Pecha Kucha como una estrategia de aprendizaje dinámica e interactiva que favoreció la participación activa durante las actividades de expresión oral. Los participantes manifestaron mejoras en su confianza, fluidez, comunicación oral y organización de ideas. Asimismo, destacaron que el uso de recursos visuales les permitió expresar sus ideas con mayor claridad y desenvolverse mejor durante sus presentaciones. Aunque algunos entrevistados experimentaron dificultades relacionadas con la gestión del tiempo y la ansiedad al momento de presentar, estos desafíos disminuyeron progresivamente a medida que se familiarizaron con el formato de Pecha Kucha. En general, los resultados indican que las presentaciones Pecha Kucha constituyen una estrategia de aprendizaje centrada en el estudiante que contribuye al desarrollo de las habilidades de expresión oral y promueve una comunicación significativa entre los estudiantes de inglés como lengua extranjera.

PALABRAS CLAVES: Presentaciones Pecha Kucha; habilidades comunicativas; estudiantes de inglés como lengua extranjera; investigación fenomenológica.

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Introduction

English as a foreign Language (EFL), learning, continue presenting many challenges, one of the greatest challenges is the development of speaking skills especially in higher education.

These challenges highlight speaking anxiety, limited fluency, low level of confidence, and insufficient opportunities to participate in oral interactions. These challenges have encouraged educators and researchers to seek innovative teaching strategies that encourage active participation and strengthen students' oral communication skills

In recent years, PechaKucha presentations have emerged as an alternative learning strategy for improving speaking skills in different educational contexts. Several international studies have reported positive outcomes related to the use of this presentation format, including improvements in fluency, confidence, organization of ideas, and oral communication. However, despite these findings, there is still limited research on the implementation of PechaKucha presentations in Latin American countries, particularly within Ecuadorian higher education. Moreover, few studies have focused on university students' experiences and perceptions regarding the use of this strategy in English language classrooms, highlighting the need for further research in this context.

Previous research has also shows that presentations-based activities encourage active learning by increasing student participation, promoting meaningful interaction, and creating opportunities to practice English in authentic communicative situations. Likewise, the combination of visual support and a structured time limit encourage learners to organize information clearly, express ideas concisely, and become more confident when speaking in front of an audience. These

characteristics make PechaKucha presentations a valuable learning strategy for supporting the development of speaking skills in EFL classrooms.

Chapter I

The Problem

1.1 Research Topic (General/Category)

Speaking skills in EFL

1.2 Write the title of your project.

Pecha Kucha presentations to develop speaking skills in English Learners

1.3 Problem Statement

Oral communication is considered a fundamental aspect of learning English as a Foreign Language (EFL), especially in higher education, where students are required to communicate successfully in both academic and professional environments. However, speaking continues to be one of the most demanding language skills for many learners. Research has shown that EFL students frequently struggle with limited fluency, limited vocabulary and low levels of confidence when engaging in spoken interactions (Wang et al., 2022). These difficulties emphasize the importance of implementing instructional practices that foster communicative competence and prepare learners for authentic communication situations.

A major factor that hinders the development of speaking skills is speaking anxiety. This issue often affects learners' willingness to participate and negatively influences their overall performance. Many students fear making mistakes, feel embarrassed when speaking in front of others, and lack confidence in their ability to communicate effectively in English. Furthermore, classroom environments do not always provide sufficient opportunities for meaningful oral

practice, limiting learners exposure to real communicative experiences and encouraging passive rather than active language use (Mingyan et al., 2025).

Although communicative language teaching has gained considerable attention in recent years, traditional instructional approaches remain prevalent in many EFL classrooms. Teaching practices frequently prioritize grammar instruction, repetition activities, and controlled tasks, while opportunities for spontaneous interaction are often limited. Consequently, students may find it difficult to develop fluency and self-confidence, reducing their ability to use English effectively beyond the classroom (Mahdi, 2022).

To overcome these difficulties, educators have increasingly incorporated innovative and learner-centered approaches aimed at strengthening speaking abilities. Among these approaches, the PechaKucha presentation format has emerged as a promising alternative. This format requires presented to deliver of 20 slides presented for 20 seconds each, encouraging concise organization of ideas, effective oral delivery, and the strategic use of visual support. In addition, management skills and help learners gain confidence when speaking in front of an audience. By requiring students to communicate their ideas clearly within a limited timeframe, this strategy encourages grater preparation, engagement, and spontaneous language production, making it a potentially valuable tool for EFL speaking development.

While previous international studies have reported positive outcomes associated with the use of PechaKucha presentations, research in Latin American educational settings remains limited, particularly within Ecuadorian higher education institutions. Moreover, there is still insufficient evidence regarding students' perceptions may affect their oral performance.

Although the strategy has been recognized for promoting communication and learner engagement, its implementation in local contexts has not been widely explored. Consequently, a gap remains between existing theoretical discussions and the practical application of this strategy in EFL classrooms, highlighting the need for context-specific research.

Considering these circumstances, further investigation is needed to understand the contribution of PechaKucha presentation to the development of speaking skills among English learners. Therefore, this study was conducted with sixth-semester students enrolled in EFL courses at Universidad Estatal Peninsula de Santa Elena, Ecuador. The research focuses on exploring students' perceptions of Pecha Kucha presentations as a speaking practice strategy, examining their experiences and identifying the challenges they encounter while using this format. Additionally, the study seeks to determine how this presentation technique may influence learners' confidence, participation, fluency and overall oral performance. Understanding students' viewpoints is essential because their experiences can provide valuable information about the effectiveness of innovative teaching strategies in real classroom settings. Furthermore, by analyzing both the benefits and the difficulties associated with the implementation of PechaKucha presentations, this research aims to contribute to a better understanding of how structured presentation formats can support oral language development. Ultimately, the findings may serve as a useful reference for English teachers who seek to create more engaging, communicative and student-centered learning environments while promoting the development of speaking skills in higher education EFL context.

1.4 Problem question

1. How do PechaKucha presentations contribute to the development of oral skills in English learners?

1.5 Specific questions

1. What are students' perceptions of using PechaKucha presentations in EFL speaking activities?
2. What challenges do students face when using PechaKucha presentations?
3. How do PechaKucha presentations influence students' oral performance?

1.6 General Objective

- To analyze the contribution of PechaKucha presentations to the development of speaking skills in EFL learners by examining students' perceptions and challenges.

1.7 Specific objectives

- To explore students' perceptions of using PechaKucha presentations to practice speaking skills.
- To examine the main challenges students face when using PechaKucha presentations.
- To analyze how PechaKucha presentations influence English learners' oral speaking skills.

1.8 Justification

At an international level, developing speaking skills in English as a Foreign Language (EFL) is one of the most persistent challenges in language education. Although communicative competence is an important goal in language learning, many students still face significant barriers such as anxiety, lack of confidence, and limited chances for real oral interaction. Wu & Rose (2025) highlight that learners' speaking performance can be affected by emotional factors including speaking anxiety, these factors decrease their willingness to engage in communicative activities. In this context, oral presentations have become a common teaching method to promote speaking practice. They offer structured chances for learners to improve fluency, pronunciation, and coherence.

To address these challenges, innovative methods such as the Pecha Kucha presentation format have gained popularity. These presentations use 20 slides shown for 20 seconds each, providing clear communication, time management, and the blend of visual and spoken elements. According to Fadila et al., (2025) the usage of Pecha Kucha presentations can greatly boost students' speaking skills by enhancing fluency, organization of ideas, and confidence. Additionally, studies in higher education settings indicate that this technique encourages active participation and helps develop communicative competence in EFL learners (Albort-Morant et al., 2025).

The development of abilities in oral expression faces many challenges in Latin America. One of those challenges is the traditional teaching based on grammar and the controlled practice. These challenges present a limit about possibilities in students related with participation in

meaningful communication. Despite a change, there are still limits to innovate strategies, which present negative results in English language learners as low motivation, fear of making mistakes, and not enough speaking practice. This shows that the usage of teaching methods is necessary which foster interaction, creativity, and student-centered learning.

There are similar issues in Ecuador which are related with English language education, classroom practices often remain teacher-centered even though educational reforms stressing the importance of communicative competence. Students present a struggle to develop oral competence and confidence in English due to the limited exposure to real speaking situations. Furthermore, there is a low level about research focused on innovative strategies such as Pecha Kucha presentations, this highlights that studies which explore effective ways to improve speaking skills in this educational setting are necessary.

The following research is based on the Communicative Language Teaching (CLT) approach. Moreover, this research aims to explore strategies to enhance speaking skills in EFL learners. At the same time, the research is centered on Vygotsky's scaffolding theory which highlights that structured support in learning is essential. Additionally, is supported by the L2 Motivational Self System, that mentions that the anxiety can be reduced and learners can enrich their performance due to the building of a positive self-image as an English speaker.

This study, presenting an alternative strategy to foster active participation, offers insights for teachers, increasing fluency, and lessening anxiety in the classroom. Furthermore, many aspects can be improved owing to these presentations, such as confidence, pronunciation, and

expressing ideas clearly and concisely. Finally, this research addresses a significant gap in the Ecuadorian context and helps enhance English language teaching practices in higher education.

Chapter II

Theoretical Framework

2.1 Background

The development of speaking skills has become one of the principal objectives in English as a Foreign Language (EFL) education due to the increasing global demand for communicative competences in academic and professional contexts. Nevertheless, many EFL learners continue to experience difficulties when communicating orally in English. Developing speaking skills continues to be a significant challenge for many EFL learners. Common difficulties include limited fluency, speaking anxiety, low confidence and insufficient opportunities to engage in meaningful oral communication during classroom activities. As noted by Wang et al. (2022b), many instructional settings still provide inadequate opportunities for authentic communicative practice, which can reduce students' participation and willingness to use English in real communicative situations.

International research has highlighted the importance of implementing innovative and student-centered strategies to improve speaking skills in EFL contexts. In Taiwan Tsai (2024) explored the use of the Pecha Kucha presentations in university English classrooms and found that students demonstrated more confidence, motivation and participation during oral activities. The study also revealed that the structured presentation format reduced speaking anxiety and helped learners organize ideas more effectively. These findings suggest that innovative presentation strategies may positively influence learner's perceptions and speaking experiences in EFL classrooms.

Other international investigations have emphasized the relationship between interactive classrooms activities and students' willingness to communicate in English. According to Dewaele et al. (2022), supportive and participatory learning environments can significantly reduce speaking anxiety and increase learners' confidence during oral communication tasks. Likewise, (Zhang et al., 2023) found that visual and collaborative speaking activities promoted higher education levels of engagement and classroom participation among EFL university students. Similarly, recent studies indicate that student-centered oral activities positively influence learners' motivation and perceptions toward speaking tasks in foreign language classrooms. These investigations reinforce the importance of applying innovative methodologies that encourage meaningful oral interaction instead of traditional teacher-centered instruction.

In Latin America, the development of oral communication skills continues to represent a significant challenge in EFL education. Research conducted in Colombia, Peru, and Mexico between 2018 and 2025 indicates that many university students experience fear of making mistakes, low speaking confidence, and anxiety during oral presentations in English. According to Kusuma (2022), traditional methodologies focused mainly on grammar instruction and memorization still dominate many EFL-classrooms, limiting opportunities for authentic communication and meaningful interaction. Likewise, Khonamri et al. (2023) reported that EFL learners frequently perceive speaking activities as stressful due to limited communicative practice and fear of making errors during oral participation. Consequently, learners often develop passive knowledge of English but face difficulties expressing ideas frequently in real communicative situations. These findings demonstrate the importance of implementing interactive and student-centered

methodologies that promote participation, confidence, and engagement during speaking activities in university EFL classrooms.

With in the Ecuadorian context, the development of speaking skills remains a challenge in many university EFL programs. Research conducted Valdivieso-Arcos & Argudo-Serrano (2022), found that undergraduate students in public universities often show limited confidence and experience difficulties when participating in English oral communication activities. The authors also point out that the continued use of traditional teaching practices, together with insufficient opportunities for communicative interaction, has restricted students' active participation and hindered the development of their speaking abilities. Although communicative approaches have gradually gained importance in recent years, traditional teaching practice still remain common in many EFL classrooms. As a result students frequently have limited opportunities to develop confidence and positive perceptions toward oral communication activities. These findings demonstrate the necessity of implementing innovative student-centered methodologies that encourage participation and improve speaking experiences in Ecuadorian higher education contexts.

2.2 Pedagogical basis

Communicative Language Teaching (CLT)

According to Hui y Yunus (2023), Communicative Language Teaching (CLT) is an approach focused on the development of learners' communicative competence through interaction and meaningful communication in the classroom. This approach promotes communicative activities in which students actively participate in conversations, discussions, and

oral tasks to improve speaking performance. Similarly, Ghafar et al. (2023) explain that CLT encourages students to use English in authentic situations instead of depending exclusively on grammar memorization. Through communicative activities, learners can improve fluency, pronunciation, listening comprehension, and confidence while interacting with others.

In the context of this research, PechaKucha presentations support the principles of CLT because students are required to communicate ideas orally within a limited period of time using visual support. This presentation format encourages learners to organize information clearly, express ideas concisely, and interact with an audience in English. As a result, students actively participate in meaningful communication activities that may contribute to the development of speaking confidence and communicative competence in EFL classrooms.

Student-Centered Learning

Student-Centered Learning is an educational approach that emphasizes learners' active participation and responsibility during the learning process. According to Carl Rogers (1983), meaningful learning occurs when students become actively involved in constructing their own knowledge through participation and personal experiences. Likewise, Lev Vygotsky (1978) highlights the importance of social interaction and collaboration in cognitive development and language learning.

In EFL contexts, this approach allows learners to participate more actively in speaking activities and develop greater confidence while using the language. Instead of depending exclusively on teacher explanations, students interact, exchange ideas, and practice oral communication through collaborative tasks and presentations. PechaKucha presentations align with this pedagogical perspective because learners prepare visual materials, organize ideas

independently, and present information creatively in front of an audience. Consequently, students may develop participation, autonomy, confidence, and oral communication skills through active involvement in classroom activities.

Active Learning Approach

Active Learning is an approach that promotes students' direct participation in the learning process through discussion, collaboration, and practical activities. According to Bonwell y Eison (s. f.), active learning encourages learners to engage cognitively and socially in classroom activities instead of participating passively during lessons. This approach is especially important in EFL education because students need opportunities to use the language actively in real communicative situations.

Meaningful speaking activities, including presentations, debates, discussions and role play, play an important role in English language classrooms by providing learners with opportunities to develop oral communication skills and build confidence. Within this context, PechaKucha presentations represents an active learning strategy that requires students to communicate ideas effectively under a structured format. By planning their presentations, selecting appropriate visual materials, and delivering information within a limited timeframe, learners develop greater organization, conciseness and engagement during oral interaction. Therefore, this strategy may contribute to improving learners fluency, vocabulary use, pronunciation, and active participation during classroom speaking activities.

Presentation-Based Learning

Presentation-Based Learning is a pedagogical approach that promotes oral communication through classroom presentations. According to recent studies, oral presentations are effective strategies to evaluate and improve speaking performance in EFL learners because students practice pronunciation, fluency, vocabulary use, and public speaking abilities while presenting information in English. Similarly, Osman Solmaz (2019) explains that PechaKucha presentations can help learners improve their presentation skills, confidence, time management, and oral communication through concise and visually supported presentations.

This approach is closely related to the present study because PechaKucha presentations encourage students to express their ideas clearly and effectively by using images and limited speaking time. Through this format, learners actively participate in the learning process while improving pronunciation, fluency, vocabulary use, and confidence during oral interaction. Furthermore, presentation-based activities promote greater student engagement and participation in EFL classrooms, creating meaningful opportunities to practice speaking skills in authentic communicative contexts.

2.3 Theoretical Basis

Constructivism Theory

Lev Vygotsky and constructivist theorists establish that learning takes place through interaction with the social environment and personal experiences. Givi et al. (2021), explain that constructivism emphasizes the active construction of knowledge through participation, interaction and meaningful learning experiences.

This theory suggests that students learn more effectively when they are actively involved in collaborative and communicative activities. In the contexts of English language learning, interaction with classmates and teachers provides opportunities to practice speaking, exchange ideas and gradually improve oral communication skills.

Pecha Kucha presentations are closely connected to this to constructivism because students construct knowledge while organizing information, creating visual presentations, and communicating ideas orally. Through this process, learners develop speaking fluency, confidence, and communication abilities in a collaborative classroom environment.

Sociocultural Theory

The Sociocultural Theory proposed by Lev Vygotsky explains that language learning develops through social interaction and communication with other individuals. This theory emphasizes the importance of collaborative learning and meaningful interaction in the development of cognitive and linguistic abilities.

From this perspective, students improve their speaking skills by using the language in authentic classroom situations with teachers and classmates. This idea helps learners improve their speaking skills because they get to practice using language in real situations with their classmates and teachers. When students take part in activities that involve talking and listening, they get better at using new words, saying them correctly, speaking smoothly, and feeling more confident when using the language they're trying to learn.

Pecha Kucha presentations are consistent with the principles of the Sociocultural theory because they encourage learners to share ideas, interact with classmates and receive feedback

during presentations, This presentation format encourages participation and collaborative learning, contributing to the development of speaking skills in EFL learners.

Pecha Kucha Presentations

Pecha Kucha is a way of presenting that started in Japan. It's pretty simple - you have 20 slides and each one is shown for 20 seconds. This format is really helpful for students because it makes them explain their ideas in a short and easy way, using pictures to support what they're saying. Some researchers, like Abbas and his team, found out that Pecha Kucha presentations actually help students get better at speaking. They learned that when students use this format, they can communicate their ideas more clearly and concisely, which is a great skill to have.

According to Solmaz, in 2019, it was found that this way of presenting helps students to improve their speaking skills, become more fluent, feel more confident, and better manage their time.

In English language classes, a way to get students talking clearly and with confidence is to use Pecha Kucha presentations. Because they have to keep their talk short, students have to pick their ideas carefully and make sure they get their message across. They also have to be able to talk to a group of people, which helps them get better at speaking in front of others. This way of presenting is also really good at getting students excited and involved, because it's fast-paced and uses a lot of pictures and visuals.

Speaking Skills

Speaking is one of the most important productive skills in language learning. There are some benefits that learners can find through speaking, including the ability to communicate

ideas, feelings, and the information orally using appropriate pronunciation, fluency, grammar, and vocabulary, according to English language teaching researchers.

English learners present needs which are related with speaking skills such as the effectively communication in academic, professional and social contexts. Therefore, developing speaking skills in EFL classrooms is essential. However, many students show anxiety and lack of confidence when speaking English.

Pecha Kucha presentations enrich speaking development through practicing oral communication continuously whilst presenting information in English. Rehearsing this activity, students enhance several aspects including fluency, pronunciation, vocabulary use, and confidence in oral interaction.

Fluency and Pronunciation

The ability to communicate ideas naturally by yourself without excessive pauses, is known as fluency. On the other hand, the correct production of sounds and words in a language is known as pronunciation.

Speaking activities are essential in English language, enhancing other languages skills such as fluency and pronunciation through students' practice according to recent studies on EFL speaking instruction. (Salimjon., 2026)

Using Pecha Kucha presentations, English learners can enhance their speaking skills due to these presentations are excellent way to help in that context. Moreover, these presentations help learner to practice talking all the time, providing confidence and better at speaking English.

Rehearsing constantly, by talking and not stopping, they show a better performance in speaking skill at the same time learners become more comfortable speaking English and get better at it.

2.4 Legal Basis

The articles mentioned below highlight the importance of education, communicative competence, and the development of English language skills in educational environments.

2.5 Constitución de la República del Ecuador

En la Constitución de la República del Ecuador se mencionan los siguientes artículos:

“La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.” (Article 26)

“La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.” (Article 27)

“La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna.” (Article 28)

These articles establish that education must promote participation, inclusion, and the development of abilities and communicative skills. In the English teaching-learning process, speaking skills are essential because they allow students to express ideas, interact socially, and communicate effectively in academic contexts. The development of oral communication, participation, confidence, and fluency in English learners, are benefits which Pecha Kucha presentations present, supporting the educational principles established in the Ecuadorian Constitution.

2.6 Ministerio de Educación

According to the Ministerio de Educación del Ecuador, English language teaching should focus on the development of communicative competence and the four language skills: listening, speaking, reading, and writing.

The English curriculum based on the Common European Framework of Reference (CEFR) establishes that students should develop oral communication abilities to interact effectively in real-life situations. Additionally, teachers are encouraged to implement innovative and student-centered methodologies that promote meaningful communication and active participation in the classroom.

Furthermore, the Ministerio de Educación highlights the importance of applying dynamic strategies that support students' interaction and speaking performance in EFL classrooms. Pecha Kucha presentations support these educational objectives because this presentation format promotes oral communication, pronunciation, fluency, vocabulary development, and learner confidence through interactive presentations in English.

Chapter III

Methodological Framework

3.1 Research method

The purpose of research is to collect and analyze information that allows researchers to explain, interpret, and understand a specific educational phenomenon. This study seeks to gather relevant data about student's perceptions regarding the use of Pecha Kucha presentations to develop oral speaking skills in English learners. The information collected will help identify students' opinions, experiences and perceptions related to the implementation of this presentation format in EFL classrooms.

This research follows a qualitative method because it focuses on understanding participants' experiences, perspectives, and interpretations through non-numerical data. According to Tenny et al. (2022), qualitative research allows researchers to collect opinions, experiences, and points of view from participants by answering questions such as “how” and “why” instead of focusing on statistical data. Furthermore, this method is appropriate for the present study because it allows the researcher to explore students' perceptions regarding the use of PechaKucha presentations in EFL speaking activities and their influence on oral communication in the classroom context.

A qualitative method was considered the most appropriate for this research because the main purpose is to understand how sixth-semester English major student at Universidad Estatal Peninsula de Santa Elena experienced the use of Pecha Kucha presentations during speaking activities. Rather than collecting numerical data, this method allows the researcher to explore participants experiences, opinions, confidence, and classroom participation, providing a deeper

understanding of the contribution of this learning strategy to the development of speaking skills in EFL contexts.

3.2 Type of Research

This research adopts a phenomenological approach to examine students' perceptions regarding the use of PechaKucha presentations in English speaking activities. Gill (2022) describes phenomenological research as an approach that seeks to understand how individuals interpret and give meaning to a particular phenomenon based on their own experiences. Following these perspectives, the present research examines how students describe their experiences with PechaKucha presentations and how these experiences have influenced their oral communication skills during English speaking activities.

The phenomenological approach is appropriate for this study because it helps the researcher obtain a deeper understanding of students' experiences while participating in PechaKucha presentations. In this way, the investigation will explore students' perceptions about speaking performance, classroom participation, confidence, and oral communication development during the implementation of this presentation strategy in EFL classrooms.

3.3 Data collection techniques

According to Tomás y Bidet (2023), interviews are effective qualitative techniques that allow researchers to collect detailed information about participants' experiences, opinions, and perceptions regarding a specific topic. Therefore, this study will use one-on-one interviews as the data collection technique.

The interviews will be conducted with seventh-semester students from the English major at Universidad Estatal Península de Santa Elena. This technique will allow participants to share

opinions, experiences, and perceptions individually regarding the use of PechaKucha presentations during speaking activities.

The interviews will focus on students' perceptions related to confidence, participation, oral communication, classroom interaction, and speaking performance while using PechaKucha presentations in English classes. The interviews will be conducted via Zoom and recorded to facilitate the transcription and analysis of the collected information.

3.4 Instruments

This study uses a interview to gather information from students learning English about how Pecha Kucha presentations can help improve their speaking skills. The interviews asks open-ended questions to find out what students think and feel about using Pecha Kucha in their English classes, and what they learned from the experience. By asking about their opinions and perceptions, the study aims to understand how Pecha Kucha can be used effectively to develop speaking skills in English learners. The interview is designed to collect detailed and personal responses from students, which will provide valuable insights into the benefits and challenges of using Pecha Kucha in English language instruction.

Researchers found that interviews are helpful tools for getting detailed information from people about what they think and have experienced. In our study, we're using a qinterviews to learn more about how students are doing with speaking, like how well they pronounce words, how smoothly they talk, and how confident they feel when giving presentations. We also want to know if they're participating more in class discussions. This will give us a better idea of what's working and what's not, so we can help students improve their speaking skills. By asking

students about their experiences, we can get a clearer picture of what they need to become better speakers.

The goal of this tool is to find out what students like and don't like about using Pecha Kucha to learn English. By looking at what students say, we can understand how this way of presenting can help them get better at speaking English. This will show us how Pecha Kucha can be used to improve English speaking skills. We want to know if it's helpful and what problems students might have with it.

3.5 Data Collection Processing and Resources Data Collection Process

The study was done at Universidad Estatal Península de Santa Elena, where students from the seventh semester of the Pedagogy of National and Foreign Languages program took part. To start, the students were told about the goal of the research and that they could choose to be part of it if they wanted to. This was important to make sure they knew what they were getting into. The students who participated were from the 7 semesters, and they were all part of the PINE program. By telling them about the research and getting their okay to participate, the study made sure to respect the students' rights and get their voluntary consent.

Next, the participants took part in one-on-one interviews based on an interview guide composed of eight open-ended questions. During the interviews, they shared their experiences, opinions and reflections about using PechaKucha presentations to improve their English-speaking skills. Their responses provided detailed information about how they perceived this learning strategy and the influence it had on their confidence, participation, and oral communication.

Finally, the information obtained from the interviews was organized and analyzed to identify the students' opinions, advantages, challenges, and experiences related to the implementation of Pecha Kucha presentations in English classes.

Resources

- **Human Resources**

Students from the seventh semester, who are studying to become teachers of national and foreign languages, specifically part of the Pedagogy of National and Foreign Languages program, or PINE for short.

- **Material Resources**

Questionnaires

3.6 Population and Sample

This study is being done at Universidad Estatal Península de Santa Elena. The team working on this project is made up of students from the seventh semester, who are studying to be teachers of national and foreign languages, known as PINE. The study looks at students in their seventh semester, group of the Pedagogy of National and Foreign Languages program, who take part in English learning activities that focus on improving their speaking skills.

For this research, a sample of 5 students from the same semester and career was selected to participate in the study. These participants shared their experiences and perceptions regarding the use of Pecha Kucha presentations to improve speaking skills in English learning. Through this sample, the research aims to analyze how Pecha Kucha presentations contribute to students' fluency, pronunciation, confidence, and oral communication in English.

Chapter IV

2. Analysis of Findings

Analysis and interpretation of the interviewees' responses revealed that Pecha Kucha presentations had a positive influence on students' oral speaking development in EFL classrooms. Based on the participant experiences, this presentation format encouraged active participation confidence, fluency, and better organization of ideas during speaking activities.

The interviewees emphasized that although the Pecha Kucha format initially generated nervousness and pressure due to the automatic slide transitions and limited speaking time, it gradually became a motivating and dynamic learning experience. Most participants considered that this methodology helped them become more concise, spontaneous, and confident while communicating in English.

Likewise, the participants highlighted that supports visual support played an important role during the presentation because images functioned as memory aids that reduce dependence on written text and facilitated oral communication. In general, agreed that PechaKucha presentations promoted a more interactive and participatory classroom environment compared to traditional oral presentations.

4.1 Interpretation of Data from the One-on-one Interviews.

The results obtained from the eight open-ended interview questions were interpreted and analyzed as follows:

1. How was your experience using PechaKucha presentations in English speaking activities?

The interviewees described PechaKucha presentations as dynamic, interactive and effective speaking activities that encouraged oral communication and active participation in English classes. Although several interviewees initially found the format challenging because of this strict structure and time limit, they gradually became more comfortable with the process. Overall, they agreed that it was a more engaging and motivating experience than traditional. Most participants explained that the activity encouraged them to rely less on written notes and more on their own speaking abilities, which increased their autonomy and oral participation during classroom activities.

These findings are supported Hui y Yunus (2023b) who state that Communicative Language Teaching promotes meaningful interaction and authentic communication through participatory speaking activities. Similarly, Ghafar et al. (2023) explain that communicative tasks increase learners' motivation and participation because students actively use the language in realistic contexts.

2. How did you feel while presenting your ideas through the PechaKucha format?

Most interviewees reported feeling nervous and under pressure during the presentations because of the automatic slides transitions and limited speaking time. However, as the activity progressed, they also expressed a sense of accomplishment, motivation, and greater confidence after successfully completing the presentation. Participants explained that the format required

concentration and quick thinking, helping them remain focused and actively engaged throughout the activity.

These findings are related to active learning principles because students became directly involved in the learning process through oral participation and interaction. According to Bonwell and Eison (1991), active learning promotes greater engagement and participation when students interact continuously with classroom activities. Furthermore, Vygotsky (1978) explains that learning develops through social interaction and active participation, which can strengthen students' communication abilities and confidence progressively.

3. In what ways did PechaKucha presentations influence your confidence and participation during speaking activities?

The participants agreed that PechaKucha presentations had a positive influence on their confidence and participation during English speaking activities. Most interviewees explained that the structured format encouraged them to speak more frequently and rely less on written notes, allowing them to communicate their ideas with greater confidence. They also mentioned that participating in repeated presentations reduced their fear of speaking in front of others and increased their willingness to take part in classroom discussions and oral activities. Overall, the interviewees considered that his learning strategy helped them become more active and confident English speakers.

These findings support Student-Centered Learning principles because learners assumed an active role during classroom activities and oral presentations. According to Rogers (1983), student-centered approaches encourage autonomy, self-confidence, and meaningful participation by placing learners at the center of the educational process. Likewise, Weimer

(2013) states that student-centered classrooms promote greater responsibility and participation because students actively construct their learning experiences through interaction and communication.

4. What difficulties did you experience while preparing or presenting a PechaKucha presentation in English?

The interviewees identified several difficulties during the preparation and presentation process. One of the most common challenges was adapting ideas to the strict twenty-second limit for each slide. Participants explained that one of the main difficulties was organizing their ideas clearly and concisely while maintaining fluency, accurate pronunciation and appropriate vocabulary in English. They also mentioned feeling nervous because of the automatic slide transitions which increased the pressure to keep speaking without interruptions. In addition, several interviewees expressed concern about forgetting information during presentation, especially when trying to adapt their speech to the limited time available.

Despite these difficulties, the interviewees considered that repeated practice gradually improved their speaking abilities and confidence. These findings are supported by Solmaz (2019), who explains that PechaKucha presentations can initially generate anxiety due to their strict time structure; however, continuous practice contributes to confidence and oral communication improvement.

5. How did the limited presentation time affect your oral communication and organization of ideas?

Most participants agreed that the limited presentation time positively affected the organization of their ideas and oral communication. The interviewees explained that the strict

time structure forced them to prioritize essential information and eliminate unnecessary details during the presentation. According to the participants, this process improved their ability to communicate ideas more clearly, directly, and efficiently in English.

These findings demonstrate that PechaKucha presentations encouraged concise and organized oral communication skills. According to Wu y Rose (2025), presentation-based activities strengthen learners' ability to structure and deliver information clearly while improving speaking fluency and coherence.

6. How did the use of images and visual support help you communicate your ideas in English language?

The interviewees emphasized the importance of images and visual support during the presentations. Most participants described visual elements as memory aids that helped them remember important ideas and maintain the flow of the presentation without depending on written text. Several students explained that images reduced anxiety because they provided visual guidance during moments of hesitation or vocabulary difficulties.

The participants also highlighted that visual support facilitated more natural communication because it encouraged students to explain ideas spontaneously instead of reading directly from slides. According to Solmaz (2019c), PechaKucha presentations combine visual and oral communication in a way that facilitates students' fluency and audience interaction.

7. What speaking abilities do you think improved the most through PechaKucha presentations?

The interviewees identified fluency, pronunciation, confidence, vocabulary organization, and conciseness as the speaking abilities that improved the most through

PechaKucha presentations. Most participants emphasized that regular practice and repetition helped them reduce long pauses and develop a more natural speaking rhythm. The students also explained that the activity strengthened their ability to summarize ideas effectively and communicate information more clearly in English.

These findings support Communicative Language Teaching because learners developed oral communication skills through authentic speaking practice. Hui and Yunus (2023c) explain that communicative activities strengthen fluency and confidence by encouraging students to use English meaningfully in classroom interaction.

8. What suggestions would you give to improve the implementation of PechaKucha presentations in English classes?

Most participants suggested implementing shorter and simpler PechaKucha activities before introducing the complete presentation format. According to the interviewees, preliminary practice sessions could reduce anxiety and help students become more familiar with the presentation structure. The participants also recommended increasing collaborative activities such as pair or group practices before individual presentations.

Additionally, students suggested that teachers should focus more on evaluating communication effectiveness, fluency, and participation instead of penalizing minor grammatical mistakes caused by nervousness. These findings are supported by Fauzi y Ridwan (2025) who explain that communicative and participatory classroom environments encourage students' motivation, interaction, and confidence during speaking activities.

Table 1. Students' Perceptions of Using PechaKucha Presentations in EFL Speaking Activities

Questions	Answers	Authors
How was your experience using PechaKucha presentations in English speaking activities?	The students really enjoyed the experience, saying it was interactive, dynamic, and a nice change from the usual presentations. They found it helpful for practicing their speaking skills and keeping everyone's attention during oral activities.	PechaKucha presentations promote active engagement, organization of ideas, and oral communication development among learners. (Tsai, 2024)
How did you feel while presenting your ideas through the PechaKucha format?	The students learned that with a little practice, they could become more confident and engaging presenters. Overall, the experience was a success, and the students benefited	The PechaKucha format encourages students' confidence and participation through structured and interactive presentation activities. (Haramba et al., 2024)

	from the unique approach to presentations.	
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Table 2. Influence of PechaKucha Presentations on Students' Confidence and Participation

Questions	Answers	Authors
In what ways did PechaKucha presentations influence your confidence and participation during speaking activities?	When students spoke up in class, they felt more confident and participated more. They didn't just read from a script, but instead spoke freely and shared their thoughts. However, some students struggled to keep their talks short and to the point, especially when they were being timed.	PechaKucha pedagogy enhances students' confidence, engagement, and presentation competences through student-centered learning experiences. (Haramba et al., 2024)

What difficulties did you experience while preparing or presenting a PechaKucha presentation in English?	They found it hard to organize their ideas and speak smoothly when they were under pressure to finish on time. As a result, they had to work on balancing their need to express themselves with the need to be concise and clear. By doing so, they became better communicators and more effective speakers.	The presentation format may create challenges related to content organization and adaptation to time limitations, especially in EFL contexts. (Tsai, 2024)

Table 3. Effects of Time Limitation and Visual Support on Oral Communication

Questions	Answers	Authors
How did the limited presentation time affect your oral communication and organization of ideas?	Students found that having a time limit actually helped them get their thoughts together, cut out what wasn't needed, and get their point across in a clear and simple way	PechaKucha presentations improve learners' ability to organize content and structure ideas effectively within limited speaking time. (Tsai, 2024)
How did the use of images and visual support help you communicate your ideas in English language?	They also said that using pictures really helped them remember what they wanted to say, made them less nervous, and allowed them to speak smoothly without just reading from their slides.	Visual elements encourage creativity, engagement, and effective communication during oral presentations. (Haramba et al., 2023)

Table 4. Contribution of PechaKucha Presentations to Speaking Skills Development

Questions	Answers	Authors
What speaking abilities do you think improved the most through PechaKucha presentations?	Students identified improvements in fluency, pronunciation, confidence, vocabulary use, and oral organization.	PechaKucha presentations significantly improve presentation skills, speaking performance, and confidence among learners. (Haramba et al., 2024)
What suggestions would you give to improve the implementation of PechaKucha presentations in English classes?	Participants suggested additional practice opportunities, collaborative preparation activities, and gradual adaptation to presentation timing.	Student-centered presentation strategies contribute to meaningful learning, communication development, and classroom participation. (Haramba et al., 2023; Tsai, 2024)

Chapter V

3. Conclusions and recommendations

The findings obtained through the interviews provided valuable information about students' experiences with PechaKucha presentations in English speaking activities. The participants shared their opinions regarding the benefits, challenges, and contributions of this presentation format to the development of oral communication skills. The results allowed a better understanding of how PechaKucha can be used as a learning strategy in EFL classrooms.

Conclusions.

Firstly, favorable opinions were expressed by participants with their experience using Pecha Kucha presentations. Although the format was described as challenging by many students due to the strict timing and automatic slide translation. However, students mentioned that this format is engaging and enhances active participation. The interviewees highlighted that it helped them in speaking task and showed low level of willingness to communicate in English Language.

Pecha Kucha presentations presented development in fluency, confidence, idea organization, and concise communication according to interviewee responses and noticeable progress they reported. Several factors were prioritized by learners such as key ideas and expressing them more effectively during oral activities due to the need to present information within a limited time.

Many features were highlighted by the interviewees such as the value of visual support. Moreover, due to the images which served as useful prompts, learners presented benefits such as maintaining the sequence of ideas and reducing dependence on written notes. In addition, the

participants showed improvement in naturally communication and feeling more confident while speaking English owing to these features.

Overall, the findings suggest that PechaKucha presentations can create meaningful opportunities for oral practice and active classroom participation. The experiences shared by the participants indicate that this presentation format may contribute positively to the development of speaking skills while promoting greater confidence and engagement in English language learning.

4. Recommendations

Based on the findings of this study, more innovative strategies need to be implemented in a classroom to enhance English speaking skill. PechaKucha presentations offer enhancement in speaking skill and provide students with additional opportunities to enrich their oral communication abilities.

Furthermore, Pecha Kucha and its gradual exposure may facilitate students' adaptation to the format, helping them to become more comfortable because of time management and public speaking.

Additionally, Pecha Kucha presentations involve enrichment in many factors such as fluency and pronunciation which are essential in active communication, presenting good progress by each session in the integration of visual into oral activities. In this way, dependence on written text can be reduced, encouraging spontaneous communication.

Likewise, Pecha Kucha presentations promote collaboration, participation which are important elements in English speaking, therefore, as a great strategy that help English learners,

is essential that both teachers and students make usage of these presentations in order to enrich their abilities in active communication and showing confidence.

The future research offers many different aspects which can be enhanced in a significant way by using PechaKucha presentations such as linguistic level, and skills areas to broaden the understanding of benefits in the English learning progress.

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Annexes

Annex A. Certified Anti-Plagiarism

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado **PECHA KUCHA PRESENTATIONS TO DEVELOP SPEAKING SKILLS IN ENGLISH LEARNERS** elaborado por los estudiantes **GOMEZ TOMALA ALEX DAVID** y **TOALA GONZALEZ EMILY ANAI**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 4% de la valoración permitida, por consiguiente se procede a emitir el informe.

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Resumen (sección 1/2)

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Annex B. Interview Model for students.**Pecha Kucha Presentations to develop speaking skills in English Learners.**

1. How was your experience using PechaKucha presentations in English speaking activities?
2. How did you feel while participating in PechaKucha presentations during English classes?
3. In what ways do you think PechaKucha presentations influenced your confidence when speaking English?
4. What difficulties did you experience while preparing a PechaKucha presentation in English?
5. How did the limited presentation time affect your oral communication and organization of ideas?
6. How did the use of images and visual support help you communicate your ideas in English?
7. What speaking abilities do you think improved the most through PechaKucha presentations?
8. What suggestions would you give to improve the implementation of PechaKucha presentations in English classes?

Annex C. Interview of students via Zoom

1. How was your experience using PechaKucha presentations in English speaking activities?

1.- My experience was positive. It was a different way to present ideas, and it helped me practice speaking English in a more dynamic way.

2.- At the beginning, I honestly thought it would be impossible because I usually depend a lot on reading notes during presentations. However, PechaKucha forced me to rely more on my own speaking abilities and preparation. After practicing several times, I realized that it became a more interactive and motivating experience than traditional presentations.

3.- My experience was challenging but very useful. I had never done presentations with such a strict time structure before, so it pushed me to improve my speaking speed and organization skills in English.

4.- It was a very interesting experience because it was different from traditional oral presentations. The format encouraged me to speak continuously and maintain better concentration throughout the activity.

5.- My experience was positive because the format made speaking activities more interactive and less repetitive. It encouraged me to prepare better and become more involved in the presentation process.

2. How did you feel while participating in PechaKucha presentations during English classes?

1.- At first, I felt a little nervous because of the time limit, but after some practice I felt more comfortable and confident.

2.- I felt nervous at first because the slides moved automatically, and there was no chance to stop or think too much. Despite that, I also felt excited because the format made the presentation more dynamic and less monotonous. At the end, I felt proud because I could express my ideas more fluently than I expected.

3.- At first, I felt anxious because I was afraid of forgetting my ideas. However, once I became more familiar with the rhythm of the slides, I felt more comfortable and concentrated during the presentation.

4.- I felt pressured because the slides changed automatically, but at the same time, that pressure motivated me to stay focused and prepared during the presentation.

5.- I felt nervous at the beginning, but later I became more relaxed because the presentation flow helped me stay focused on my ideas instead of overthinking mistakes.

3. In what ways do you think PechaKucha presentations influenced your confidence when speaking English?

1.- They helped me participate more actively and speak without depending too much on notes. I became more confident when speaking in front of others.

2.- PechaKucha helped me become more confident when speaking in front of my classmates.

Since the format required constant participation and fast communication, I gradually stopped being afraid of making mistakes. I also became more willing to participate in discussions and classroom speaking activities.

3.- This activity helped me trust my speaking abilities more. I noticed that after doing PechaKucha presentations, I participated more actively in oral activities because I became less afraid of speaking in English.

4.- The experience improved my confidence because I realized that I was capable of speaking for several minutes without depending completely on written notes. I also became more active during classroom discussions.

5.- It helped me improve my confidence because I noticed progress in my fluency and speaking organization after each presentation. I also felt more motivated to participate in oral classroom activities.

4. What difficulties did you experience while preparing a PechaKucha presentation in English?

1.- The hardest part was editing and practicing. In English, I tend to overthink my words before saying them, so fitting my exact ideas into just 20 seconds per slide took a ton of effort. Finding the precise vocabulary so I would not run over time was a real headache.

2.- One of the biggest difficulties was managing the time correctly. Sometimes I finished speaking too early or too late for the slide transition. Another challenge was organizing my ideas clearly while also trying to use correct English vocabulary and pronunciation.

3.- The main difficulty was adapting my ideas to the short time available for each slide. Sometimes I wanted to explain more details, but I had to simplify my message to maintain the presentation pace.

4.- I struggled with pronunciation and speaking speed during some parts of the presentation. Sometimes I focused too much on the timing and became nervous.

5.- The most difficult part was memorizing the sequence of ideas and adjusting my speech to the automatic slide transitions.

5. How did the limited presentation time affect your oral communication and organization of ideas?

1.- It forced me to respond quickly without so much drama; I had to eliminate things that took me a long time to think about. I learned that oral communication is not about talking a lot, but about structuring the main ideas well: introduction, key point, and quick transition.

2.- The limited time helped me become more concise and organized. I learned to focus only on the most important information instead of adding unnecessary details. This improved the way I structured my ideas while speaking.

3.- It made me organize my ideas more logically and directly. I learned to prioritize the essential information and avoid unnecessary explanations while speaking.

4.- The time limitation forced me to simplify my ideas and communicate more clearly. I think it helped me improve my ability to summarize information effectively.

5.- It taught me to communicate ideas more efficiently and avoid unnecessary information. I learned how to express my thoughts in a clearer and more organized way.

6. How did the use of images and visual support help you communicate your ideas in English?

1.- It was a lifesaver, and I am so grateful to have learned about this tool. Without text on the screen, the images acted as if they were helping my memory. If I forgot an English word, looking at the image helped me find a synonym or quickly recall the idea without losing track of the presentation.

2.- The images helped me remember key ideas and reduced my anxiety during the presentation. Instead of reading long paragraphs, I could focus on explaining the visuals naturally, which made my speech sound more spontaneous and communicative.

3.- The visual support helped me maintain the sequence of my ideas and reduced the possibility of forgetting information. The images also made the presentation more interesting for the audience.

4.- The images gave me confidence because they helped me remember important concepts without reading directly from the slides. They also made communication easier and more natural.

5.- The images acted as memory support and helped me explain my ideas more naturally. They also reduced my dependence on written text during the presentation.

7. What speaking abilities do you think improved the most through PechaKucha presentations?

- 1.- Definitely fluency and conciseness. You learn to speak at a steady pace without making so many long pauses (the famous “um...”). It also improved my synthesis skills, meaning the ability to summarize complex information into direct and effective English sentences.
- 2.- I think my fluency and pronunciation improved the most. Repeating and practicing the presentation several times helped me speak more smoothly and clearly.
- 3.- I believe fluency, vocabulary usage, and pronunciation improved the most because the activity required constant practice and oral repetition.
- 4.- I think my fluency and public speaking abilities improved the most because I practiced speaking continuously and maintaining eye contact with the audience.
- 5.- I think fluency, vocabulary organization, and confidence improved the most because the activity required preparation, repetition, and constant oral practice.

8. What suggestions would you give to improve the implementation of PechaKucha presentations in English classes?

- 1.- I would recommend doing a preliminary practice in small groups with a shorter format (for example, 5 slides) before launching the full challenge. Additionally, teachers should focus more on evaluating the ability to convey the message and keep the pace, rather than punishing small grammar mistakes caused by the nerves of the moment.

2.- I think students should have more opportunities to practice before the final presentation.

Working in pairs or small groups first could help reduce nervousness and improve confidence.

3.- I would suggest allowing students to practice the presentation in class before the final evaluation. Receiving feedback from classmates could also help improve confidence and speaking performance.

4.- Teachers could provide more feedback after the presentations and allow students to practice in pairs or groups before presenting individually.

5.- I would recommend incorporating more collaborative preparation activities and reducing students' anxiety by creating a more supportive classroom environment during presentations.