

Support Kita Dyan Be! (Boosting Eloquence): Language Strategy to Enhance Eloquence Among English Majors

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Abstract: This study investigates the impact of strategic language supports on developing eloquence among third-year college English majors. A qualitative observational research design was employed to explore the impact of direct and indirect language learning strategies on students' speaking skills. Findings revealed that there is a significant gap between students' career aspirations and their current speaking proficiency, with many lacking formal training and practical experience in public speaking. Notably, nearly half of the respondents expressed discomfort speaking English in front of an audience. The study highlights the need for enhanced access to structured speech training and real-world speaking practice to build confidence and eloquence. The results suggested targeted interventions, such as speech training and peer feedback, that can improve students' communication skills and prepare them for careers requiring strong linguistic abilities. This research has implications for language education, emphasizing the importance of integrating practical speaking activities into curricula to foster students' eloquence and professional readiness. By addressing the identified gaps, educators can better support English majors in developing the communication skills necessary for success in their future careers.

Keywords: Boosting Eloquence, Eloquence, Language Strategy, Support Kita Dyan.

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I. INTRODUCTION

Language is the primary means by which we communicate, express ideas, and connect with others in both personal and professional settings. In the context of higher education, particularly among college students pursuing English majors, the development of eloquent language skills is not only crucial for academic success but also for professional growth and social influence.

As an essential asset for those studying language and literature, the pursuit of eloquence extends beyond mere fluency in language—it is about conveying ideas with clarity, emotional impact, and intellectual depth. This makes eloquence a significant area of study, as it directly influences students' ability to succeed in academia and beyond. Investigating the development and impact of eloquence in

higher education provides valuable insights into its role in shaping critical thinking, communication proficiency, and career readiness. By examining how eloquence is cultivated and assessed, research can contribute to the refinement of pedagogical strategies that enhance students' linguistic and rhetorical abilities, ultimately reinforcing the importance of eloquence as an academic and professional asset.

For college English majors, the path to eloquence is multifaceted. It involves mastering various forms of expression, refining critical thinking skills, and navigating the complexities of language structure, style, and tone. However, despite its importance, many students face challenges in achieving the level of eloquence required to truly excel in their studies and future careers.

Research indicated that one key obstacle is the cognitive process behind writing and speaking effectively. Flower and Hayes (1981) argue that writing is not merely about transcribing thoughts but involves a complex set of cognitive operations that many students struggle to master. (A Cognitive Process Theory of Writing). Similarly, Berkenkotter and Huckin (2016) highlight that disciplinary communication requires deep genre knowledge, which many students lack due to insufficient exposure to academic discourse (Genre Knowledge in Disciplinary Communication). Moreover, public speaking is another critical area where students face difficulties. According to Lucas (2020), effective public speaking requires rhetorical awareness and structured practice, yet many students lack the confidence and training to develop these skills (Lucas, "The Art of Public Speaking", 2020).

Additionally, discourse analysis research by Gee (2014) emphasizes that language proficiency extends beyond grammar and vocabulary to include the ability to navigate different discourse communities effectively (Gee, "An Introduction to Discourse Analysis", 2014). Without proper strategies to engage with diverse forms of communication, students may struggle to refine their eloquence. Addressing these challenges through targeted language development programs and increased exposure to rhetorical training can significantly enhance students' ability to articulate ideas with clarity and depth.

As a result, the development of eloquence often becomes a hurdle that students must overcome on their academic journey. This research explored the key strategies that can help students in this field improve their eloquence.

More specifically, this study focused on the practical tools, techniques, and methodologies that can be employed to enhance both verbal and written communication. The goal is to provide a comprehensive guide that not only addresses the common challenges faced by English majors but also offers actionable solutions that can be incorporated into their academic routines. The importance of developing strong communication skills is reinforced by various legal frameworks that recognize language proficiency as a fundamental educational objective.

For instance, Article 26 of the Universal Declaration of Human Rights (1948) asserts the right to education, emphasizing its role in fostering intellectual and professional growth (United Nations, 1948). Similarly, the Higher Education Act of 1965 (U.S.) highlights the necessity of equipping students with essential academic and professional competencies, including effective communication (U.S. Department of Education, 1965).

On a broader scale, the Common European Framework of Reference for Languages (CEFR) establishes international standards for language proficiency, advocating for structured learning approaches to enhance communication skills (Council of Europe, 2001). By aligning with these legal and educational policies, this study contributes to the broader goal

of preparing English majors to excel academically, professionally, and socially.

In the Philippines, the Commission on Higher Education (CHED) Memorandum Order No. 20, Series of 2013 mandates the inclusion of advanced communication subjects in higher education curricula, reinforcing the need for English majors to develop strong verbal and written skills (CHED, 2013).

The role of eloquence in the academic success of English majors cannot be overstated. In a field that demands rigorous analysis, creative expression, and intellectual discourse, the ability to communicate with precision and clarity is a fundamental skill. Whether writing research papers, delivering presentations, or engaging in class discussions, students must be able to articulate their thoughts with confidence and coherence.

Eloquence elevates an argument, makes ideas more compelling, and demonstrates mastery of the subject matter. Moreover, eloquence plays a vital role in the professional world. English majors often go on to pursue careers in writing, publishing, teaching, or communications—fields where the ability to convey complex ideas in an engaging and understandable manner is essential. A study by Morreale, Osborn, and Pearson (2000) highlights that strong communication skills are among the most sought-after competencies in the job market, particularly in professions requiring persuasive and articulate discourse (Morreale, Osborn, and Pearson, "Why Communication is Important: A Rationale for the Centrality of the Study of Communication," 2000).

Furthermore, Barton and Hamilton (2000) assert that literacy practices, including rhetorical eloquence, shape social and professional identities, making effective communication a crucial tool for career success, "Literacy Practices," 2000). In fact, one of the most valuable skills an English major can possess is the ability to persuade, inspire, and captivate an audience through words. Whether it is a well-crafted editorial, a persuasive speech, or an academic argument, eloquence can make a significant difference in the impact a student's work has on others.

However, the journey to eloquence is not always straightforward. For many students, language barriers, the fear of public speaking, and the overwhelming nature of academic writing can hinder their ability to communicate effectively. This research acknowledges the need for structured support in addressing these challenges, providing a road-map to improve eloquence through deliberate and strategic practice.

Despite the importance of eloquence, many college English majors struggle to attain it due to several common challenges. One of the primary obstacles is the lack of confidence. Many students experience difficulty in maintaining fluency due to frequent code-switching and reliance on Filipino or regional languages in daily conversations (Bernardo, 2019).

According to Bautista (2021), students often struggle with speaking English due to their fear of grammatical errors, which affects their confidence. In traditional classrooms, oral communication is often overlooked in favor of written exercises, limiting students' opportunities for practical speaking practice (David & Dela Cruz, 2020). Many students possess strong analytical skills and deep knowledge of literature, but when it comes to expressing their ideas verbally or in writing, they may struggle with self-doubt.

This is proven by studies and has shown that speaking anxiety is another barrier to eloquence. Gonzales (2022) found that many English majors experience communication apprehension, leading to hesitant speech and frequent pauses. Similarly, a study by Reyes and Santos (2020) revealed that anxiety reduces students' ability to engage in spontaneous discussions, making them overly dependent on memorized speech. This lack of confidence often manifests in hesitations during oral presentations or in the formulation of arguments in written essays.

As a result, their ability to convey their ideas with the necessary level of sophistication and persuasion is compromised. Another significant challenge is the tendency to rely on formulas or rigid structures when writing or speaking, rather than exploring creative and varied ways of expression. Students will experience a lack of self-confidence and a fear of criticism. Dörnyei (2005) highlighted the importance of self-confidence and motivation in second language acquisition, arguing that students with higher confidence levels perform better in oral communication. Therefore, it is safe to say that in order to develop eloquence, we must first elevate self-confidence.

The role of eloquence in the academic success of English majors cannot be overstated. In a field that demands rigorous analysis, creative expression, and intellectual discourse, the ability to communicate with precision and clarity is a fundamental skill. According to Harmer (2021), classroom interaction plays a crucial role in language development, as students who actively participate in discussions tend to develop better articulation skills. Likewise, Jerah John Sekar (2021) explored the distinction between fluency and accuracy, emphasizing that fluency involves not just grammatical correctness but also mutual intelligibility, communicative effectiveness, and coherence in expression.

Moreover, English majors often focus heavily on literature analysis and critical theory, which, while essential, may leave less room for the practical development of communication skills. Consequently, students may excel in literary critique yet struggle to convey those critiques in a clear, compelling manner. To address this issue, targeted interventions are needed to emphasize the practical application of language skills. Larsen-Freeman (2022) investigated the role of grammar in fluency and found that while grammatical accuracy is important, an excessive focus on it can hinder spontaneous speech. Similarly, Richards (2021) examined the effectiveness of shadowing techniques—where students repeat what they hear in real-

time—and found that this method significantly improves pronunciation and fluency. These studies suggest that engaging in diverse communication practices helps students refine their speaking abilities.

Additionally, strategies such as peer feedback, collaborative writing, and speech analysis can provide students with valuable insights into their communication styles and areas for improvement. Cruz (2021) explored self-directed learning techniques, such as reading aloud and recording oneself, and found that students who engaged in these activities demonstrated better speech clarity and coherence.

Furthermore, a study by the International Studies of Oxford (2019) provided a comprehensive framework on language learning strategies, categorizing them into cognitive, meta-cognitive, social, and affective strategies, all of which contribute to speaking fluency. Likewise, Brown (2020) examined the role of motivation in second-language acquisition, revealing that students with higher intrinsic motivation practiced speaking more frequently and exhibited greater fluency. These findings reinforce the idea that developing eloquence requires both structured learning methods and a strong personal commitment to practice.

With this, several studies have emphasized the importance of eloquence for academic and professional success. According to D'Arcy (2016), enhancing eloquence through active language practice and strategic communication techniques fosters both academic performance and career advancement. Likewise, research by Smith and Williams (2018) highlighted the significance of structured language interventions in improving students' public speaking and writing proficiency, ultimately enhancing their overall eloquence. Furthermore, Zhang et al. (2020) stressed the role of feedback and peer collaboration in developing communicative competence, noting that students who engage in peer reviews and public speaking exercises tend to show significant improvements in their articulation. These insights contribute to the growing body of research aimed at improving communication skills in academic settings, ensuring that students are equipped with the tools they need to succeed.

➤ *Research Objectives*

Speaking English fluently and confidently remains a challenge for many college English majors. Despite their background, students often faced difficulties in expressing themselves effectively. This study explores how language strategies can support and improve their speaking skills, focusing on fluency, accuracy, and confidence. The objectives of this study are the following:

- To identify the impact of language strategic support on the English-speaking skills of college English major students.
- To determine the common challenges faced by English major students in enhancing their speaking skills.

- To examine how different language strategies influence the fluency, accuracy, and confidence of students in speaking English.

II. METHODOLOGY

➤ *Research Design and Methodology*

This study employs a qualitative observational research design to explore how strategic language supports contribute to the development of eloquence among third-year college English majors. By focusing on direct and naturalistic observation, the research aims to capture authentic linguistic behavior and communication patterns during real-time speaking scenarios. Unlike studies that rely solely on self-reported data, this research prioritizes observable behaviors to gain a more objective understanding of how students utilize language strategies in practical settings. Data will be collected through survey questionnaires and structured classroom observations, allowing for a comprehensive analysis of students' strategic language use and speaking development. All research procedures will be conducted with strict adherence to ethical standards, including informed consent, confidentiality, and voluntary participation.

➤ *Participants and Sampling*

The participants will be selected from third-year English majors at Shepherdsville College through purposive sampling. A total of 20 students will be chosen based on their active involvement in academic speaking tasks such as classroom discussions, oral presentations, and debate exercises. This sampling method ensures a diverse representation of speaking proficiency levels and focuses on individuals whose engagement with language strategies can offer meaningful insights. By observing students across various academic contexts, the study aims to assess how strategic supports influence key aspects of speaking performance, including fluency, coherence, articulation, and confidence.

➤ *Data Collection Methods*

To achieve a holistic understanding of how strategic supports affect eloquence, this study will employ two primary data collection methods: survey questionnaires and structured observations with a checklist.

The survey questionnaire will serve as a preliminary tool to identify suitable participants and gather baseline information on students' self-perceived speaking skills, challenges, and preferred language strategies. The data obtained from the survey will help in selecting respondents who are actively engaged in speaking activities and provide insight into their current level of communicative confidence and strategic awareness.

Structured observation will be conducted during academic speaking activities such as discussions, presentations, and debates. A predefined observation checklist will be used to assess students' performance in areas including fluency, coherence, pronunciation, articulation, and markers of confidence (e.g., eye contact, vocal modulation). The checklist will also track the use of specific strategic

language supports, such as paraphrasing, hesitation fillers, self-correction, and discourse markers. Observations will be carried out over multiple sessions to monitor students' progress and identify patterns in strategic language use and speaking development.

By integrating survey data with systematic observational analysis, this study ensures a balanced and reliable approach to exploring how strategic language supports influence the eloquence of English majors in real-world academic contexts. This combination strengthens the validity of the findings and allows for a rich, data-informed understanding of the relationship between language strategy application and speaking performance.

This multi-instrumental approach ensures that data collected is both comprehensive and triangulated, capturing not only students' self-perceptions but also their observable behaviors in authentic speaking situations. As a result, the study will provide a well-rounded analysis of how strategic language supports contribute to the enhancement of eloquence among third-year English majors.

III. ANALYSIS AND DISCUSSION

➤ *Impact of Language Strategic Support to Enhance Eloquence among College English Majors*

Language is the primary medium through which individuals communicate, express ideas, and establish connections in both personal and professional contexts. Within higher education—particularly among students majoring in English—the development of eloquent language skills is essential not only for academic achievement but also for future professional success and social engagement.

Eloquence, defined as the ability to speak or write persuasively, clearly, and effectively, represents a critical competency for students of language and literature. It encompasses more than just fluency; it involves the capacity to articulate ideas with clarity, emotional resonance, and intellectual sophistication. As such, eloquence plays a vital role in shaping students' academic performance, critical thinking abilities, and communication proficiency.

Exploring the cultivation and impact of eloquence in higher education offers valuable insights into how it contributes to students' cognitive and professional development. By examining the ways in which eloquence is taught, practiced, and assessed, educators and researchers can refine pedagogical approaches to better support students in developing their linguistic and rhetorical skills. Ultimately, reinforcing the significance of eloquence as both an academic objective and a professional asset highlights its relevance in preparing English majors for success in diverse real-world settings.

Developing eloquence among third-year college English majors requires targeted strategies that foster both linguistic competence and confidence in speech delivery. Several language strategic supports have been identified as effective in enhancing students' eloquence: (a) Seeking

Feedback. When students actively seek feedback after delivering speeches or oral presentations, they not only receive constructive evaluations but also demonstrate openness to learning and personal growth. This practice encourages continuous improvement, allowing students to refine their speaking skills based on specific recommendations. Embracing feedback reflects a positive and proactive attitude toward language development. (b) Speech Training. Speech training goes beyond mastering language mechanics; it also involves physical aspects of speech delivery such as jaw control, breathing techniques, and vocal cord coordination. Through consistent practice, students can improve the clarity, tone, and expressiveness of their speech, leading to more effective and confident communication. (c) Self-Reflection. Self-reflection promotes critical thinking, self-awareness, and autonomy in learning. By evaluating their own performances, students become more conscious of their strengths and areas for improvement. This reflective process fosters a sense of ownership and responsibility in their language development, motivating them to take initiative in honing their eloquence.

According to Nguyen Van Thong and Le Hoi Thuong (2023), the path to English speaking proficiency is marked by complex challenges that require the collaborative involvement of students, educators, and curriculum designers. This need for collaboration parallels the strategy of

seeking feedback, which emphasizes guided learning and interactive development. The relevance of this approach is supported by Vygotsky's sociocultural theory, which asserts that learning is most effective within social contexts under the guidance of more knowledgeable others. Their study reinforces the idea that eloquence is not an automatic outcome of studying English, but a skill cultivated through intentional practice, reflection, and interaction.

➤ *Common Challenges Faced by English Major Students in Improving Their Speaking Skills*

English major students often encounter several challenges in enhancing their speaking abilities. One of the primary obstacles is low self-confidence. The fear of making mistakes, often rooted in self-doubt, can discourage students from speaking up or participating in conversations. This fear, in turn, contributes to a lack of motivation—students may feel less inclined to engage in public speaking or classroom discussions when they doubt their abilities. Another significant barrier is speaking difficulties, which may include stuttering, speech sound disorders, and voice disorders. Such conditions can severely impact a student's willingness and ability to speak fluently.

Table 1 showed results on insights of third-year college English majors' experiences and attitudes toward speaking-related activities and their perceived eloquence.

Table 1 Self-Survey on Speaking Insights

Question	Yes	No	Did not Answer
Have you taken or are you currently enrolled in any of the following: public speaking, oral communication, or debate classes?	8	12	0
Do you feel comfortable speaking English in front of a group or audience?	11	9	0
Do you plan to pursue a career that involves strong communication skills (e.g., teaching, hosting, journalism, etc.)?	17	3	0
Have you participated in any extracurricular activities related to speaking (e.g., speech contests, hosting, drama)?	8	11	1
Do you think you need to improve your confidence or fluency when speaking English?	20	0	0

It further revealed that while the majority of third-year college English majors aspire to pursue careers requiring strong communication skills, many lack formal training and practical experience in public speaking. A significant number have not enrolled in speaking-related courses or participated in extracurricular speaking activities, which may contribute to the fact that nearly half of the respondents still feel uncomfortable speaking English in front of an audience. This gap between students' professional goals and their current speaking proficiency highlights the need for enhanced access to structured speech training and more opportunities for real-world speaking practice to build confidence and eloquence.

According to Hoi Thuong (2023), English major students face a range of challenges such as limited vocabulary, lack of confidence, fear of making mistakes, and both intrinsic and extrinsic motivational hurdles. Berry and Domene (2015) further highlight those students with neurological conditions or physical disabilities, including those who are deaf or partially hearing, often experience speech and language difficulties that hinder oral communication. This is consistent with Hymes' (1972)

theory of communicative competence, which emphasizes that effective communication relies on both linguistic and pragmatic abilities—skills that can be significantly affected by genetic or physical speech impairments.

Overcoming these challenges is essential for improving speaking eloquence and achieving greater communicative competence in English.

Table 2 Observation Checklist on Eloquence

Focus area	Description	No. of students marked check
Clarity of speech	Clearly spoken and easy to understand	10/10
Fluency and flow	Smooth speech with minimal pauses or stuttering	10/10
Confidence and body language	Eye contact, posture, gestures, and volume	10/10
Vocabulary use	Use of topic-specific or academic English vocabulary	10/10
Organization of ideas	Logical and clear presentation of thoughts	10/10
Responsiveness	Able to respond to questions and feedback effectively	10/10
Participation	Actively engages or volunteers in discussion	10/10

Table 2 showed the speaking performance observation checklist included the following criteria: clarity of speech, fluency and flow, confidence and body language, vocabulary use, organization of ideas, responsiveness, and participation.

The classroom observation data, wherein all 10 students were marked with a check (✓) in every focus area, clearly indicate that the implementation of various language strategies has a positive impact on speaking proficiency. Specifically, the smooth fluency observed—with minimal pauses and stuttering—suggests effective use of planning, rehearsal, and self-monitoring strategies, while the consistent clarity and appropriate academic vocabulary reflect strong accuracy possibly enhanced by prior exposure and contextual learning. Furthermore, the observable confidence, manifested in positive body language such as sustained eye contact, proper posture, and active engagement, demonstrates that these strategies help reduce communication anxiety and encourage participation. The overall responsiveness and organization of ideas also underscore the development of strategic competence, enabling students to navigate conversation seamlessly and interact effectively, thereby supporting the conclusion that purposeful language strategies significantly enhance fluency, accuracy, and confidence in speaking English.

➤ *Different Language Strategies Affecting the Fluency, Accuracy, and Confidence of Students*

Various language strategies were found to have a significant influence on students' fluency, accuracy, and confidence in speaking English. Commonly observed

strategies included (a) fillers, students who employed fillers such as “uhm” or “you know” and repeated words or phrases were generally able to sustain the flow of conversation, minimizing awkward silences. (b) Repetition, (c) self-correction, repetition and self-correction allowed students to revise their grammar and vocabulary in real-time. (d) Code-switching, while some students occasionally used code-switching to express unfamiliar concepts, this sometimes led to inconsistencies in sentence structure and grammatical form. Overall, the strategic use of language not only improved the technical aspects of speaking but also enhanced students' self-assurance in using English, particularly in academic settings.

According to Oxford, R. L. (1990), learners who actively apply strategies like self-monitoring, repetition, and paraphrasing tend to develop better speaking fluency and accuracy. From Nakatani, Y. (2006), they highlighted that effective oral communication strategies such as fillers and self-repair enhanced fluency and reduced anxiety, increasing students' confidence in spoken English. The theory of Communicative Competence by Canale and Swain (1980) says that the use of strategies like self-correction and filler aligns with strategic competence, which helps learners compensate for language gaps and maintain effective communication.

IV. CONCLUSION

The findings from this study underscore the critical role of strategic support in enhancing the eloquence of third-year college English majors. Eloquence, as a multifaceted skill encompassing clarity, fluency, confidence, and rhetorical effectiveness, is not merely an innate talent but a competency that can be nurtured through intentional practice, reflection, and interaction. The integration of strategies such as seeking feedback, speech training, and self-reflection rooted in both sociocultural and communicative competence theories—demonstrates a clear pathway for improving students' speaking abilities.

The survey and observation results reinforce the pressing need for more structured speaking opportunities. Despite a strong interest in careers requiring advanced communication skills, many students lack formal training and practical experience in public speaking, which contributes to their lack of confidence. However, when appropriate strategies are implemented, as evidenced by the positive outcomes in classroom observations, students have shown marked improvement in all dimensions of speaking performance.

Ultimately, these results advocate for the integration of eloquence-focused pedagogies in English curricula, including regular speaking activities, feedback mechanisms, and self-assessment tools. By fostering strategic competence and providing ongoing support, educators can better equip students to become confident, fluent, and persuasive communicators—essential qualities for both academic success and professional readiness in today's globalized world.

RECOMMENDATION

Recommendations in light of the research findings were highlighted. English major students are recommended to enhance their English-speaking skills by actively using language learning strategies such as multimedia tools, peer collaboration, and self-monitoring techniques. Students should take advantage of language apps, video-based practice, and platforms like Duolingo to engage in self-paced and immersive learning. Participating in group activities such as debate clubs and drama groups can provide valuable speaking practice and social interaction. Additionally, students are encouraged to use performance checklists and reflective journals to assess their progress, set goals, and stay motivated in their language development.

It is recommended that English major students address common speaking challenges—such as low confidence, lack of motivation, and speech difficulties—by engaging in supportive, interactive learning environments. Students should participate in group discussions, peer feedback sessions, and enjoyable activities like role-plays or presentations based on personal interests to build confidence and stay motivated. Those who struggle with speech or language issues are encouraged to seek help from professionals and use supportive tools like visual aids and speech-to-text software to strengthen their communication skills.

English major students are encouraged to apply a variety of language strategies to improve their fluency, accuracy, and confidence in speaking English. Joining speech workshops, using multimedia tools, and practicing in real-life speaking situations can help enhance fluency. For accuracy, students should engage in structured speaking tasks, self-assessments, and regular reflection on their progress. To build confidence, students are advised to seek constructive feedback, maintain a positive attitude toward learning, and take an active role in creating opportunities to speak English in both academic and social settings.

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