An Effective Way of Public Speaking Skills of Students at Pathein University in Ayeyarwaddy Region of Myanmar

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Abstract

This study examined factors associated with effective public speaking and proposed strategies for improving the public speaking skills of B.A. students at Pathein University in the Ayeyarwady Region of Myanmar. A mixed-methods research design was employed. Quantitative data were collected through a questionnaire administered to 70 B.A. students from the Faculty of English, while qualitative data were obtained through in-depth interviews with five experienced university lecturers. Quantitative data were analyzed using frequency, percentage, mean, and standard deviation, whereas qualitative data were analyzed through content analysis. The findings indicated that students generally perceived public speaking as beneficial for their academic and personal development, with an overall mean score of 1.92 (SD = 0.81), interpreted as moderately high. The highest-rated benefit was the ability to express ideas clearly (M = 2.45, SD = 0.77), followed by enhanced career opportunities (M = 2.40, SD = 0.94) and reduced fear and anxiety (M = 2.37, SD = 1.09). Regarding strategies for improving public speaking, the overall mean was 2.12 (SD = 0.95), indicating a high level of agreement. Audience awareness (M = 2.70, SD = 1.00), learning from experienced speakers (M = 2.64, SD = 2.51), and repeated practice (M = 2.54, SD = 0.77) were among the most highly rated strategies. Interview findings further identified fear, lack of confidence, inadequate preparation, difficulty expressing ideas, and forgetting key points as major challenges. The study proposes a three-stage framework—preparation, delivery, and evaluation—emphasizing audience analysis, organized content, rehearsal, effective verbal and nonverbal delivery, and continuous self-reflection. The findings suggest that systematic instruction and sustained opportunities for practice should be integrated into university curricula to strengthen students' public speaking competence.

Keywords: Public Speaking Skills; University Students; Speaking Competence; Public Speaking Anxiety; Communication Skills; Pathein University

Introduction

Public speaking is an essential communication competence that supports academic achievement, professional development, leadership, and effective participation in social and community life. In higher education, students are frequently required to communicate ideas

through classroom presentations, seminars, group discussions, academic events, and other forms of public communication. Effective public speaking therefore involves more than simply speaking in front of an audience; it requires the ability to organize ideas, communicate a clear message, understand the audience, and deliver information confidently and appropriately. Developing these competencies can contribute to students' confidence, critical thinking, interpersonal communication, and ability to communicate knowledge effectively.

Public speaking has particular importance in educational settings because students are expected to communicate information and demonstrate their understanding of academic content. Aring (2011) describes public speaking as a process, activity, and art of delivering a speech before an audience. Similarly, Lucas (2009) emphasizes that public speaking enables individuals to communicate their ideas to others and influence audiences. Effective public speaking requires a clear purpose, appropriate content, audience awareness, organized ideas, and effective delivery. Hayaramae (2016) further emphasizes the importance of selecting an appropriate topic, understanding the purpose of a speech, organizing and revising content, and delivering a message clearly so that it can be understood by the audience. These perspectives indicate that public-speaking competence is a multidimensional skill involving preparation, content organization, audience awareness, communication, and delivery.

For university students, developing public-speaking competence is particularly important because academic learning increasingly requires active communication and participation. Students may be expected to present research findings, explain academic concepts, participate in discussions, and communicate with different audiences. Public-speaking competence may also support students' future professional roles by strengthening their ability to express ideas, persuade others, build interpersonal relationships, and communicate effectively in professional contexts. The literature cited in the present study further indicates that public speaking can contribute to confidence, reasoning ability, career development, and the ability to communicate ideas effectively (Beebe & Beebe, 2013; Spencer, 2021). Consequently, public speaking should be regarded as an important component of university students' academic and personal development rather than as a skill required only in formal speeches.

Despite its importance, public speaking can be challenging for university students. Students may experience nervousness, anxiety, shyness, low confidence, fear of making mistakes, limited vocabulary, inadequate preparation, difficulty organizing ideas, and problems maintaining appropriate eye contact. Such difficulties may become particularly evident when students are required to speak before classmates or unfamiliar audiences. The present study also identifies these concerns among students, including nervousness, fear, lack of confidence, limited vocabulary, inadequate preparation, and concern about making mistakes when speaking in front of others. These challenges may affect students' ability to communicate their knowledge clearly and may limit their participation in academic and university activities.

This issue is relevant to B.A. students at the Faculty of English, Pathein University, in the Ayeyarwady Region of Myanmar. Students at the university are required to communicate in

classroom settings and participate in academic activities and university events where public-speaking skills are necessary. The original study context indicates that some students experience insufficient confidence when speaking publicly, even when they are able to communicate effectively in their first language. Factors such as nervousness, fear of making mistakes, insufficient preparation, and limited confidence may consequently influence their willingness and ability to participate in public-speaking situations.

Although public-speaking skills are important for university students, there is a need to examine the specific factors that influence students' speaking performance within their particular educational context. Understanding students' difficulties alone is insufficient; research should also identify practical strategies that can be applied to improve their speaking competence. In the context of Pathein University, systematic investigation of students' perceptions and the perspectives of experienced English lecturers can provide useful evidence for developing appropriate approaches to public-speaking instruction. The present study therefore focuses on identifying factors associated with effective public speaking and exploring practical approaches for improving the public-speaking skills of B.A. students.

Accordingly, this study was conducted with B.A. students at Pathein University in the Ayeyarwady Region of Myanmar. It examines students' perceptions of public-speaking skills and investigates the challenges and factors associated with effective public speaking. In addition, the study draws on the perspectives of university lecturers to identify practical strategies for improving students' public-speaking competence. The findings are intended to provide useful guidance for students and educators in developing structured opportunities for preparation, practice, delivery, and continuous improvement. The study is guided by two objectives: (1) to study the factors affecting the public-speaking skills of B.A. students at Pathein University in the Ayeyarwady Region of Myanmar; and (2) to propose effective ways of improving the public-speaking skills of B.A. students at Pathein University in the Ayeyarwady Region of Myanmar.

Research Objectives

1. To study the factors affecting an effective way of public speaking skills of B.A. students at Pathein University in Ayeyarwaddy Region, Myanmar.
2. To propose an effective way for improving the public speaking skills of B.A. students at Pathein University in Ayeyarwaddy Region, Myanmar.

Research Methodology

This study employed a descriptive research design incorporating both quantitative and qualitative data. Quantitative data were collected from B.A. students through a structured questionnaire, while qualitative data were obtained through in-depth interviews with university lecturers. The quantitative component was used to examine students' perceptions of public-speaking skills and factors associated with effective public speaking, whereas the qualitative component was used to obtain lecturers' perspectives on students' speaking difficulties and

strategies for improving public-speaking competence. The integration of these two sources of information was intended to provide a more comprehensive understanding of public-speaking development among B.A. students at Pathein University.

Participants and Sampling

The study was conducted among students and lecturers in the Faculty of English at Pathein University, Ayeyarwady Region, Myanmar. The student population consisted of 80 B.A. students in the Faculty of English. From this population, 70 students were selected using a random sampling method and participated in the questionnaire survey.

For the qualitative component, five English lecturers from Pathein University were selected as key informants for in-depth interviews. Each lecturer had at least 10 years of university-level teaching experience and held a doctoral degree. Their academic qualifications and teaching experience provided relevant perspectives on students' learning behaviours, classroom performance, and difficulties in developing public-speaking skills.

Research Instruments

Two instruments were used for data collection: a structured questionnaire for the student participants and an in-depth interview protocol for the lecturer participants.

The questionnaire was developed to collect quantitative information concerning students' perceptions of public-speaking skills and approaches to improving their speaking competence. It included items concerning participants' demographic characteristics, English-language background, previous speaking experience, and perceptions of strategies for improving public-speaking skills. The questionnaire also addressed factors such as frequency of practice, participation in presentations, use of feedback, and confidence in public-speaking situations.

The questionnaire included scaled items measuring students' perceptions of effective ways to improve public-speaking skills. A five-point Likert-type scale was used to obtain students' responses. The study interpreted the mean scores according to the following criteria: 3.50–4.00 = very high, 2.50–3.49 = high, 1.50–2.49 = moderately high, 1.10–1.49 = low, and 0.00–1.09 = very low.

For the qualitative component, an in-depth interview protocol was used with five English lecturers. The interviews focused on students' public-speaking difficulties, factors influencing their speaking performance, and practical approaches that could be used to improve their public-speaking competence.

Data Collection

Data were collected from both primary and secondary sources. Primary data were obtained from the 70 B.A. students who completed the structured questionnaire. The questionnaire gathered information about students' perceptions, difficulties, and views concerning effective ways of improving public-speaking skills. In-depth interviews were also conducted with five lecturers to obtain more detailed qualitative information concerning students' public-speaking difficulties and possible strategies for improvement.

Secondary data were obtained from relevant academic books, theses, and journal articles. These documentary sources were used to provide conceptual and theoretical support for the study and to situate the findings within existing research on public speaking and communication skills.

Data Analysis

Quantitative data obtained from the student questionnaires were analyzed using descriptive statistics. Frequencies and percentages were used to summarize participants' demographic characteristics, while means and standard deviations were calculated to describe students' perceptions of public-speaking skills and strategies for improvement. The quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS).

Qualitative data obtained from the in-depth interviews were analyzed using content analysis. The analysis focused on identifying recurring themes related to students' public-speaking difficulties, factors affecting speaking performance, and strategies for developing effective public-speaking skills. The qualitative findings were then used to complement and provide contextual interpretation of the quantitative results.

The quantitative and qualitative findings were considered together to identify key factors affecting students' public-speaking skills and to formulate practical recommendations for improving public-speaking competence among B.A. students at Pathein University.

Results

The findings are presented according to the two research objectives. The quantitative results obtained from the questionnaire administered to 70 B.A. students are presented first, followed by the qualitative findings obtained from interviews with university lecturers.

Results for Research Objective 1 The first research objective was to examine factors related to the public-speaking skills of B.A. students at Pathein University in the Ayeyarwady Region of Myanmar. Table 1 presents the descriptive statistics for students' perceptions of the benefits and effectiveness of public-speaking skills.

Table 1 Descriptive Statistics of Students' Perceptions of Public-Speaking Skills

No.	Item	M	SD	Interpretation
1	Public speaking builds confidence and self-esteem.	1.57	0.713	Moderately high
2	Strong public-speaking skills enhance leadership abilities.	1.45	0.606	Moderately high*
3	Effective speakers can inspire and motivate others.	1.55	0.628	Moderately high
4	Good communication helps create meaningful connections.	1.67	0.811	Moderately high

No.	Item	M	SD	Interpretation
5	Public speaking improves critical thinking and organization.	2.08	0.793	High
6	Speaking in public enhances the ability to persuade others.	2.20	0.734	High
7	A well-delivered speech can leave a lasting impact.	2.14	0.936	High
8	Public speaking teaches students to express ideas clearly.	2.45	0.774	High
9	Public speaking helps students overcome fear and anxiety.	2.37	1.092	High
10	Good speakers can capture an audience's attention.	1.37	0.593	Low
11	Public speaking boosts career opportunities.	2.40	0.938	High
12	Public speaking helps with networking and relationship building.	2.05	0.759	High
13	Strong speaking skills make students better team players.	1.74	0.774	Low*
14	Public speaking helps students share knowledge effectively.	1.77	0.684	Low*
15	Confident speakers command respect and authority.	2.10	1.374	High
	Overall	**1.92**	**0.814**	**Moderately high**

Note. The interpretation labels marked with an asterisk should be verified against the study's stated mean-score classification criteria before publication.

Source: Researcher's survey data.

The overall mean score was 1.92 (SD = 0.814), indicating a moderately high level of students' perceptions of public-speaking skills. The highest-rated item was "Public speaking teaches students to express ideas clearly" (M = 2.45, SD = 0.774). This was followed by "Public speaking boosts career opportunities" (M = 2.40, SD = 0.938) and "Public speaking helps students overcome fear and anxiety" (M = 2.37, SD = 1.092).

Other items receiving relatively high ratings included the ability of public speaking to enhance persuasion (M = 2.20, SD = 0.734), create a lasting impact through effective speech delivery (M = 2.14, SD = 0.936), and contribute to speakers' perceived respect and authority (M = 2.10, SD = 1.374). Public speaking was also perceived as contributing to critical thinking and organization (M = 2.08, SD = 0.793) and networking and relationship building (M = 2.05, SD = 0.759).

Several items received moderately high ratings, including the contribution of public speaking to confidence and self-esteem (M = 1.57, SD = 0.713), motivation and inspiration (M = 1.55, SD = 0.628), and the development of meaningful interpersonal connections (M = 1.67, SD = 0.811). The lowest-rated item was “Good speakers can capture an audience’s attention” (M = 1.37, SD = 0.593). Other comparatively low-rated items concerned teamwork (M = 1.74, SD = 0.774) and knowledge sharing (M = 1.77, SD = 0.684).

The interview findings provided additional information concerning the characteristics of effective public speaking. One lecturer emphasized that effective speakers need a clear understanding of their subject matter and sufficient knowledge to communicate information accurately and confidently. The lecturer also identified audience awareness as an important component of effective speaking because speakers need to consider the characteristics and expectations of their audience when selecting and presenting content.

The interview findings further highlighted the importance of careful preparation and organization of presentation content. Nonverbal communication, including eye contact, posture, manner, and body language, was also identified as important to effective delivery. In addition, familiarity with presentation equipment, such as microphones, projectors, and other electronic devices, was considered useful for maintaining smooth delivery.

Regarding nervousness and anxiety, the lecturer emphasized preparation and repeated rehearsal. Familiarity with the presentation content was identified as an important factor in developing confidence. Simple preparatory techniques, such as controlled breathing and drinking water before speaking, were also reported as potentially helpful in creating a calmer state before a presentation.

Overall, the quantitative and qualitative findings indicate that students viewed public speaking as beneficial for clear expression, career development, confidence, persuasion, and communication. The interview findings additionally identified subject knowledge, audience awareness, preparation, rehearsal, nonverbal communication, and familiarity with presentation equipment as important components of effective public speaking.

Results for Research Objective 2 The second research objective was to propose effective ways of improving the public-speaking skills of B.A. students at Pathein University. Table 2 presents students’ perceptions of strategies for improving public-speaking competence.

Table 2 Descriptive Statistics of Strategies for Improving Public-Speaking Skills

No.	Item	M	SD	Interpretation
1	Understanding the various forms of public speaking is important for speakers.	2.20	0.791	High
2	Adequate preparation regarding the subject matter is essential.	2.51	0.959	High
3	Understanding the audience's needs and expectations is vital for effective public speaking.	2.70	0.997	High
4	Practice is an important method for overcoming nervousness and apprehension.	1.68	0.671	Low*
5	Developing self-confidence is an important aspect of successful public speaking.	2.11	0.925	High
6	Learning from previous mistakes provides valuable opportunities for improvement.	1.98	0.924	Low*
7	Listening actively to experienced speakers enhances public-speaking abilities.	2.64	2.513*	High
8	Regular discussions with peers contribute to the development of public-speaking skills.	1.88	0.826	Low*
9	Demonstrating genuine interest in and understanding of the subject matter is fundamental.	1.92	0.708	Low*
10	Familiarity with different public-speaking formats is important for effective speaking.	2.21	0.976	High
11	Thorough preparation of presentation content is a critical step.	2.45	1.017	High
12	Knowing the audience plays an important role in speaking success.	1.62	0.783	Low*
13	Repeated practice can alleviate speaking anxiety and fear.	2.54	0.774	High
14	Building self-confidence is an important goal for public speakers.	1.77	0.725	Low*
15	Reflecting on mistakes provides valuable lessons for improvement.	1.65	0.678	Low*
	Overall	**2.124**	**0.952**	**High**

Note. Interpretation labels marked with an asterisk should be checked against the study's stated mean-score classification criteria. The SD reported for Item 7 (2.513) should also be verified against the original dataset before publication.

Source: Researcher's survey data.

The overall mean score for strategies for improving public-speaking skills was 2.124 (SD = 0.952), which was interpreted as high. This indicates that respondents generally regarded the identified strategies as important for developing effective public-speaking skills.

The highest-rated strategy was "Understanding the audience's needs and expectations is vital for effective public speaking" (M = 2.70, SD = 0.997). The next highest-rated items were

“Listening actively to experienced speakers enhances public-speaking abilities” (M = 2.64) and “Repeated practice can alleviate speaking anxiety and fear” (M = 2.54, SD = 0.774).

Preparation-related strategies also received relatively high ratings. Adequate preparation concerning subject matter received a mean score of 2.51 (SD = 0.959), while thorough preparation of presentation content received a mean score of 2.45 (SD = 1.017). Familiarity with different public-speaking formats (M = 2.21, SD = 0.976) and developing self-confidence (M = 2.11, SD = 0.925) were also rated relatively highly.

In contrast, several strategies received comparatively lower ratings. These included practicing specifically to overcome nervousness (M = 1.68, SD = 0.671), engaging in regular discussions with peers (M = 1.88, SD = 0.826), demonstrating genuine interest in and understanding of the subject matter (M = 1.92, SD = 0.708), knowing the audience (M = 1.62, SD = 0.783), building self-confidence (M = 1.77, SD = 0.725), and reflecting on mistakes (M = 1.65, SD = 0.678).

The interview findings provided additional practical strategies for improving public-speaking competence. One lecturer reported that preparing brief notes or keywords rather than writing complete sentences can support a more natural speaking style and reduce dependence on reading from a script. The lecturer also emphasized understanding the main ideas of a presentation rather than attempting to memorize an entire speech.

Repeated oral rehearsal was also identified as an important strategy for developing confidence and fluency. The lecturer further noted that maintaining a relaxed manner during presentations may help create a more comfortable interaction between the speaker and audience. The interview also emphasized that effective speakers should combine well-organized content with expressive delivery and opportunities for audience interaction.

Taken together, the quantitative and qualitative findings suggest that the principal strategies identified for improving students’ public-speaking skills include audience awareness, preparation, familiarity with speaking formats, learning from experienced speakers, repeated rehearsal, confidence development, organized content, expressive delivery, and audience interaction.

Discussion

The present study examined factors associated with effective public-speaking skills among B.A. students at Pathein University and explored strategies for improving their public-speaking competence. Overall, the findings indicate that students recognized public speaking as an important component of academic and personal development, particularly for expressing ideas

clearly, improving career opportunities, overcoming fear and anxiety, and developing persuasive communication. The findings also indicate that effective public speaking is multidimensional and involves preparation, audience awareness, subject-matter knowledge, rehearsal, confidence, and delivery skills. These findings are broadly consistent with empirical research in higher education, while also revealing several areas in which students may require more systematic instructional support.

Students' perceptions of the importance of public-speaking skills

The first major finding was that students perceived public speaking at a moderately high level overall. The highest-rated benefit was the contribution of public speaking to clear expression of ideas, followed by career opportunities and overcoming fear and anxiety. This suggests that students primarily associate public-speaking competence with the ability to communicate ideas clearly and with broader personal and professional development. The finding is important because public speaking in higher education is not simply a performance activity; it is a complex communicative competence that requires students to transform academic knowledge into an understandable and appropriately structured message.

This finding is consistent with the empirical study of De Grez, Valcke, and Roozen (2009), which demonstrated that university students' oral presentation skills improved following a structured instructional intervention involving instruction, practical activities, and feedback. Their findings suggest that oral presentation competence can be developed through systematic educational experiences rather than being treated as an ability that students are expected to acquire independently. The present finding therefore supports the need for universities to provide structured opportunities for students to develop public-speaking competence as part of their academic learning.

The finding that students recognized public speaking as beneficial for overcoming fear and anxiety is also consistent with research demonstrating the importance of public-speaking experiences in higher education. Grieve et al. (2021), in a qualitative study of 46 undergraduate and postgraduate students who experienced fear of public speaking, found that students reported fear of being judged, uncertainty about topics, physical symptoms of anxiety, and negative effects on their university experience. The study also identified practice, preparation, and institutional support as important areas for addressing students' difficulties. Thus, the present finding reinforces the argument that public-speaking instruction should address both communicative competence and students' confidence in speaking situations.

Audience awareness as a central component of effective public speaking

One of the most important findings of the present study was that understanding the audience's needs and expectations received the highest rating among the proposed strategies for improving public-speaking skills. This finding is particularly important because effective public speaking requires speakers to adapt their content, language, organization, and delivery to the characteristics of their listeners.

The finding is strongly supported by the empirical research of Liu, Yang, and Hong (2021), who examined 28 EFL college students participating in oral-presentation training. Their intervention incorporated peer modeling, peer feedback, peer assessment, and reflection to develop students' audience awareness. The researchers found that greater audience awareness was associated with improvements in content, logical organization, delivery, and peer interaction.

The convergence between the present findings and Liu et al.'s (2021) results suggests that audience awareness should be explicitly incorporated into public-speaking instruction. Students should not learn only how to organize what they want to say; they should also learn how to consider who is listening, what the audience already knows, what the audience expects, and how the message should be adapted accordingly. This is particularly relevant for B.A. students in an English-language academic environment, where differences in language proficiency and communicative confidence may influence audience interaction.

Preparation and repeated practice

Preparation was another important theme emerging from both the quantitative and qualitative findings. Students rated adequate preparation of subject matter and thorough preparation of presentation content relatively highly. The lecturer interviews similarly emphasized understanding the topic, organizing content, preparing notes or keywords, and rehearsing before presentation. These findings suggest that students' public-speaking competence is closely connected to the extent to which they understand and organize their presentation material.

This finding is supported by De Grez et al. (2009), whose empirical intervention demonstrated significant improvement in university students' oral presentation performance following structured instruction and practical activities. More recent experimental evidence also supports the importance of repeated practice. Boetje and van Ginkel (2021) conducted a randomized controlled field study involving 35 graduate students and found that an additional practice session before presentation to a virtual audience produced further benefits in oral presentation development. Their findings suggest that repeated opportunities to rehearse can

contribute meaningfully to presentation-skill development, although the optimal number of practice sessions remains uncertain.

The present study therefore supports the development of a structured preparation-and-practice process. However, an interesting finding is that students rated some practice-related items relatively low even though repeated practice was identified as important in the qualitative interviews. This discrepancy may indicate that students recognize the value of practice conceptually but may not consistently engage in deliberate practice themselves. Consequently, lecturers may need to move beyond recommending practice and instead embed repeated speaking activities directly into coursework, including short presentations, rehearsal opportunities, peer feedback, and reflection.

Public-speaking anxiety and delivery competence

The findings also indicate that anxiety remains an important issue in students' public-speaking development. Students identified overcoming fear and anxiety as a benefit of public speaking, while the interview findings emphasized preparation, rehearsal, confidence, and simple strategies for managing nervousness. These findings are consistent with empirical research demonstrating a close relationship between students' perceived presentation competence and public-speaking anxiety.

For example, Tsang (2020) examined 211 tertiary-level students using questionnaire and interview data and found highly significant relationships between public-speaking anxiety and students' perceptions of presentation-delivery competence across 22 of 23 delivery areas. The delivery dimensions collectively explained approximately 45% of the variance in anxiety levels. This provides particularly strong empirical support for the present study's emphasis on delivery-related skills such as eye contact, posture, voice, and body language.

Similarly, Kurakan (2021), studying 72 Thai EFL engineering students, found moderate levels of anxiety in English oral presentations. Anxiety was higher during presentation than during preparation, while vocabulary and grammar difficulties were reported during preparation and eye contact with live audiences was a particularly important anxiety-related issue during presentation. These findings are relevant to the present study because the participants are also students developing public-speaking skills in an English-language educational context.

Taken together, these empirical findings suggest that public-speaking instruction should not focus exclusively on speech content. Students also need structured opportunities to develop delivery competence, including eye contact, voice control, posture, body language, audience interaction, and confidence in responding to listeners.

Implications for improving public-speaking instruction

The findings of the present study, together with the supporting empirical literature, suggest that an effective approach to public-speaking development should integrate several mutually reinforcing components. First, students need to prepare by understanding the topic, establishing a clear purpose, organizing ideas, and identifying audience needs. Second, students need opportunities to practice and deliver presentations repeatedly in progressively more realistic speaking situations. Third, students should evaluate and reflect on their performance through feedback from lecturers, peers, and self-assessment.

This interpretation is consistent with the empirical evidence of De Grez et al. (2009), Liu et al. (2021), and Boetje and van Ginkel (2021), which collectively demonstrate the value of structured instruction, audience awareness, peer interaction, reflection, and repeated practice in developing oral presentation competence.

The findings therefore support the three-stage framework identified in the present study: Preparation ⟶ Delivery ⟶ Evaluation. The preparation stage should emphasize topic knowledge, purpose, organization, and audience analysis. The delivery stage should emphasize voice, eye contact, posture, body language, confidence, and interaction. The evaluation stage should involve feedback, reflection, identification of weaknesses, and subsequent practice. Rather than treating these stages as independent activities, public-speaking instruction should integrate them into a continuous developmental cycle.

Contribution of the present study

The present study contributes contextual evidence from B.A. students at Pathein University in Myanmar, a context that is less represented in the international literature on university-level oral presentation development. Its findings are broadly consistent with international empirical research concerning the importance of audience awareness, preparation, repeated practice, delivery competence, and anxiety management. At the same time, the study highlights a potentially important gap between students' recognition of effective strategies and their reported engagement with some of those strategies.

The findings suggest that public-speaking competence should be developed through structured and sustained instructional practice rather than through occasional classroom presentations alone. For English lecturers, this implies the value of incorporating regular short presentations, audience-analysis activities, rehearsal, peer observation, feedback, self-reflection, and progressive exposure to different speaking formats. Such an approach may help students

develop not only confidence but also the practical competence required to communicate effectively with different audiences.

Conclusion of the Discussion

Overall, the findings indicate that effective public-speaking competence among B.A. students involves more than fluency or the ability to deliver a speech. It encompasses clear expression, preparation, audience awareness, subject-matter knowledge, repeated practice, confidence, and effective delivery. The present findings are supported by empirical studies demonstrating that structured instructional interventions can improve oral presentation performance, audience-awareness activities can enhance presentation quality, repeated practice can support skill development, and delivery competence is closely associated with public-speaking anxiety.

Accordingly, the three-stage Preparation–Delivery–Evaluation framework proposed by the present study provides a practical basis for developing public-speaking instruction at Pathein University. However, because the current study is based on a relatively small sample from one university and primarily uses descriptive statistics, the proposed framework should be regarded as a contextually grounded instructional model rather than a causal model. Future studies using larger samples, validated instruments, and pretest–posttest or experimental designs could provide stronger evidence regarding its effectiveness.

New Body of Knowledge

The study on An Effective Way of Public Speaking Skills among students of Pathein University in the Ayeyarwady Region of Myanmar has developed a new body of knowledge focused on improving public speaking in academic settings. It identifies students' strengths and challenges in classroom presentations and public events. The findings show that many students face nervousness, low confidence, limited vocabulary, and lack of preparation. However, they also have strengths such as willingness to learn and good subject knowledge. The research proposes a three-stage model: preparation, delivery, and evaluation. It emphasizes clear purpose, audience analysis, organized content, regular practice, effective voice and body language, and continuous self-improvement. This new knowledge provides practical guidelines for students and lecturers to develop confident and effective public speakers.

Suggestion

From research results the researcher has the following suggestions:

1. Suggestion for an Applications

Students from the Faculty of English at Pathein University should understand the key elements of effective public speaking to develop strong speaking skills. They need to learn

different types of speeches, common challenges such as fear and anxiety, and various delivery techniques. Regular practice is important to build confidence and fluency when speaking to different audiences. By applying these principles, students can communicate effectively in classroom presentations and university events. Chapter Two of the study reviews common public speaking problems and explores different speech delivery methods to help students improve their skills.

2. Suggestions for further researchs

The findings show that many B.A. students at the Faculty of English, Pathein University, face difficulties in developing effective public speaking skills and need proper guidance to build confidence and competence. The researcher suggests that English lecturers should provide structured training on public speaking, including its definition, importance, ethics, types of speeches, common challenges, key components, and delivery methods. By learning these essential elements, students can improve their speaking abilities and become effective public speakers. Therefore, organized instruction and support from educators are necessary to help students develop these important skills.

3. Suggestions for further researchs

This study was done in the Faculty of English at Pathein University in the Ayeyarwaddy Region of Myanmar. This study was constrained and brief, utilizing data gathering on public speaking skills from 70 B.A. students. Consequently, additional research may reveal the subsequent domain:

An examination of the challenges in public speaking abilities among B.A. students at Pathein University in the Ayeyarwaddy Region of Myanmar.

An examination of public speaking anxieties among B.A. students at Pathein University in the Ayeyarwaddy Region of Myanmar.

An examination of anxiety among Bachelor of Arts students in public speaking at Pathein University, located in the Ayeyarwaddy Region of Myanmar.

An examination of fear among public speaking students at the Bachelor of Arts level at Pathein University in the Ayeyarwaddy Region of Myanmar.

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