

## Impromptu Speech Delivery among EFL Graduate Students: Challenges and Potential Strategies

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**Abstract: Impromptu Speech Delivery Among EFL Graduate Students: Challenges and Potential Strategies. Objectives:** This study explores the challenges confronted by EFL (English as a Foreign Language) graduate students in delivering impromptu speeches, especially in formal settings. **Method:** The research included twelve graduate students in their first semester of the 2013/2014 academic year, majoring in English Education at a private university in Jakarta. It employed a mixed-methods approach and was descriptive in nature. Data collection tools consisted of questionnaires, interviews, reflective journals, and observations. Quantitative data were obtained from questionnaires, while qualitative data came from interviews, observations, and reflective journals completed by the students as an assignment. **Findings:** The study identified high anxiety and difficulties in organizing and articulating thoughts spontaneously as the primary challenges. It also noted that sufficient practice and the teacher support were effective in reducing students' anxiety and improving their speaking abilities. **Conclusion** The research revealed that anxiety, stemming from insufficient preparation due to time constrain and unfamiliar topics, adversely affected the speech quality. In response, the teacher focused on enhancing emotional awareness and minimizing anxiety levels. The study underscored the significance of teacher-led initiatives in creating supportive learning environment.

**Keywords:** Impromptu speaking, graduate students, challenges, strategies.

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### ■ INTRODUCTION

Having robust public speaking abilities is essential for students' achievements and overall success. Acquiring effective skills in public speaking equips university students to excel in various academic fields. Research findings suggest that proficiency in communication skills, gained through public speaking courses, positively influences students' academic performance in other disciplines (Dwyer et al., 2002). Among the various approaches to enhancing English-speaking abilities, impromptu speaking proves to be effective at the university level. Developing the

capability to deliver an impromptu speech holds significant importance and should be actively practiced (Mortaji, 2018). Some teachers even dedicate time to impromptu speeches in their lessons, believing that if one impromptu speech is considered valuable, a series of increasingly challenging impromptu speeches would be even more beneficial (Dowling, 2009; Sekkal, 2020).

However, an impromptu speech is presented spontaneously, lacking prior specific preparation (Richards & Rodgers, 2014). It can be characterized as a concise address delivered with limited or negligible immediate preparation

time given to the speaker (Dean, 2018; Jannah et al., 2020; Nawi et al., 2015). The situation gives students a different experience in impromptu speaking, as most speeches result from careful planning, review, and practice, while impromptu speaking or impromptu speech leaves little room for preparation. When faced with unexpected public speaking situations, improvisation becomes paramount, requiring quick thinking and adaptability as it is consistently a demanding task. Besides, it is always a challenge to have unprepared speeches or answer unexpected questions.

Research on impromptu speaking mainly focuses on the difficulties students face during the tasks (Gallego et al., 2022; Girardelli, 2017; Gumartifa & Syahri, 2022; Heinz, 2013; Hsieh, 2006; Mortaji, 2018; Predatu et al., 2021). These challenges, like feeling anxious about speaking on the spot, limited time, and unfamiliar topics are connected and show how complex speaking without preparation can be. These feelings can disrupt students' ability to think clearly and speak smoothly, making it hard for them to express their ideas well.

Predatu et al., (2021) and Gumartifa & Syahri (2022) highlighted the emotional and anxiety challenges in impromptu speaking among Romanian children (10-16 years) and Indonesian undergraduates, respectively. Their research used Pearson Correlation and Horwitz et al.,'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS) showed that emotional awareness, anxiety sensitivity, and emotional control were key predictors of stress responses, and that educational interventions focusing on emotional well-being and teacher support could significantly boost confidence and help students manage pressure effectively. Both studies underlined the critical role of educators in supporting students' ability to handle stressful speaking situations.

Other researchers collectively explore the enhancement of speaking skills in educational

settings, underscoring the value of open-ended feedback, addressing language proficiency challenges, and the effectiveness of intensive practice and goal-setting (Hsieh, 2006; Mortaji, 2018; Yale, 2014). Yale's work highlights the benefits of dynamic feedback in business communication, while Hsieh focuses on the difficulties Taiwanese students face in speech contests, such as speech structuring and audience engagement. Mortaji's (2018) approach with Moroccan students through regular practice and clear objectives led to notable improvements in a semester, emphasizing the educator's role in building confidence and the importance of mastering speech components for effective communication.

Meanwhile, Galego et al., (2022), Girardelli (2017), and Heinz (2013) investigate methods and outcomes of addressing public speaking anxiety and skill enhancement. Galego et al. found that self-reported anxiety levels accurately predicted speech duration and quality, with a notable gap between socially anxious participants' self-assessments and observer evaluations. Girardelli's activity, inspired by shows like American Idol, led to increased student confidence in impromptu speaking and a better grasp of speech organization and nonverbal communication. Heinz's survey at Hankuk University showed improvements in various speaking skills, including reduced reliance on notes, better stress management, and overall proficiency, with students providing valuable feedback post-exercise. Together, these studies underscore the effectiveness of innovative teaching strategies in enhancing public speaking abilities and reducing anxiety.

Previous studies highlight the significant difficulties students encounter during impromptu speeches, arising from emotion management, limited preparation time, unfamiliar topics, restricted vocabulary, organizational skills, and the articulation of main ideas. These challenges

often lead to a loss of focus and deviation from the topic. Overcoming these issues requires a strategic approach that involves focused practice under teacher guidance. Constructive feedback from educators is crucial for refining speaking skills, and peer feedback further contributes to the learning process and overall improvement.

Prior research has shown that there are few studies focusing on graduate students who are fluent in English, especially in the Indonesian context, yet struggle with delivering impromptu speeches initially. These students have engaged with a variety of topics, encountering varying levels of difficulty. This study aims to identify the primary challenges these students face and to explore strategies that could help mitigate these issues.

## ■ METHODS

The participants of this study were twelve graduate students specializing in English education at a private university in Jakarta, enrolled in the 2022-2023 inaugural class. To track the students' progress, they were required to consistently participate in four impromptu speech sessions. During this period, the students participated in an Academic Speaking class, which included sixteen sessions. Two of these sessions were allocated for a mid-term test and a final test, respectively. The course covered diverse thematic areas, including Introduction, impromptu speeches (four sessions), facilitation of discussions, and delivery of presentations, spanning argumentative, persuasive, and informative discourses.

The study employed a mixed-methods approach, utilizing both qualitative and quantitative data. This strategy allowed for a deeper and more comprehensive insight into the research problems than if only a single data type had been used (Creswell, 2015). Johnson and Onwuegbuzie (2007) state that mixed methods research, also referred to as mixed research, encompasses both

qualitative and quantitative approaches. It is more thoroughly elaborated, closely connected to research practice, and acknowledged as the third major research paradigm.

Data was collected through observations, and the a questionnaire was used to investigate into students' anxiety in learning a foreign language. Post-activity, individual semi-structured interviews with three items were carried out via Zoom Meetings. Additionally, students' reflective journals (a-500 word essay) were reviewed and summarized to enhance the data collection.

Initially, data was collected through detailed observations in the classroom over four sessions. To further explore the issue of students' anxiety in speaking a foreign language, the researcher distributed the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al., (1986). Each item on the scale was meticulously analyzed to understand the nuances of students' anxieties, particularly those related to impromptu speeches. Excel was utilized for statistical data analysis, aiming to pinpoint potential reasons for students' concerns, quantified through an anxiety percentage derived from the scale's results. The FLCAS comprises sixteen items, each focusing on aspects of anxiety students experience during conversational activities. This tool has been widely adopted in various studies as a reliable instrument to measure anxiety levels, offering insights based on specific scenarios described within the scale (Pancerselvam & Yamat, 2021). A key justification for selecting this scale is its proven accuracy in assessing participants' anxiety levels during impromptu speech tasks.

Following the first session, observation sheets were reviewed, recordings transcribed, classroom Anxiety Scale results analyzed. Initial strategies were introduced based on identified challenges, with individual practice tasks assigned to students. Based on the observation, the reflective journals and the data obtained from the questionnaire, the researcher formulated three

questions for semi structured interview. Bogdan and Biklen (1992) used a flexible and exploratory method in semi-structured interviews to comprehend students' problems of speaking in this study Impromptu speaking and the factors that affect it. Each student was interviewed individually. Each of the question evolved based on the participants' answers, allowing for comprehensive information gathering. The interviews were meticulously recorded and transcribed. From the first question and second question, it was identified not only the main challenges faced by students but also the reasons behind them.

1. What was the main problem you encountered when delivering impromptu speeches?
2. What other issues contributed to your anxiety during these speeches?
3. How do you benefit from practicing impromptu speeches?

This study employed methodological triangulation to enhance credibility, as recommended by Norman & James (2020). By utilizing various data collection and analysis techniques (observations, semi-structured interviews, reflective journals, and questionnaire), the aim of the study was to increase the validity and reliability of its findings. This approach also helped to reduce potential research biases and provided understanding of the research issue. The combination of the methods allowed for the weaknesses of one approach to be offset by the strengths of another.

The practice sessions were structured to progress from broad to more specific and challenging topics. Students began with general subjects such as healthy lifestyles and social media, before moving on to more complex areas. To accommodate the number of participants, initially twelve topics were made available. Students had the flexibility to choose whether their presentations would be argumentative, persuasive, or expository

in nature. Topics were selected at random by drawing small, rolled-up papers, with each student, then preparing a 5-minute presentation on their chosen subject.

The format of the second session mirrored that of the first, but introduced more sophisticated topics, extending the presentation time to 5-7 minutes. Following these presentations, a group discussion was held to evaluate performances and discuss strategies for addressing challenges encountered during the session. As the sessions progressed, the focus shifted to more specialized topics, such as teaching methods and the integration of technology in education. These sessions included quizzes and discussions on approaches to teaching English, with presentations lasting between 7 and 10 minutes. All impromptu speeches were recorded to enable detailed analysis afterward.

After the sessions concluded, the lecturer assigned students the task of writing reflective journals. In these journals, students documented their experiences and feelings about practicing impromptu speeches. Additionally, the final step involved the students participating in individual semi-structured interviews via Zoom.

## ■ RESULTS AND DISCUSSION

The main objectives of this research were to investigate the primary challenges that the students encountered when performing impromptu speeches and the possible strategies to mitigate the issues.

### **Students Attitudes towards the Anxiety during Impromptu Speech Performance**

The research participants, graduate students majoring in English Education, are proficient English communicators. However, impromptu speeches evoke distinct anxieties, supported by Gibson (2009), who note public speaking anxiety as widespread across diverse backgrounds. The research is inline with Leong

and Ahmadi's (2017) research. They pointed out that even individuals with adequate language abilities can face substantial challenges in speaking mainly due to anxiety. Furthermore, the student

concurred that the spontaneity required in impromptu speaking could revoke all the effort put into presentation preparation. More detailed information is displayed in the table below:

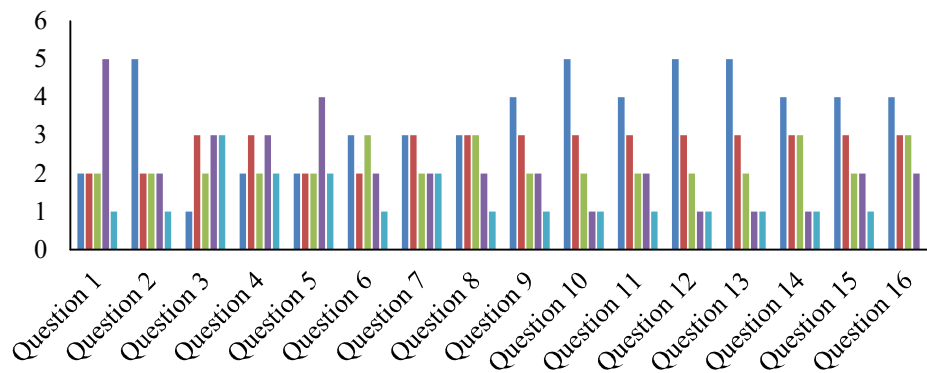
**Table 1.** The results of the foreign language classroom anxiety scale (FLCAS)

No.	S	SA	%	A	%	N	%	D	%	SD	%	T
1	S1	2	17%	2	17%	2	17%	5	42%	1	8%	12
2	S2	5	42%	2	17%	2	17%	2	17%	1	8%	12
3	S3	1	8%	3	25%	2	17%	3	25%	3	25%	12
4	S4	2	3%	3	3%	2	17%	3	25%	2	17%	12
5	S5	2	17%	2	17%	2	17%	4	33%	2	17%	12
6	S6	3	27%	2	18%	3	27%	2	18%	1	9%	11
7	S7.	3	25%	3	25%	2	17%	2	17%	2	17%	12
8	S8	3	25%	3	25%	3	25%	2	17%	1	8%	12
9	S9	4	33%	3	25%	2	17%	2	17%	1	8%	12
10	S10	5	42%	3	25%	2	17%	1	8%	1	8%	12
11	S11	4	33%	3	25%	2	17%	2	17%	1	8%	12
12	S12	5	42%	3	25%	2	17%	1	8%	1	8%	12
13	S13	5	42%	3	25%	2	17%	1	8%	1	8%	12
14	S14	4	33%	3	25%	3	25%	1	8%	1	8%	12
15	S15	4	33%	3	25%	2	17%	2	17%	1	8%	12
16	S15	4	33%	3	25%	3	25%	2	17%	0	0%	12

The table (Q1-8) clearly shows that students were highly confident in their English-speaking abilities (Q1 and Q8), not concerned about minor errors (Q2), and unfazed by classmates' superior skills (Q3). Their comfort with speaking English in front of the class was encouraged by daily use of the language (Q4, Q5 and Q6). Most participants, having been English teachers for years, were also accustomed to conversing with native speakers (Q7 and Q8).

However, the responses from students indicated a high level of anxiety (Q9-16). The data in Table 1 reveal that a majority of students felt nervous about delivering impromptu speeches in English. The researchers deduced that students were likely to initially become confused and anxious when required to give a speech spontaneously or without adequate preparation.

Analyzing Figure 1, it's clear that the thought of giving impromptu speeches significantly increases students' anxiety, mainly due to the lack of preparation (Q10). This anxiety is deep-seated, stemming from the immediate pressure to organize thoughts quickly and coherently under time constraints. Students identified two main factors heightening their nervousness: limited time to prepare and the challenge of instantly generating a structured and articulate speech on an unfamiliar or complex topic (Q 12 and Q 13). The majority of participants were reluctant to be the first to deliver an impromptu speech in front of an audience (Q11). Impromptu speaking, which demands high-level skills and extensive experience, is inherently challenging. Anxiety, a common issue in impromptu speaking, arises from not having enough time to prepare and facing



**Figure 1.** The percentage of foreign language classroom anxiety scale

unfamiliar topics. Supporting this, research by Horwitz (2001) and Syafrudin et al., (2016) shows that even skilled English speakers find impromptu speaking daunting, a sentiment echoed by Young (1990), who noted that speaking spontaneously or in front of a class is especially anxiety-provoking. Moreover, anxiety leads to nervousness and fear in students, resulting in weak oral performances.

As seen on the figure, Preparation (Q 10) is very crucial in doing impromptu speeches as seen on the table. This finding of current study is in accordance with the findings of Dally et al., (1995). They state that the quality of a presentation is significantly influenced by the level of preparation. Individuals who face anxiety during impromptu speaking may adopt preparation strategies that negatively affect their performance, highlighting a clear link between speech anxiety and preparation habits. Effective preparation helps speakers recover quickly if they become confused, emphasizing the importance of being well-prepared to overcome the difficulties associated with impromptu speaking. The importance of ample preparation time was also underscored by Panggabean (2018), who advocated for adequate time for students to plan their speeches, including using mind maps for brainstorming. Additionally, understanding the topic well and preparing thoroughly can significantly diminish the risk of mistakes or getting sidetracked during a speech.

### **The Issues of Organizing Thoughts Comprehensively and delivering them Coherently (interview Q.2)**

Beyond feeling nervous, students encountered the task of swiftly organizing and coherently presenting their thoughts. The act of speaking on the spot, especially under the constraints of time and with topics that are not well-known, brings forth challenges in structuring ideas and staying focused. Such situations can lead to struggles in keeping a logical sequence and fully covering the topic at hand. The process of creating an impromptu speech mirrors the structure of academic writing, which typically starts with an introduction that includes the background and a thesis statement, followed by the body (consisting of two or three main points), and concludes with a conclusion. However, speaking without preparation can make students feel nervous, especially with topics they are not familiar with. They had problem to organize their speech coherently. This issue gets worse because they need to quickly figure out how to start, what the main point is, and how to organize their speech. If students are not ready, this kind of speaking which could be really good, becomes very hard. It's even more difficult if you run out of things to say and can't share their ideas clearly (Imron et al., 2019; Mbeh, 2017).

This findings of the current study were inline with Hsieh' (2006) study. In this research organizing the speech coherently was still a

problems for the participants. Aside from time constrain, and preparation, the participants in this study often transfer their method of speech-making from Chinese to English without considering the differences in syntax and thought patterns between the cultures. This lack of awareness about the distinct ways of constructing sentences and expressing ideas leads to speeches that native English speakers find incoherent, illogical, and unclear.

The following insights were gleaned from excerpts of some participants during semi-structured interviews that touched upon four questions related to impromptu speeches, Q2 is about their difficulties in organizing the speech coherently.

Researcher 1. What was the main problem you encountered when delivering impromptu speeches?

- S1 *First, I felt uneasy and sweaty when giving my impromptu speech. It was so challenging. I am used to giving a presentation in front of many people, but giving impromptu speech with little preparation or the time is very limited is very daunting.... but after discussing with the lecturer and my classmates.... gradually I can overcome this problem.*
- S2 *My nervousness is my problem. When I picked out the topic and I am not familiar with the topic I feel very anxious. Moreover, I am not very familiar with this kind of activity*
- S3 *To be honest it was challenging for me because I felt very nervous and shaking when I practice my impromptu speech, but I am grateful with those activities I can more practice my speaking. The main obstacles in my self is when I practice my speaking, I lost What I think or what is in my mind.*

Researcher 2. Researcher: What other issues contributed to your anxiety during these speeches?

- S1 *Another challenge of impromptu speech is the potential to get stuck or feel overwhelmed when facing unfamiliar topics. Since I do not have time to conduct thorough research or prepare extensively, I may struggle to come up with some difficulties in organizing my ideas and providing coherent ideas or arguments on certain topics.*
- S2 *It can make us forget the words and the sentences that we are going to say. The organization of the sentences is sometimes also not in the right order even though I already mentioned the statements that I want to talk about in the introduction part, so I just say whatever comes to our minds, so I don't focus what I am talking about.*
- S3 *If we obtain a topic that is unfamiliar to us, it will be harder and more challenging when doing it. We have to give some information on the topic and narrow it down, then we get the thesis statements. When I tried to elaborate the point, I couldn't give sufficient information as I got stuck, and I talks about something else which is not related to the main points. Since the lack of knowledge of a topic, I was speechless and confused as well as it will be hard to arrange the words in our brain*

Researcher How do you benefit from practicing impromptu speeches

- S1 *Until now I still practice doing impromptu speech with different topic, so practice various and challenging topics are very effective to reduce my nervousness. I*

- believe practice is the best way to overcome my problem. And the lecturer helps a lot by giving some strategies to us*
- S2 *I feel grateful that I was introduced to this activity. I thought it was not that difficult to perform public speaking like impromptu speech, but it turned out to be not as easy as I had initially thought. Fortunately, ample practice and employing strategies provided by the lecturer greatly helped improve my ability to perform impromptu speeches.*
- S3 *Practicing a lot with various topics really helped me a lot to overcome my anxiety. I feel grateful I had a chance to have this session. At first, I thought doing impromptu speeches was not hard, but it turned out that it was not that easy. It needs sufficient practices.*
- The researcher also meticulously read a 500-word essay detailing students' experiences with impromptu speeches and semi-structured interview. Here are some excerpts of students' reflective journals that the students wrote after the sessions were over.
- S1 *Here are some of the main obstacles that I found when performing an impromptu speech. First, I almost have no time to prepare our speech. Right after the topic was given, I only got twenty seconds to express my thought about the topic. It was not easy of course, but my second attempt was better than my first try. Next, I could barely be able to hide my nervousness, I felt that I kept on saying err err err every time I got stuck. However, I could find a way to overcome this matter with the suggestion from the lecturer. I usually elaborate my ideas by giving a decent number of examples. The last obstacle that I experienced was with the time of*
- speech. I had to think fast about how to express my ideas effectively because it was not always the longer the better.*
- S2 *I am always worried when I am asked to give an impromptu speech. This worry is not solely because I can't. This is due to the short preparation, topics that may not be familiar to me, and anxiety when speaking in front of many people. I am the type of person who prepares as best as I can to fulfill my purpose. When I was asked to give an impromptu speech with a short time to prepare, I really felt at a loss and even went blank. Friends*
- S3 *I found impromptu speech as difficult as it sounds. Moreover, I must set my mind on how to deliver the topic in a structured flow. I must think about which vocabulary will fit the audience and whether the meaning of my speech could reach the audience's understanding. Since I think about several things at the same time I deliver the speech, I repeatedly come across the difficulties of impromptu speech due to the chaos in my mind. For instance, I started to ramble or lost my word even though my mind could think about it, but my mouth could not deliver it correctly*

### Possible Strategies for Improvement

Proficient public speaking requires practice; the more one rehearses, the more polished their speech becomes. Students uneasy about impromptu speeches can improve through diligent practice. Viewing public speaking as a skill fosters significant improvement. Constructive feedback from teachers and targeted interventions significantly enhances students' confidence and competence in public speaking.

One simple strategy that can be implemented is that students can undertake is



practicing at home with various topics and varying levels of difficulty. All these activities are recorded, and shortcomings are reviewed by listening to the recordings. When the group practice session arrives in the speaking class, both the teacher and peers will provide advice and feedback. Teachers' ought to advise students to exhibit attentiveness during speaking classes. Furthermore, fostering a practice of observing and evaluating the speaking tasks executed by their peers can significantly enhance the students' proficiency in spoken communication (Asakereh & Dehghannezhad, 2015).

Verderber et al., (2012) revealed that knowing the topic well and preparing thoroughly help students avoid mistakes. Good preparation and having enough time also make it easier to get back on track if the audience gets confused. In these situations, individuals must spontaneously choose a topic and express ideas on the spot. Despite the common assumption that impromptu speaking is easy, it is, in fact, quite challenging and typically mastered by experienced speakers. However, effective methods exist that, when used correctly, can help individuals perform well on the spot.

Individuals cannot predict unknown topics; they can prepare by having different approaches in mind to organize their ideas. After choosing a topic, they should quickly determine the method or strategies for development. After figuring out what they want to achieve in general, setting a clear goal. it's time to pick out the main points they want to talk about in their speech. Put these ideas together into a simple and clear thesis statement. This statement will be like a roadmap, guiding the audience through what you're going to say in an easy-to-follow way. For example, beginning with a broad topic like "Lifestyle" and narrowing it down to specific topics ensures clarity and relevance. When creating a strong thesis statement, keep it short and clearly state the main point in one or two sentences. Support each statement in the thesis with coherent

explanations in the body paragraphs. Avoid unnecessary details for clarity. Formulating the introduction, especially the thesis statement. It is a common challenge in impromptu academic speeches. Students struggle due to unfamiliarity with the subject and limited preparation time, leading to a loss of focus when elaborating on main points.

To address the challenges faced, the lecturer implemented a solution during the initial practice session. This impromptu activity was designed to alleviate anxiety linked to the evolving innovation. The introduction of various innovative elements could impact students' anxiety levels in multiple ways. For instance, as students gained more proficiency in delivering speeches, a straightforward strategy was employed (Rumbough, 1999). Students were tasked with crafting concise drafts for each of the twelve different topics. This process involved students starting from topic selection, narrowing it down, and summarizing the key points, contributing to a more effective learning experience. Results showed students faced no difficulties, drawing parallels between impromptu speeches and academic writing processes. They got used how think fast when encounter different and unfamiliar topics. By implementing this strategy during the second practice, positive changes were already noticeable. The feeling of anxiety still persists when starting to deliver an impromptu speech; however, by the third practice session and the quiz, students were able to overcome this issue. Observations during practice sessions and quizzes revealed specific issues that can be addressed through intensive practice with teacher's interventions. Constructive feedback from teachers and input from peers can be valuable for students in improving their speaking skills (Ölmezer-öztürk & Öztürk, 2021). The investigation of Yalçın & Ynceçay (2014) illuminated that engaging in impromptu speaking exercises facilitates students in surmounting apprehensions associated with public speaking.

Students can enhance their speaking skills by practicing at home with diverse topics and difficulties, recording their sessions for self-review. In group practice sessions, teachers and peers offer feedback. Teachers should emphasize attentiveness in speaking classes and encourage peer observation and evaluation to improve spoken communication proficiency (Asakereh & Dehghannezhad, 2015).

## ■ CONCLUSIONS

This study aimed to explore the impact of frequent impromptu speeches and instructor feedback on students' public speaking abilities in an academic setting. It was discovered that students' anxiety during impromptu speeches often stemmed from limited preparation time and unfamiliarity with topics, which hindered their ability to develop ideas effectively and increased their nervousness. In response, instructors employed strategies to enhance students' emotional awareness and alleviate performance anxiety. The research highlighted the importance of targeted interventions by teachers in creating a supportive learning environment that improves impromptu speaking skills, and builds students' confidence and resilience when addressing unfamiliar topics. Furthermore, the study noted a positive correlation between the use of diverse teaching strategies and increased student engagement and participation, supporting Osterman's (2014) findings.

Practicing impromptu speeches has several benefits: it sharpens students' quick thinking and clear communication without prior preparation, exposes them to new ideas and information as they discuss various topics on the spot, and enhances their verbal skills and public speaking confidence. Regularly undertaking the challenge of speaking unprepared also strengthens students, making them more comfortable and effective communicators in different contexts.

However, the study acknowledges limitations, focusing mainly on graduate students

specializing in English education. These students, despite their advanced English skills, had limited experience with impromptu speeches covering a broad range of difficulties and topics. The outcomes might vary with participants from non-English backgrounds.

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