

The Importance of Feedback for Young Public Speakers

Kristýna Krčálová

Bachelor's Thesis
2025



Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně

Fakulta humanitních studií

Ústav moderních jazyků a literatur

Akademický rok: 2024/2025

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

Jméno a příjmení: Kristýna Krčálová
Osobní číslo: H22538
Studijní program: B0231P090005 Anglický jazyk pro manažerskou praxi
Forma studia: Prezenční
Téma práce: Význam zpětné vazby pro mladé veřejné mluvčí

Zásady pro vypracování

Shromáždění materiálů k tématu
Studium odborné literatury
Formulace cílů práce
Analýza shromážděného materiálu
Vyvození a formulace závěrů práce

Forma zpracování bakalářské práce: **tištěná/elektronická**
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

Coopman, Stephanie J., and James Lull. 2024. *Public Speaking: The Evolving Art*. 5th ed. Boston: Cengage.
Henderson, Michael, Rola Ajjawi, David Boud, and Elizabeth Molloy, eds. 2019. *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners*. Cham: Palgrave Macmillan.
Ledden, Emma. 2017. *The Presentation Book: How to Create It, Shape It and Deliver It!* 2nd ed. Harlow: Pearson Business.
Schwabish, Jonathan A. 2017. *Better Presentations: A Guide for Scholars, Researchers, and Wonks*. New York: Columbia University Press.
Winstone, Naomi E., and David Carless. 2020. *Designing Effective Feedback Processes in Higher Education: A Learning-focused Approach*. London: Routledge.

Vedoucí bakalářské práce: **Jana Inseth, M.A.**
Ústav moderních jazyků a literatur

Datum zadání bakalářské práce: **2. ledna 2025**
Termín odevzdání bakalářské práce: **6. května 2025**

L.S.

Mgr. Libor Marek, Ph.D.
děkan

doc. Mgr. Roman Trušík, Ph.D.
ředitel ústavu

Ve Zlíně dne 24. února 2025

PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb., v platném znění bez ohledu na výsledek obhajoby;
- bakalářská práce bude uložena v elektronické podobě v univerzitním informačním systému a bude dostupná k nahlédnutí;
- jedno vyhotovení bakalářské práce v listinné podobě bude ponecháno Univerzitě Tomáše Bati ve Zlíně k uložení;
- na moji bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3;
- podle § 60 odst. 1 autorského zákona má Univerzita Tomáše Bati ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 odst. 2 a 3 mohu užít své dílo – bakalářskou práci – nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské práce využít ke komerčním účelům;
- pokud je výstupem bakalářské práce jakýkoliv softwarový produkt, považují se za součást práce rovněž i zdrojové kódy, popř. soubory, ze kterých se projekt skládá; neodevzdání této součásti může být důvodem k neobhájení práce.

Prohlašuji, že

- jsem na bakalářské práci pracoval(a) samostatně a použitou literaturu jsem řádně citoval(a); v případě publikace výsledků budu uveden(a) jako spoluautor;
- odevzdaná verze bakalářské práce a verze elektronická nahraná do IS/STAG jsou obsahově totožné.

Ve Zlíně, dne

.....
podpis autora

ABSTRAKT

Tato bakalářská práce se zabývá zpětnou vazbou a její důležitostí pro mladé veřejné mluvčí. V teoretické části primárně zkoumá strukturu prezentace a její aspekty v návaznosti na úspěšné přednesení projevu. Zabývá se klíčovými prvky, jako jsou efektivní úvod, specifická slova a fráze spojující jednotlivé části prezentací a závěr. Druhá polovina teoretické části zkoumá pojem zpětná vazba. Cílem této práce je zjistit, zda má zpětná vazba vliv na zlepšení projevů mladých veřejných mluvčí. Na základě pozorování a následné analýzy projevů studentů Univerzity Tomáše Bati ve Zlíně bylo zjištěno, že zpětná vazba významně ovlivňuje mladé veřejné mluvčí a jejich výkony, avšak ne ve všech případech došlo ke zlepšení. Výkony studentů mohou být ovlivněny nepříznivými okolnostmi (např. trémou), což může bránit zlepšení kvality projevu.

Klíčová slova: zpětná vazba, důležitost, struktura prezentace, mladí veřejní mluvčí, projev

ABSTRACT

This bachelor thesis focuses on feedback and its importance for young public speakers. The theoretical part primarily examines the structure of a presentation and its aspects in relation to effective speech delivery. It addresses key elements such as an effective introduction, signposting, and conclusion. The second half of the theoretical part explores the concept of feedback. The goal of this thesis is to determine whether feedback influences the improvement of young public speakers and their performances. Based on observations and subsequent analysis of student presentations from Tomas Bata University in Zlín, it was found that feedback significantly impacts young public speakers and their performances. However, in some cases, improvement was not observed. This could be due to internal factors such as nervousness, which can hinder performance improvement.

Keywords: feedback, importance, presentation structure, young public speakers, speech

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor, Jana Inselseth, M.A., for her unwavering support and valuable guidance throughout the process of completing this bachelor's thesis. Her constructive feedback and patience have been instrumental in shaping my work, and I deeply appreciate her assistance at every stage. I would also like to thank all the participants in my research for their willingness to share their speeches and provide the necessary insights for my analysis. Without their contributions, this research would not have been possible. Lastly, I want to express my appreciation to my family for their continuous support and patience throughout my studies. Their encouragement and understanding have been a constant source of motivation for me.

CONTENTS

INTRODUCTION	11
I THEORETICAL PART	12
1 PUBLIC SPEAKING: AN INTRODUCTION.....	13
1.1 THE IMPORTANCE OF PUBLIC SPEAKING	13
1.2 PLANNING AND STRUCTURING THE PRESENTATION	15
1.2.1 Introduction.....	15
1.2.2 The Main Body of a Speech.....	16
1.2.3 Conclusion.....	17
1.3 OTHER ASPECTS OF PUBLIC SPEAKING	17
1.3.1 Style.....	18
1.3.2 Memory	18
1.3.3 Delivery.....	18
1.4 SUMMARY	19
2 UNDERSTANDING FEEDBACK: A FOUNDATION FOR YOUNG PUBLIC SPEAKERS.....	20
2.1 FEEDBACK.....	20
2.1.1 Old Paradigm of Feedback.....	21
2.1.2 New Paradigm of Feedback	21
2.2 TYPES OF FEEDBACK.....	22
2.2.1 Constructive Feedback	22
2.2.2 Destructive Feedback	23
2.2.3 Other Types of Feedback	23
2.3 FORMS OF FEEDBACK IMPACT	24
2.3.1 Evaluating Feedback Impact Beyond Grades	24
2.3.2 Cognitive Impact of Feedback	24
2.3.3 Emotional and Motivational Impact.....	24
2.3.4 Relational Impact of Feedback.....	24
2.3.5 Feedback's Influence on Values, Beliefs, and Identity	25
2.3.6 Intentional and Unintentional Consequences of Feedback	25
2.3.7 Delayed Impact of Feedback.....	25
2.3.8 Multiple Effects of Feedback	26
2.3.9 Conclusion: The Value of Feedback	26
2.4 BARRIERS TO ACCEPTING FEEDBACK.....	27
2.4.1 Misunderstanding the Concept of Feedback	27
2.4.2 Lack of Encouragement for Active Student Engagement in Feedback	27
2.4.3 Non-Reliable Feedback: When Feedback is Perceived as Wrong, Unfair, or Unhelpful.....	27
2.4.4 Not Accepting Feedback from Certain Individuals	28
2.5 THE IMPORTANCE OF FEEDBACK FOR YOUNG PUBLIC SPEAKERS	28
2.6 SUMMARY	30

II ANALYSIS.....	31
3 METHODOLOGY	32
3.1 THE MAIN GOAL OF THE THESIS	32
3.2 RESEARCH DESIGN	32
3.2.1 Observation	33
3.3 PARTICIPANTS	33
4 ANALYSIS.....	35
4.1 SPEAKER 1: MIDTERM PRESENTATION	35
4.1.1 Introduction	35
4.1.2 Main Part	37
4.1.3 Conclusion.....	38
4.2 SPEAKER 2: MIDTERM PRESENTATION	38
4.2.1 Introduction	38
4.2.2 Main Part	39
4.2.3 Conclusion.....	40
4.3 SPEAKER 3: MIDTERM PRESENTATION	40
4.3.1 Introduction	41
4.3.2 Main Part	42
4.3.3 Conclusion.....	43
4.4 ANALYSING THE PROGRESSION: MIDTERM AND FINAL PRESENTATIONS.....	43
4.5 SPEAKER 1: FINAL PRESENTATION	44
4.5.1 Introduction	45
4.5.2 Main Part	45
4.5.3 Conclusion.....	46
4.6 SPEAKER 2: FINAL PRESENTATION	46
4.6.1 Introduction	47
4.6.2 Main Part	47
4.6.3 Conclusion.....	48
4.7 SPEAKER 3: FINAL PRESENTATION	50
4.7.1 Introduction	50
4.7.2 Main Part	51
4.7.3 Conclusion.....	51
5 DISCUSSION.....	53
CONCLUSION.....	55
BIBLIOGRAPHY	57
LIST OF FIGURES	59
LIST OF TABLES	60
LIST OF ABBREVIATIONS	61
APPENDICES	62

INTRODUCTION

Feedback plays a significant role in shaping individuals' growth, particularly in the development of public speaking skills. It serves as a crucial learning tool that enables young speakers to improve their performance by highlighting strengths and areas for improvement. For young public speakers, feedback is especially valuable as it guides them toward making their presentations more effective. However, the way feedback is delivered, and its specific elements are important in ensuring its impact on their development.

The purpose of this bachelor thesis is to explore the role of feedback in improving the speech delivery of young public speakers. The thesis examines not only the effectiveness of feedback but also the specific elements of speech delivery, such as the introduction, main part, conclusion and the use of signposting language. These elements are key components that contribute to an effective presentation. This thesis consists of two main parts: a theoretical part and a practical part.

In the theoretical part, I focus on public speaking, covering the importance of presentation structure and delivery techniques. It emphasizes key elements such as crafting an effective introduction, using signposting phrases throughout the speech, and concluding with impact. The second chapter discusses the concept of feedback, its types, and its influence on improving public speaking skills. It also explores barriers to accepting and acting on feedback, which can impact its effectiveness.

The practical part of the thesis is focused on the analysis of student speeches. The analysis specifically examines the sentences used in the students' speeches, with a focus on their use of signposting phrases as well as the structure of introductions, main parts, and conclusions. By comparing the students' midterm and final presentations, this part investigates whether feedback led to improvements in their speech delivery. The aim of the practical part is to show the impact of feedback on the development of three young public speakers' presentation skills, especially in terms of the clarity and effectiveness of the sentences they use.

I THEORETICAL PART

1 PUBLIC SPEAKING: AN INTRODUCTION

This chapter focuses on defining the term public speaking and its importance, along with other related concepts essential for effective presentation delivery. These concepts include planning, structuring the presentation, and understanding its key criteria. A clear understanding of these elements is crucial for any public speaker when preparing and delivering a speech or a presentation.

1.1 The Importance of Public Speaking

The term “public speaking” began to take shape in the Western tradition between 500 and 300 BCE, with educators in ancient Greece known as the Sophists (Coopman and Lull 2024, 7). Since then, the concept has been extensively studied and explored by many philosophers. Later, Roman rhetoricians introduced the “five arts of public speaking,” which served as a set of guidelines that every public speaker should follow (Coopman and Lull 2024, 8–9). According to Coopman and Lull (2024, 8), these five arts are invention (the development of arguments and ideas), arrangement (the structure of the speech), style (the choice of language and tone), memory (the memorisation of the speech), and delivery (the effective presentation of the speech to the audience). These principles remain relevant today and should be followed by speakers to ensure the effectiveness of their presentations.

According to Beebe and Beebe (2015, 2), “public speaking is the process of presenting a message to an audience, small or large.” It is not only a formal activity in professional settings, but it is also part of our daily lives. We encounter it in a variety of forms, whether in the classroom, through media such as television and the internet, or during speeches by political leaders. Public speaking shares similarities with conversation as both are forms of communication. However, they differ in several key aspects. Unlike conversation, which is typically spontaneous and informal, public speaking requires preparation and organization in advance (Beebe and Beebe 2015, 3). To deliver an effective presentation, it is essential to include key components that ensure clarity, engagement, and confidence, all of which are necessary to maintain the audience’s attention and convey the intended message (Schwabish 2017, 11-23). Equally important is recognizing that presentation skills require consistent practice, and success is not achieved overnight (Coopman and Lull 2024, 32-33).

Beebe and Beebe (2015, 3) describe public speaking as more formal than conversation, therefore, speakers use standard grammar and vocabulary to establish

authority and maintain credibility. This leads to another key distinction: while communication in everyday interactions is often reciprocal, public speaking typically involves a one-way communication process, with limited opportunities for direct interaction between the speaker and the audience (Beebe and Beebe 2015, 3). This distinction might vary across different types of speeches and in the context of modern society. However, its essence remains consistent.

As previously mentioned, every presentation should follow specific criteria to be delivered clearly and effectively. The most important of these, as well as the areas where people tend to make mistakes, will be addressed further in this thesis.

Every public speaker must have a clear understanding of both the topic and, more importantly, the purpose of their presentation before starting the preparation process. According to Coopman and Lull (2024, 63), a public speaker should: “determine their general purpose, evaluate and select their speech, combine their general purpose and topic to identify their specific purpose, and lastly, phrase the thesis of their speech as they develop their topic.” These represent four key steps in the preparation process before delivering a speech. Accordingly, the speech can be informative, persuasive, or entertaining, and it should address the question: “What do I want my speech to do?” (Coopman and Lull 2024, 64)

During an informative speech, the objective is not only to illustrate a specific topic to the audience but also to increase their knowledge and provide them with new insights about the subject matter (Coopman and Lull 2024, 64). This type of speech is commonly used in class lectures, seminars and workshops (Beebe and Beebe 2015, 25). In contrast, the primary aim of a persuasive speech is for the speaker to encourage the audience to consider alternative views and approaches, ultimately leading to a change in their perspectives. Such speeches are often delivered in the form of advertisements on TV or pop-up commercials on the internet (Beebe and Beebe 2015, 25). The final type of speech is the entertaining speech used, for example, in comic monologues, and its main function is to engage and entertain the audience. Throughout all these speeches, it is important to remain focused on the intended purpose and keep that in mind until the conclusion of the presentation (Coopman and Lull 2024, 64). Therefore, proper language usage is essential to aligning with the intended purpose of the speech.

1.2 Planning and Structuring the Presentation

According to Hashemi and Hokmabadi (2011, 2105), “ninety per cent or more of preparation is devoted to content.” Therefore, before preparing a presentation, it is essential to take several steps in advance. The first point that every public speaker should keep in mind is invention. Speakers must be able to choose a topic they are familiar with or interested in, then focus on their thoughts, clearly define what they want to convey, identify the central argument, and develop their supporting points (Coopman and Lull 2024, 8). A speaker’s personal connection to the topic can also play a crucial role in managing presentation anxiety. Since people often feel nervous or fearful during their presentations, selecting a topic with which they have personal experience can help boost motivation and confidence, making it easier to overcome these fears (Beebe and Beebe 2015, 14). However, it is equally important to rehearse the presentation multiple times to ensure it is delivered clearly and smoothly, without stumbling or getting stuck during the presentation (Hashemi and Hokmabadi 2011, 2105). The second point addresses the arrangement of the speech. Public speakers should structure their presentation into three main parts: introduction, body, and conclusion, with each section receiving appropriate time and focus. In each part, the speaker should present relevant information, ensuring a logical progression without skipping sections, as this would create confusion and give the impression of being unprepared (Coopman and Lull 2024, 8).

1.2.1 Introduction

The introduction is the first opportunity for a public speaker to interact with the audience and build rapport, making it a crucial part of the presentation that should be well-prepared to capture the audience’s attention (Hashemi and Hokmabadi 2011, 2105). However, this is one of the most common areas in which public speakers tend to make mistakes, as they do not prepare accordingly. Beebe and Beebe (2015, 14) emphasize that every public speaker should know their introduction well, as this can help alleviate anxiety and make them feel more comfortable throughout the speech. In this case, it is also crucial to remember to stay focused on the message the speaker is delivering, rather than on their fear of presenting in front of an audience (Beebe and Beebe 2015, 16). Effective presentations start with greeting the audience and by providing personal information about the presenter (Hashemi and Hokmabadi 2011, 2105). The introduction is a critical moment when the public speaker must capture the audience’s attention, like meeting someone for the first time. It is also the

moment when the speaker should highlight the main message of their presentation (Schwabish 2017, 16). To achieve this, they should use methods such as startling statistics, engaging quotes, or rhetorical questions to involve their listeners (Coopman and Lull 2024, 116-150). Another way to engage your audience is by interacting with them from the beginning, asking questions, or having them raise their hands in response (Hashemi and Hokmabadi 2011, 2105). During the introduction the presenter should also preview the main points of the presentation. To illustrate this, presenters use phrases: *I have divided my talk into...* or *My presentation is broken into ...*, along with other relevant information, such as the length of the presentation. After fulfilling all of these requirements, speakers should smoothly transition to the body of their talk, using signposting phrases such as: *Now let us turn to the first point...*, or *Let us now move on to the ... part*. (Hashemi and Hokmabadi 2011, 2106). These transitions serve as a tool for better orientation for listeners and are therefore a necessary part of any presentation.

1.2.2 The Main Body of a Speech

According to Coopman and Lull (2024, 158), “the body of the presentation is the longest section of the speech, which includes all the speaker’s main points and subordinate points.” Therefore, proper preparation, organization, and the selection of appropriate sources are crucial to delivering an effective and coherent presentation (Beebe and Beebe 2015, 14). This section of the presentation is where the focus is placed on the topic itself, and thus, the public speaker should use it effectively to cover all the important points. The information must be relevant to the content and presented in a logical order. Therefore, it supports the purpose of the talk (Hashemi and Hokmabadi 2011, 2107). To present this information clearly, public speakers must employ signposting techniques to guide the audience through the content effectively (Coopman and Lull 2024, 158-159).

Signposting, in other words, refers to the logical transitions used between the main sections of a speech to guide the audience through different slides or shifts in the speaker’s ideas, helping them stay oriented throughout the presentation (Coopman and Lull 2024, 172). However, signposting is also used in the introduction, summary, and conclusion of every speech to help organize and clarify the structure. Beebe and Beebe (2015, 165) further categorize transition signals into verbal or non-verbal. Non-verbal signals can include body language, such as hand gestures and changing facial expressions, or even pauses. According to Coopman and Lull (2024, 173), verbal transitions are categorized as follows: “ordering, reinforcing, contrasting, chronology or time, causality, and summarizing or concluding

signposts.” Each of these types contains specific terms that serve purposes in speech delivery. When public speakers want to introduce their first main points, they use the ordering type of transition, employing terms like *first*, *next*, and *finally*. In contrast, reinforcing transitions use terms such as *in addition* to emphasize key points in the presentation. Similarly, summarizing transitions, such as *in conclusion* or *to summarize*, are used to effectively conclude or wrap up the points (Coopman and Lull 2024, 173). Understanding the importance of signposting is crucial for every public speaker, as it helps establish a connection with the audience, guides them through the structure of the presentation, and indicates when the speaker moves from one point to another or concludes a point.

1.2.3 Conclusion

The conclusion should consist of four key parts: reviewing the main points, providing closure, expressing appreciation to the audience, and inviting them to ask questions (Hashemi and Hokmabadi 2011, 2108). The same principle that applies to the introduction also applies to the conclusion. Careful preparation and familiarity with its content are essential for delivering a successful conclusion (Beebe and Beebe 2015, 14). As with the previously mentioned sections of the presentation, it is also necessary to use verbal transitions to effectively achieve the goal of your speech.

In the first part of the conclusion, speakers briefly review the key points of their presentation. Secondly, they should provide closure by summarizing the main arguments that have been discussed. Ending a talk with a quote is one effective technique for concluding a presentation (Coopman and Lull 2024, 92). One of the last components of the conclusion is expressing appreciation to the audience for their time and attention, which can help leave a positive and respectful impression. Additionally, inviting listeners to ask questions is an excellent way to conclude the speech. However, speakers must be prepared and know how to properly handle difficult questions (Hashemi and Hokmabadi 2011, 2108).

1.3 Other Aspects of Public Speaking

According to Coopman and Lull (2024, 8), there are other important aspects that every public speaker should be familiar with. These aspects are related to the style, memory, and delivery of the presentation.

1.3.1 Style

The third art addresses the style the speaker should employ to engage the audience. In this section, it is also crucial to consider the audience, as the tone and approach of the speaker's style must align with their expectations and preferences (Coopman and Lull 2024, 8). Additionally, every public speaker should use specific and concrete language to ensure their message is clear, accurate, and memorable (Beebe and Beebe 2015, 196).

1.3.2 Memory

To deliver a solid public speech, it is necessary to use one's memory, knowledge of the topic, understanding of the audience, awareness of the occasion, and public speaking abilities. This involves the art of applying everything one has learned and using it effectively and appropriately in the context of the speech (Coopman and Lull 2024, 8). It is also important to remember that a great presenter must have the ability to include only the most important information in their presentation as part of their preparation (Ledden 2017, 28-29).

1.3.3 Delivery

The final aspect refers to the ability to present a speech effectively to an audience through appropriate body language and the strategic use of vocal techniques. These tools are essential for capturing and maintaining the audience's attention throughout the speech. Before this, it is crucial to understand your audience, especially to know who they are and adapt your speech and delivery accordingly (Schwabish 2017, 15-16). This approach is known as audience-centered (Beebe and Beebe 2015, 22). Every public speaker should be familiar with their audience to avoid any misunderstandings or discomfort. In particular, the use of body language plays a vital role, as it enables the speaker to express themselves more dynamically, engaging the audience far more effectively than a static, monotone delivery (Coopman and Lull 2024, 8).

1.4 Summary

This chapter begins with a description of public speaking and its importance (see Chapter 1.1.). I briefly introduce its history and development, as well as how public speaking differs from everyday communication. I continue with introducing the three types of public speaking that can be either: informative, persuasive or entertaining. After this introduction, the main focus shifts to planning and structuring a presentation, which is related to the five key elements of public speaking: invention, arrangement, style, memory, and delivery. These elements are crucial for the preparation, organization, and delivery of any speech. I place particular emphasis on the introduction (see Chapter 1.2.1), the main body of the presentation (see Chapter 1.2.2.), where I also outline the related term signposting, and then continue with the conclusion (see Chapter 1.2.3). The chapter concludes with a discussion of other aspects related to public speaking (see Chapter 1.3), including style, memory and delivery, with particular emphasis on understanding the audience (see Chapter 1.3.3), which is one of the key components of any public speech.

2 UNDERSTANDING FEEDBACK: A FOUNDATION FOR YOUNG PUBLIC SPEAKERS

This chapter begins by describing the term feedback and how its perception has changed over time. The primary focus is on explaining feedback, its forms, and how it is important in shaping the future performances of young public speakers. Moreover, if feedback plays a role in their approach, it can help them refine their skills and improve their delivery.

2.1 Feedback

The term feedback is widely used in various fields and contexts, which can make it challenging to define it clearly. However, the term is generally defined as the information or response given regarding someone's performance, behaviour, or actions, with the intent to inform, guide, or improve future performance (Winstone and Carless 2020, 6). In other words, feedback is an activity provided by educators, family, peers, or even oneself that influences one's actions (Hattie and Timperley 2007, 81). Kryrkorková (2011) states that people are conditioned by the concept of feedback from an early childhood. Therefore, it serves as a fundamental element in the learning process. Feedback should be a useful tool that helps individuals change the way they do things and adjust their approaches accordingly. It should motivate recipients to perform better in the future and is often closely linked to the grade given after the performance. For young public speakers, feedback is a crucial tool, not only for improving future performances but also for developing confidence when presenting in front of an audience.

Since the role of feedback is essential in shaping one's development, the question remains: "Are people receiving feedback on their work, and, if so, is that feedback being presented effectively?"

First, people must understand that it is not only an evaluation of their performance but a continuous process. Henderson et al. (2019, 20) describe it as teacher-centred in higher education, meaning it is an activity carried out by educators for their students. Unfortunately, in many cases, feedback is poorly administered or inadequate. Another issue is that educators often lack the time for it, which causes it to fail in fulfilling its purpose.

According to Henderson et al. (2019, 4), "we have to look to new ways of thinking about the quality of feedback." This means considering not only the quality of teachers' comments but also the entire feedback process and whether the message has had an impact

on the student. Henderson et al. (2019, 4) state that “the focus must be on: does it make a difference, and how does it make a difference?”

In their studies, Hattie and Timperley (2007, 81-86) demonstrate the effectiveness of different types of feedback. They illustrate that feedback which includes specific information about a student’s work and advice for improvement (1a) is much more effective than feedback focused on praise (1b), rewards (1c), and punishment.

(1a) “In this part of your presentation you effectively used the transition signs. However, you can improve your introduction and conclusion for the next time. Consider using a quote or a story to engage your audience from the beginning and provide a clear ending to your presentation.”

(1b) “Great that you tried! Nice job!”

(1c) “If you improve your work, you’ll get an A.”

Second, many people perceive feedback as something negative, largely because they struggle to give constructive feedback and instead use negative terms when evaluating others (London 2015, 3). This, in turn, leads to ineffective feedback delivery. However, this perception is incorrect. Feedback is, in fact, a tool that helps individuals learn from their mistakes and repeat their successes (Reitmayerová and Broumová 2007, quoted in Krykorková 2011). Therefore, the perception of feedback as negative is incorrect.

2.1.1 Old Paradigm of Feedback

The old paradigm of feedback refers to the conventional, more traditional approach to feedback. It emphasizes inputs from educators to students rather than focusing on students’ engagement with or response to the feedback. In this model, students play a passive role, which limits their ability to improve effectively (Winstone and Carless 2020, 8-9). Other studies also suggest that this type of feedback is often viewed by students as ineffective, as they fail to apply the advice given. Winstone et al. (2017, 2027) reference Nicol (2010), who argues that feedback can only be effective if it is viewed as an interactive exchange, where students actively engage with and respond to the feedback provided.

2.1.2 New Paradigm of Feedback

This approach is aimed at students, and focuses on interactions designed to influence them and their future performance, therefore, it can also be called learning-focused. According to Winstone and Carless (2020, 8-9), “new paradigm feedback approaches aim for more of a partnership between teachers and students,” meaning that both parties must be equally

engaged in the interaction. For the teacher, it provides insight through the questions posed by students. This indicates the students' interest in improving their performance while also providing feedback for the educator (Krykorková 2011).

The biggest difference between the two paradigms is the level of involvement. While the old paradigm emphasizes the educator's role, the new paradigm places equal importance on the partnership between the student and educator (Winstone and Carless 2020, 8-9). The perception of feedback has changed over the decades. However, its purpose remains the same: it should motivate better performance in the future and reward past efforts. Feedback should be clear, specific, frequent, dynamic, and, most importantly, relevant (London 2015, 7-8). For young public speakers, engaging with feedback is essential to develop their skills over time.

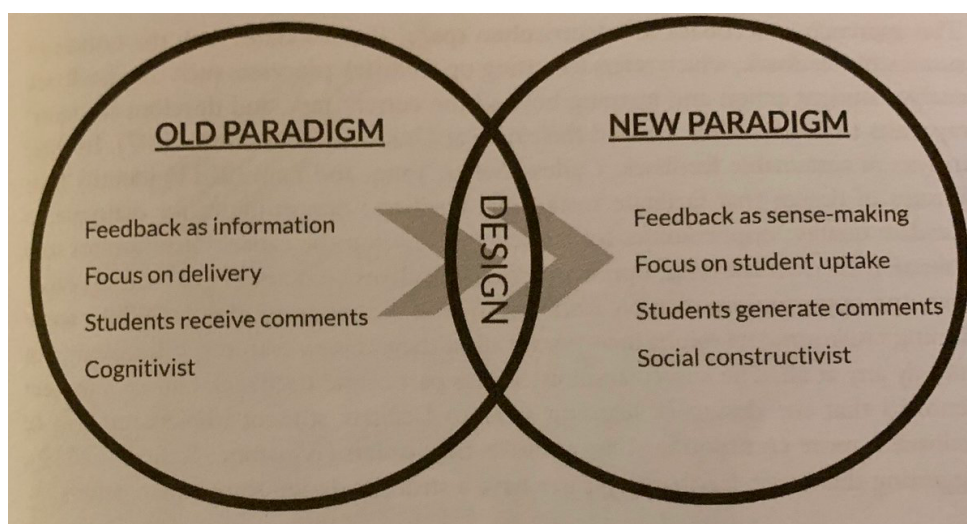


Figure 1 Old and new paradigm of feedback

(source: Winstone and Carless 2020, 9)

2.2 Types of Feedback

As mentioned earlier, feedback is not always consistent. People use various methods and approaches in different situations to deliver it. Feedback can be categorized into several types, some of which are linked. In this section, I primarily focus on constructive and deconstructive feedback, with a few others mentioned briefly.

2.2.1 Constructive Feedback

Constructive feedback focuses on concrete information. It should be clear, easily understood, and helpful to the recipient. This type of feedback serves as a motivational tool. It includes both positive and negative aspects (London 2015, 21-24). When feedback starts with positive

points, it is easier to capture the recipient's attention, after which the negative aspects can be addressed. This approach is crucial when providing feedback, as it allows praising someone for the parts of their work they did well while also suggesting areas for improvement. Therefore, the recipient gains information about their performance and awareness of their strengths and weaknesses, which serves as a tool for their improvement, but at the same time does not weaken their self-esteem. For young public speakers, it is a great way of developing their presentation skills, body language, and confidence for their presentations (London 2015, 21-24). This type of feedback serves as a motivational tool.

2.2.2 Destructive Feedback

Destructive feedback is the direct opposite of constructive feedback. It does not provide the recipient with specific information for improvement. This type of feedback is general and, in other words, lacks specific details, making it unhelpful for the recipient's development (London 2015, 24-26). For example: *That was bad. You need to do better next time.* In many cases, it can have a negative impact on the young public speakers due to unspecified criticism, which does not provide any suggestions on how to improve and can be demotivating. As a result, young public speakers may lose their motivation for future performances (Henderson et al., 2019, 28).

2.2.3 Other Types of Feedback

Feedback can be categorized as positive or negative based on the emotional response it reinforces and the emotional reactions it provokes (Winstone and Carless 2020, 152). Positive feedback serves as a tool for strengthening people's confidence and motivating them for future performances. It can enhance the chances that students will re-engage with or continue an activity, as well as report a greater interest in it (Hattie and Timperley 2007, 99). Interestingly, many people struggle with receiving feedback in any form, even positive feedback. They often find it difficult to admit their successes or may feel uncomfortable being praised in front of others. On the other hand, negative feedback can also be challenging to receive, as people often feel judged or as if their efforts are not appreciated. This can lead to a sense that everything they have done is wrong. However, according to Hattie and Timperley (2007, 98), "negative feedback is more powerful at the self-level."

Overall, relying on only one type of feedback, whether positive or negative, can be an ineffective approach, as it emphasizes only one aspect of performance. For young public speakers, this can lead to an incomplete evaluation, as they need to develop a variety of skills

and may lack experience. Therefore, it is essential to provide a balanced mix of both positive and constructive feedback to help them grow in different areas.

2.3 Forms of Feedback Impact

According to M. Henderson et al. (2019, 26-30), feedback can be divided into several different forms based on its impact on the public speaker and their performance. Each form has unique characteristics and is relevant in different contexts.

2.3.1 Evaluating Feedback Impact Beyond Grades

One key idea is that “impact is not just a learning outcome”. In other words, feedback does not always have to be reflected in final grades. It can shape young public speakers’ cognitive skills, such as their confidence or expressive abilities, which may not directly impact their final marks. This is important to remember, as grades do not necessarily reflect the quality of the speaker or the extent of their improvement (Henderson et al., 2019, 26-27).

2.3.2 Cognitive Impact of Feedback

Another aspect of feedback is its cognitive impact, meaning it can change the way a speaker thinks about the topic. According to London (2015, 47), “the feedback can be formative [...], giving ideas for improvement.” They may begin making new connections they would not have made without the feedback. In general, feedback can broaden a young public speaker’s understanding of the topic itself (Henderson et al., 2019, 27-28).

2.3.3 Emotional and Motivational Impact

Feedback often has an emotional or motivational impact on its recipients. Negative feedback can affect a young public speaker’s emotional state and influence their future performances. Therefore, educators must be cautious when delivering feedback and choose their words carefully. Every individual reacts differently, and feedback can have lasting effects, which is especially crucial for the development of young public speakers (Henderson et al., 2019, 28). On the other hand, negative feedback can also serve as a motivator, encouraging individuals to improve their performances (Hattie and Timperley 2007, 98).

2.3.4 Relational Impact of Feedback

The impact can also be relational, depending on the relationship between the educator and the student. A strong connection between them can lead to an encouraging delivery of

feedback by the educator promising a more positive acceptance of it by the student, which may affect future engagement with feedback (Henderson et al., 2019, 28). London (2015, 26) further states that this type of feedback can be categorised according to the intention behind the feedback interaction. Therefore, it can be characterised as control-dominated, reward-dominated, or affiliation-dominated, depending on the kind of influence the provider aims to have on the receiver.

2.3.5 Feedback's Influence on Values, Beliefs, and Identity

Feedback can as well impact a person's values, beliefs, and identity. As learners reflect on their performance and the feedback they receive, they may come to understand themselves better and see opportunities for personal growth. This process can lead to a change in how they view themselves as students and their ability to improve (Henderson et al., 2019, 29). It is also demonstrated that according to identity. Furthermore, research has shown that feedback varies based on gender. For example, feedback to boys often emphasizes a lack of effort or poor behaviour, while feedback to girls is more commonly focused on assessments of their abilities (Hattie and Timperley 2007, 100).

2.3.6 Intentional and Unintentional Consequences of Feedback

Another function of feedback is that it can have both intentional and unintentional consequences. As mentioned earlier, each public speaker reacts differently, and even feedback that is meant to help may negatively affect some individuals (Henderson et al., 2019, 29). This can have serious consequences for the future, potentially leading to decreased motivation, influencing their self-efficacy, or even worse outcomes (Hattie and Timperley 2007, 100-101).

2.3.7 Delayed Impact of Feedback

One of the final points mentioned by Henderson et al. is that improvement after feedback does not always show immediately. In fact, the impact may be delayed or have long-term effects, meaning that the consequences could appear months later. As a result, it can sometimes be difficult to recognize whether any improvement has happened after receiving feedback (Henderson et al., 2019, 30).

2.3.8 Multiple Effects of Feedback

The last type of impact mentioned refers to feedback having multiple effects. It can lead to more than one outcome at the same time. For example, feedback can improve a public speaker's confidence while also enhancing their understanding of the topic (Winstone and Carless 2020, 21). These effects work together, resulting in a positive outcome for their future performances (Henderson et al., 2019, 30).

2.3.9 Conclusion: The Value of Feedback

Every effective feedback should result in some form of impact. As previously discussed, there are different types of impact for different individuals and purposes (Henderson et al., 2019, 26-30). Feedback should serve as a valuable tool in the learning process, especially for young public speakers, for whom it is crucial in developing their skills (Hattie and Timperley 2007, 81-85). Therefore, it is important to be cautious when delivering feedback, as it can have significant effects on one's development and self-efficacy.

2.4 Barriers to Accepting Feedback

While the types of feedback and their impact have already been discussed, it is equally important to explore the barriers that can prevent students from accepting and effectively engaging with feedback. As mentioned earlier, feedback today functions more as a partnership, meaning both parties must actively engage. In other words, students and teachers must collaborate equally, which, as will be discussed later, does not always happen (Winstone et al., 2017, 2026- 2027).

2.4.1 Misunderstanding the Concept of Feedback

The most fundamental step in feedback delivery is ensuring that the receiver understands the feedback. If the receiver does not comprehend the concept of feedback, or, furthermore, is unaware that they are being evaluated, no improvement can occur (Stone and Heen 2015, 17–19). Therefore, individuals must understand the concept and purpose of feedback, as without this, further development is not possible (Nicol and Macfarlane-Dick 2006, 210). Once the receiver acknowledges the feedback, it is also important to recognize its type in order to respond appropriately. Understanding these aspects helps reduce barriers to accepting feedback (Winstone et al., 2017, 2028-2032).

2.4.2 Lack of Encouragement for Active Student Engagement in Feedback

One of the issues is that the tutor provides feedback in an ineffective order. This means that students are neither encouraged nor prompted to engage in any form of development, which is a fundamental element of effective feedback delivery as it has a negative impact on students' motivation (Nicol and Macfarlane-Dick 2006, 211-212). This kind of feedback does not provide any constructive guidance and therefore no possibility for students' future development, which has a negative impact on their motivation (Winstone et al., 2017, 2026-2039).

2.4.3 Non-Reliable Feedback: When Feedback is Perceived as Wrong, Unfair, or Unhelpful

According to Stone and Heen (2015, 17), one valid reason people may reject feedback is that it is perceived as wrong. This may occur when the advice for improvement or another person's assessment of one's performance does not make sense or appears inaccurate. In such cases, rejecting the feedback is a reasonable response. Additionally, feedback may be perceived as unfair, leading individuals to feel that they should not be judged in such a

manner. Overall, these reasons illustrate why individuals may choose to dismiss feedback that they consider unreliable or unfair (Winstone et al., 2017, 2027-2028).

2.4.4 Not Accepting Feedback from Certain Individuals

A common barrier to accepting feedback is the source of the feedback itself. This often occurs in the relationship between educators and students. Younger individuals may perceive that older individuals, particularly teachers, aim to appear smarter and more mature, which can lead students to feel belittled or misunderstood (Winstone et al., 2017, 2028). They may struggle to recognize that the teacher intends to offer constructive. In more contentious cases, a negative established relationship with the teacher can prevent students from even considering or listening to the feedback, as they may be unwilling to accept opinions from someone they perceive negatively (Stone and Heen, 2015, 17–19).

2.5 The Importance of Feedback for Young Public Speakers

Feedback, whether spoken or written, is essential for the development of young public speakers. It serves as a tool for assessing performance, identifying areas for improvement, and highlighting what individuals are doing well (Hattie and Timperley 2007, 81). Constructive feedback is particularly valuable for those seeking to improve their public speaking, as it provides clear direction for growth by addressing both strengths and weaknesses (London 2015, 21). Therefore, introducing feedback at an early age is important, as it supports the development of feedback literacy (Krykorková 2011). This concept includes an understanding of its purpose, structure, and how it can support skill development (Carless and Bound 2018, 1315-1316).

According to London (2015, 15), “feedback is an important part of learning.” This highlights the fact that people give and receive feedback at various stages of life, both consciously and unconsciously. Feedback is used to evaluate one’s performance or service and to gain perspectives from others in order to understand the quality of that performance. This process supports growth and improvement, helping individuals, products, or services achieve better outcomes (London 2015, 17-19).

It is also important for young speakers to understand that improvement takes time. It is easy to expect immediate results, but public speaking skills are developed gradually. This can be challenging, especially for those who feel frustrated with slow progress. However, persistence is key, as feedback is a process that develops over time (Henderson et al., 2019, 30). As young speakers continue to practice and apply feedback, they will begin to

understand that it helps them to learn about themselves, particularly that they are capable of managing their performance (London 2015, 20). This demonstrates that feedback can serve as a source of confidence.

In contrast, feedback can have a negative influence when it is delivered unclearly or focuses only on negative aspects, which can harm one's self-image (Hattie and Timperley 2007, 81-95). Therefore, it is important to understand the principles and establish certain boundaries when evaluating others (Winstone et al., 2017, 2027-2028).

In conclusion, when feedback is delivered thoughtfully and consistently, it becomes a powerful motivational tool. It is an essential part of a speaker's development, helping them overcome challenges and continue improving. By actively engaging with the feedback they receive, young public speakers can make steady progress and develop skills that will benefit them not only in their speeches but throughout their lives.

2.6 Summary

The main focus of the second chapter of this thesis is on feedback and its importance for young public speakers as they work to develop their skills. I begin with Chapter 2.1, where I define the term feedback and highlight that there are different ways to perceive it. I then discuss how the perception of feedback evolves over time, comparing the old and new paradigms. The key distinction is the level of involvement of participants: in the old paradigm, the emphasis is on the educator, whereas in the new paradigm, the focus is on the cooperation between both parties. The chapter also covers various types of feedback (see Chapter 2.2 and Chapters 2.2.1-2.2.3), exploring their significant distinctions and providing examples of each. This is followed by Chapter 2.3, along with its Subchapters 2.3.1-2.3.9, where I discuss the impacts of feedback on young public speakers, including emotional, motivational, and cognitive effects. Chapter 2.4 addresses the barriers to accepting feedback, which can range from a simple lack of understanding of the concept to personal factors that affect how feedback is received. The chapter concludes with Chapter 2.5, where I summarize the key elements of feedback's importance for young public speakers, emphasizing its role in skill development, confidence-building, and overall improvement.

II ANALYSIS

3 METHODOLOGY

This chapter addresses the main goal of this thesis, introduces the research problem, and outlines the methodology used in the practical part.

3.1 The Main Goal of the Thesis

The purpose of this thesis is to explore the importance of feedback for young public speakers, specifically examining whether they make improvements in their final presentations based on the feedback after their midterm presentations, particularly in areas such as transitions, and effectiveness of the introduction, and conclusion.

3.2 Research Design

This thesis employs a qualitative approach that focuses on observation, followed by subsequent data analysis. Reichel (2009, 62) states that the purpose of qualitative research is to investigate a particular element, process, or phenomenon in its natural context, with the aim of gaining a deeper understanding. The goal is to construct, where possible, a comprehensive and nuanced picture of the subject under investigation. According to Creswell (2023, 4), qualitative research is “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.” This method allows for a deeper insight into the students’ behaviours and performance during their presentations, providing a context for analysis.

My research was conducted in two stages. The first stage of my research involves observing students’ speeches, which were recorded during their midterm and final presentations in their Presentation Skills course at Tomas Bata University in Zlín during the 2023/2024 academic year. Observation is a qualitative research method which can take various forms (see Chapter 3.2.1). I chose this method because it allowed me to directly observe students’ real performance, understand their presentation behaviour, and collect detailed, qualitative insights for my analysis. The second stage primarily focuses on analysing the collected data from the recordings made previously, with a particular emphasis on examining the proper use of presentation elements as defined in the theoretical part of this thesis. In this section, the elements were selected to show the impact of feedback on the development of presentation skills of three university students.

3.2.1 Observation

Observation can take different forms, it can be participant or non-participant, overt or covert. Each of these has different approaches to observing. For the purposes of this thesis, non-participant observation was used. This approach allows the observer to have only one role- that of listening- which enables undisturbed observation and data collection (Slack and Rowley 2001, 38). On the other hand, participant observation incorporates the observer as part of the action. The observer does not only listen, but is directly involved in the action, that can help build a closer rapport with other participants and create a more pleasant environment (Reitmayerová and Broumová 2015, 32-34).

The next division deals with the awareness of the participants, in other words, whether they are aware of the presence of the observer. Therefore, it is referred to as overt or covert (Slack and Rowley 2001, 38-39). In overt observation, you need the permission of those who participate, so they are aware of the action and the presence of the observer. In contrast, covert observation involves the opposite approach (Nel 2020). This distinction is important because some people may not act naturally or might change their behaviour if they know they are being observed. In the worst-case scenario, they might refuse to be observed at all. This is particularly relevant when observing groups with specific characteristics, such as criminals.

3.3 Participants

The participants were first-year students of English for Business Administration at Tomas Bata University in the academic year 2023/2024. The recordings were made in the Presentation Skills course and were used for the analysis in this thesis. There were thirty-two students in the class, all of whom were informed about the recording conditions in advance. Participation in the study was voluntary, and students were informed that they could withdraw at any time without any consequences or refuse to participate in the recording entirely. As a result, thirty students gave permission to be recorded, while two declined. After repeated listening to the recordings, a selection was made for analysis. Due to space limitations, I could not analyse all the presentations. Instead, I focused on three presentations from students who had similar areas for improvement, which allowed for a more in-depth analysis. Additionally, participants were assured that their names would not be disclosed, that the recordings were solely for the purpose of this thesis, and that all data would be deleted after the completion of the thesis defence. To ensure the protection of

personal information, all data was handled in accordance with the General Data Protection Regulation (GDPR).

4 ANALYSIS

This section presents the analysis of data collected in the seminars of Presentation Skills course, with the students' consent to use the recordings for the purpose of this thesis. The analysis reflects the key concepts discussed in the theoretical part, specifically focusing on introduction, main part, conclusion, as well as the use of clear signposting language. These factors were observed and analysed in each presentation. Each speech also contains grammatical errors. However, these are not the concept of this thesis, therefore, I will not comment on them. The primary objective was to determine whether students made improvements based on the feedback they received. The focus of the analysis is on comparing the performance of young public speakers during their midterm and final presentations.

Speakers were asked to present on a topic chosen from a provided list, applying the knowledge gained in the Presentation Skills course. Each presentation lasted approximately five minutes, followed by a question period and a brief discussion. After each presentation, the educator provided oral feedback, which was recorded at the end of every presentation so students could use it to improve their speeches for their final presentations. The goal of this analysis is to demonstrate whether feedback contributed to improvements in the students' presentations. The analysis will answer the question: "Is feedback important for young public speakers?"

4.1 Speaker 1: Midterm Presentation

The feedback was observed in three key areas of each speaker's performance: the effectiveness of the introduction, the clear use of signposting, and the strength of the conclusion.

In the case of the first speaker, the overall structure of the presentation was well-organized. With certain adjustments outlined in this chapter, the presenter could improve the flow and overall impact of the speech.

4.1.1 Introduction

As discussed in Chapter 1.2 and Chapter 1.2.1, every presentation should begin with an effective introduction to engage the audience from the start. Techniques such as using startling statistics, engaging quotes, rhetorical questions, or direct questions are often

employed to capture the audience's attention (Coopman and Lull 2024, 116-150). The beginning of the introduction used by this presenter is demonstrated in sample (2):

(2) So, hello everyone, I would like to welcome you and thank you for coming here and spending your time here today with us. Today, my topic is campus safety.

The speaker begins by welcoming the audience and expressing gratitude for their time. While the direct question is included in the introduction later, it would have been more engaging if the speaker had placed it at the very start to engage listeners from the first moment (see Chapter 1.2.1).

(3) So, should we allow individual students to carry guns on campus grounds?

Starting with this question (3) would immediately grab the audience's attention and introduce the main topic more effectively. Additionally, it would help assess the listeners' attitude and understanding of the topic, providing valuable insight (Hashemi and Hokmabadi 2011, 2106). After posing the question, the speaker could clearly introduce the structure of the presentation and the duration of the speech. This approach would engage the audience and help them understand both the topic and the organization of the presentation.

The speaker uses signposting language in the introduction, as seen in the following example (4). They outline the division of the presentation into three parts: arguments in favour, arguments against, and alternatives. According to Chapter 1.2.1, this is an essential tool for guiding the audience through the structure of the presentation.

(4) So, I divided it into three parts arguing in favour for the if we should allow the guns into schools, against allowing the gun and then I have alternatives. So, arguments for...

To make the structure clearer and more specific, the sentence can be rephrased as demonstrated in example (5). Since the introduction serves to preview the content, proper use of transitions is necessary to enhance the audience's orientation (Hashemi and Hokmabadi 2011, 2106).

(5) I have divided my presentation into three main parts. First, I will discuss the arguments in favour of allowing guns on campus. Next, I will present with opposing arguments, and finally, I will offer alternatives for improving campus safety.

The revised sentence in example (5) demonstrates a clear and logical structure, using effective transition phrases such as *first*, *next*, and *finally*. This approach not only previews

the content but also supports the audience's understanding of the overall organisation, as recommended in Chapter 1.2.1. Presenting the structure in this way makes the introduction more coherent and ensures that the audience can easily navigate through the speaker's key points.

4.1.2 Main Part

Signposting plays a crucial role throughout the speech, serving as a guide to structure and helping the audience follow the speaker's argument from beginning to end (Coopman and Lull 2024, 172).

At the beginning of the presentation, the presenter did not utilize any clear transitions. Later, as demonstrated in example (4), the speaker attempted to outline the structure of the presentation using signposting. However, this attempt was not entirely effective and could have been executed more efficiently.

In the main body of the presentation, the speaker used several phrases (6-10), including:

- (6) So, arguments for...
- (7) The first argument is self-defence.
- (8) The other point is deterrence.
- (9) The next is personal responsibility.
- (10) So, arguments against...
- (11) Increased risk of violence – of course this brings me...
- (12) So, what are the alternatives? So, the alternatives are we...

Some of these phrases (7,9) are clear and effectively signal the start of new points. However, the frequent use of *so* (6,10,12) makes the transitions sound informal and repetitive. To improve the signposting, the speaker could replace *so*, with more varied transition words, such as *next*, *now* or *moving on to my xy point*. Using more formal and varied transitions would make the presentation sound more organized and professional, making it easier for the audience to follow.

Another important aspect is providing a clear transition between the introduction and the body of the presentation, signalling to the audience where the speaker is in their speech. In the case of Speaker 1, a phrase such as *Let us now move on to the first part, which is, as I said earlier...* could have been used to ensure a more logical and seamless connection between the sections (Hashemi and Hokmabadi 2011, 2106).

4.1.3 Conclusion

To conclude a presentation effectively, every public speaker should follow four key steps, as outlined in Chapter 1.2.3. While it is crucial to engage the audience from the beginning, the final impression is equally important. The following example (13) demonstrates the beginning of the conclusion from Speaker 1:

(13) So that brings me to my end...

(14) I just want to end on one famous quote – I would rather be a warrior in garden than a gardener in war.

The speaker effectively signals the conclusion by using a signposting phrase (13) at the beginning of their conclusion. However, the conclusion lacks a review of the main points discussed earlier in the presentation, which is a crucial part of every presentation (see Chapter 1.2.3). A brief summary could help reinforce the key messages and leave the listeners with a clearer understanding of the presentation's takeaways. Additionally, the conclusion is notably shorter than the introduction, lasting only thirty-five seconds compared to the introduction's one minute and twenty-five seconds. This suggests that the speaker may not have fully wrapped up the presentation. Nevertheless, the use of a famous quote (14) at the end adds an element of closure and serves as an effective rhetorical technique, leaving the audience with something memorable to reflect on (Coopman and Lull 2024, 92).

4.2 Speaker 2: Midterm Presentation

In the case of Speaker 2, the major issue is the length of the speech, as it lasted only three minutes, despite the assigned five. As will be demonstrated, this limitation affected the overall quality of the performance.

4.2.1 Introduction

The presenter begins the presentation by greeting the audience and by providing personal information, which signals an effective start to the presentation (Hashemi and Hokmabadi 2011, 2105). This is demonstrated in example (15):

(15) Hello, everyone. Thank you all for coming here today. My name is XX and the topic of my presentation today, the advantages of working in a diverse team.

As discussed in Chapter 1.2.1, it is essential for speakers to be familiar with their introduction in order to effectively begin their presentation. In this case, the speaker successfully greets the audience and introduces the topic, which are key elements of a strong introduction. However, the introduction lacks any attention-grabbing methods, which makes it appear monotone and less engaging for the audience. While the topic is introduced in the third sentence, there is no explanation of why it is relevant or interesting to the audience, which is essential for capturing their interest and maintaining their attention throughout the presentation.

On the other hand, the speaker does use some effective signposting phrases (16-17) to outline the structure of the presentation and inform the audience about the content to come:

(16) I've divided my presentations into two main points.

(17) First, I will tell you about the advantages for the work done by the diverse team, and then I'll move on to the advantages for individual team member.

These phrases help the audience know what to expect, making the presentation easier to follow.

4.2.2 Main Part

According to Chapter 1.2.2 the speaker used logical transitions (18-19) to guide the audience through the different sections of the speech.

(18) Let's start with the first main point, which are the disadvantages that working in a diverse team has for the work itself.

(19) Alright, I will now move on to the second point, ...

These phrases are direct and simple, which is effective in signalling the transitions. However, in example (19) the word *alright* could speaker replaced with some more formal phrase such as (20):

(20) Now, let us turn to the second point...

As mentioned earlier, the speech was brief, and therefore, there are no additional transitions to analyse in the main body. As a result, the presentation does not offer further opportunities to explore this aspect.

4.2.3 Conclusion

In the conclusion, the speaker effectively signals the end of the presentation by using the signposting phrase (21), which informs the audience that the presentation is drawing to a close. This prepares the audience for the possibility of asking the questions:

(21) Alright, now I am approaching the end of my presentation, I would just like to mention a few key points of these advantages.

By using this phrase, the speaker clearly transitions into the conclusion, guiding the audience through the final moments. The speaker then attempts to summarize the main points of the presentation (22-23). Nevertheless, the speaker's attempt to summarize the main points could be improved with clearer phrasing. For instance, phrase (23) does not function as a typical signposting phrase. Therefore, it can be revised to enhance its clarity, and effectiveness in signalling the conclusion, as demonstrated in (24):

(22) Firstly, there is the efficient decision-making and problem-solving, which then can lead to more improvements and innovations in the company.

(23) And there is the gaining of perspective and learning and strengthening the skill sets of the team members.

(24) Additionally, working in a diverse team provides valuable opportunities for gaining new perspectives, broadening skill sets, and fostering personal and professional development.

By revising the language for clarity and ensuring that signposting phrases are used appropriately, the speaker can create a stronger and more coherent ending to the presentation. Additionally, the presenter should aim to incorporate an attention-grabbing technique at the end, such as a rhetorical question or a memorable quote, to leave a lasting impression on the audience (Coopman and Lull 2024, 92).

4.3 Speaker 3: Midterm Presentation

The third speaker faces the opposite issue compared to the previous one: the speech lasts about seven minutes. This could be due to a lack of preparation and rehearsal, which, according to Beebe and Beebe (2015,14), is crucial when preparing a presentation (see Chapter 1.2.1 and Chapter 1.2.3). The speech includes a lengthy introduction and conclusion, which could be improved. As will be discussed, the speaker spends too much time outlining

at the beginning and summarizing at the end, which makes the presentation feel less engaging and less clear.

4.3.1 Introduction

The speaker begins by greeting the audience and providing personal information (25), which signals the start of the presentation. However, they immediately dive into the topic without offering any context or explanation of its relevance, which is an important part of the introduction (Hashemi and Hokmabadi 2011, 2106). As seen in example (26), the speaker introduces the topic of artificial intelligence in education but does not explain why it is important or what makes it worth discussing. A more effective approach would involve clearly establishing the relevance of the topic to the audience, such as providing background or highlighting its significance in education today.

(25) Good morning, ladies and gentlemen, for those who don't know me my name is XX, which is X in English.

(26) And for today. I will be talking about my presentation the pros and cons of artificial intelligence in education. Now you might be a scan. What are the cons and unfortunately, there are some cons to it, and I will be talking about them and in a short while.

The introduction could be made more concise by eliminating unnecessary repetition, such as the repeated use of *I will be talking about* and *presentation*. Although outlining the structure of the presentation is important, in this case, the speaker used excessive signposting (27), leading to over-explanation. The transitions could be simplified, as suggested in example (28).

(27) Now for my structure of the presentation, I will first talk about my three positive points and then I will be talking about three negative points. After that I will shortly get to my conclusion and that will be all for the presentation then.

(28): My presentation is broken into two main parts. I will start by discussing three positive points, then move on to three negative ones.

Strengthening these elements would create a more engaging and organised opening, helping the audience better understand the importance of the presentation and encouraging their interest from the beginning. Using the simple transition would make it easier for the audience to follow the structure and stay oriented throughout the presentation (see Chapter 1.2.1).

4.3.2 Main Part

As mentioned earlier, the speaker uses signposting from the beginning, which is a key element of effective presentations (see Chapter 1.2.2). However, in some cases, the transitions could be simplified or rephrased to ensure a smoother and more streamlined delivery.

(29) So now I will get to my first positive point...

(30) So that's for the point. My second point is about...

(31) And that leads me to my final point called inclusion...

(32) So that is all the positive ones, I will now be talking about the negative ones.

(33) So, the first one is called ...

(34) Why may you ask for the teachers? That's my next point.

(35) I will go to my third Point...

(36) I know have the that is me the nearing my end of the presentation. I will I just give you a small summary of the points. I already talked about.

From the examples above, it is evident that the presenter aims to keep the audience informed by using the transitions between points (Coopman and Lull 2024, 150). However, there are frequent repetitions of the word *so*, which could be eliminated to avoid redundancy. Some phrases, such as the one in (36) could be phrased more clearly to ensure smoother transitions, as demonstrated in example (37):

(37) As we near the end of the presentation, let me briefly summarize the points I have covered.

Another problematic use of signposting appears in the phrase (34), where the sentence sounds illogical and unclear. It can be rephrased for clarity, as shown in example (38):

(38) You might be wondering: how does this affect teachers? Well, that brings me to my next point: unemployment.

The question is logical and directly addresses the main issue, while also serving as an effective transition to introduce the next point. Overall, the examples highlight areas where simplifying and refining signposting could enhance the coherence and flow of the main part of the presentation, helping to maintain the audience's orientation throughout the speech (Coopman and Lull 2024, 172).

4.3.3 Conclusion

The conclusion in (39) does attempt to summarize the talk, which is an essential part of every conclusion (see Chapter 1.2.3). However, it could benefit from a more clear and well-structured formulation. It mainly highlights the positive points (40) without addressing the negative aspects that were discussed earlier. To improve this, the conclusion should briefly cover both the positive and negative points to present a more balanced view.

(39) Now this brings me to my summarization.

(40) All the positive points that I've been talking about would be all great to save time. For all the learners, the teachers, and the students overall, I think it would be really good for. Us with the same thing because everybody wants everybody wants more time and then hands.

The first sentence in (39) could be rephrased as follows (41) to signal the end of the presentation more logically:

(41) This brings me to the conclusion of my talk.

Furthermore, the conclusion includes an appropriate invitation for questions, which is a key component (42):

(42) Now thank you for your attention and I'm finished with my presentation. Are there any questions?

Incorporating a well-known quote or thought-provoking message would make the conclusion more engaging and memorable for the audience. A strong conclusion should not only summarize the key points but also emphasize the significance of the topic and leave a lasting impression on the audience.

4.4 Analysing the Progression: Midterm and Final Presentations

Each presenter received both oral and written feedback from the teacher, based on a structured feedback checklist (see Appendix I: Checklist-Feedback). This section of the thesis discusses the feedback provided to the presenters and examines the potential for improvement between their midterm and final presentations. The educator provided overall feedback for each speaker, which also covered other aspects, such as body language and managing nervousness, as mentioned in Appendix I: Checklist-Feedback. These aspects will not be included in the final analysis, so the three criteria previously used will remain.

A major issue identified after the educator's feedback was the signposting. Each speaker should work on using signposting more effectively and not to be afraid to use it for summarizing each section.

For two of the speakers, there appeared to be a problem with information delivery. According to the feedback, they should focus on proper preparation and rehearsal before delivering their speech.

One of the first speakers had an issue with a lengthy introduction, which could also be improved through rehearsal before the presentation.

Other suggestions for improvement included using more creativity, such as attention-gathering techniques, to make the presentations more engaging for the audience.

In the next chapter, tables will present the feedback provided by the educator, highlighting each student's strengths and areas for improvement.

4.5 Speaker 1: Final Presentation

Table 1 Speaker 1

Speaker 1	
Type of feedback:	Constructive
Strengths: comfortable pace, logical flow	Areas for Improvement: signposting language, timing and time distribution

(source: own elaboration)

The table above demonstrates the feedback provided by the educator to Speaker 1. It is evident that the feedback is constructive, as it highlights both positive and negative aspects (see Chapter 2.2.1). The feedback identifies specific strengths, such as a comfortable pace and logical flow, as well as areas for improvement, including signposting language, timing and time distribution. This detailed feedback offers the speaker clear guidance for improvement in their speech. Constructive feedback serves as the motivational tool, as it not only critiques the performance but also provides a positive perspective on it (London 2015, 21-24).

4.5.1 Introduction

The first presenter should primarily focus on improving the introduction, which appeared too long, lasting one minute and twenty-five seconds, as well as on addressing ineffective signposting. If he manages to improve these areas, it will be demonstrated in this section.

The introduction of the final presentation is slightly shorter than the previous one from the midterm presentation (see Chapter 4.1.1). It lasts approximately one minute, and it is clear and concise, including greeting the audience, providing information about the presenter, and introducing the topic (43):

(43) Hello, everyone, for those who don't know me, my name is x, and today we are going to talk about how to make a difference in your community. We can say our community because school is our community, but the topic is for, I guess your own communities.

It continues by mentioning the length of the presentation and specifying when the question period will take place (44). These are all aspects important for maintaining an effective introduction (Hashemi and Hokmabadi 2011, 2105-2106).

(44) This presentation will take approximately five minutes and if you can refrain from asking any questions, we will have time for that at the end.

(45) So, I divided my presentation into three topics. I will talk about understanding the community needs, call to action, empowering the individuals to make difference, and then I will conclude it all.

The speaker includes clear transitions for outlining their presentation (45), which demonstrates another improvement compared to the previous presentation. In the midterm, the speaker used: *So, I divided it into three parts arguing in favour for...* (see Chapter 4.1.1). It could still be rephrased by including the words *first*, *second* and *lastly* to make each point clearer.

4.5.2 Main Part

Sentences (46-49) represent the transitions the speaker used in the main body of the presentation. As demonstrated in the midterm presentation (see Chapter 4.1.2), signposting was a major difficulty for the speaker. The use of the word *so* appeared repeatedly, and other signposting elements were unclear. However, in the demonstrated transitions, the speaker shows improvement. For example, in sentence (47) the speaker effectively connects the previous part of the presentation with the next. Additionally, in sentence (49), the speaker clearly signals the end of the presentation and introduces the conclusion.

(46) So, moving on to the first part...

(47) By talking to others getting know their problems, you can solve them, which leads me to my next point go to action.

(48) And moving on to the next point, empowering the individuals to make a difference...

(49) We are nearing the end of our presentation, so my conclusion is ...

The speaker demonstrates significant progress in structuring the main part of the presentation. The transitions are clearer and better organised, helping the audience to follow the development of ideas more easily compared to the midterm performance.

4.5.3 Conclusion

From the conclusion (50), it is clear that the speaker aimed to make a lasting impact on the audience by emphasizing the importance of working together to create a stronger community, which serves as a strong component of this presentation. The message, however, could be rephrased for better flow and clarity, ensuring a smoother delivery and a more impactful ending. An improved version of the sentence is demonstrated (51):

(50) So, my conclusion is that, as I stated in the beginning, we should we are strong as a group, and we should not work as individuals, but as communities, and by bringing those individuals into the communities, we are stronger together.

(51) In conclusion, by understanding community needs, taking action, and empowering individuals, we create stronger communities. Together, we are more effective than when working alone.

Overall, even though a smoother version could be implemented, the conclusion provided by the speaker can still work effectively, as it applies one of the recommended techniques for concluding a presentation (see Chapter 1.2.3).

4.6 Speaker 2: Final Presentation

Table 2 Speaker 2

Speaker 2	
Type of feedback:	Constructive
Strengths: comfortable voice, logical flow	Areas for improvement: timing and time distribution, lack of information, signposting language

(source: own elaboration)

The table above demonstrates the constructive feedback provided to the student after their midterm presentation. The feedback is constructive, as it includes both positive elements and concrete suggestions for improvement (London 2015, 21-24). Areas for improvement include timing and time distribution, lack of information and the use of signposting language. In contrast, the presenter's strengths are a comfortable voice and logical flow.

4.6.1 Introduction

The second speaker struggled the most with timing and information delivery, as the presentation lasted only three minutes. As a result, the speech was not delivered effectively, and the signposting was used poorly.

In the feedback, the teacher pointed out that the speaker should explain why the speech is relevant to the audience and why they should listen. This is addressed in the the example (52):

(52) I think this topic is relevant to all of us because everyone experiences some sort of bullying at something in their life, and these tips might just prove to be helpful when you if you or anyone you know, is experiencing or witnessing bullying.

By highlighting the purpose of the speech, the presenter fulfilled one of the criteria for the introduction, giving the speech a clear aim (Hashemi and Hokmabadi 2011, 2106).

The presenter applied other key aspects of an effective introduction (see Chapter 1.2.1) such as greeting the audience (53) or outlining the presentation structure (54). The introduction lasted one minute and twenty seconds, indicating an improvement compared to the midterm presentation, where the entire speech was less than three minutes.

(53) Hello, everyone, and welcome. I'd like to thank you all for coming here today.

(54) I divided my presentation into two parts, the dos and the don'ts.

Speaker 2 and their speech shows improvement in their introduction, particularly in managing timing and time distribution. By adding relevance and clearly using transition to outline the presentation structure, the speaker meets the criteria for effective introduction delivery (see Chapter 1.2.1).

4.6.2 Main Part

In examples (55-60), the transitions used in the main body of the presentation are demonstrated. They are intended to guide through the speaker's points. As shown in examples, the speaker implemented various transitions to direct the audience from one point

to another, which is crucial for maintaining clarity in the main body (Coopman and Lull 2024, 158-160).

(55) So, I just get started with the first part...

(56) First thing you should never...

(57) That would be it for the don't part, and I will now move to the second point, which are...

(58) First thing...

(59) Then the next next best thing...

(60) That would be it for the main part, and as I am now approaching the end of my presentation, I would like to summarize the key points.

However, some of these transitions could be rephrased for clearer delivery. Sentences (57) and (60) represent concluding statements. In example (57), the sentence could be rephrased as in (61) for better clarity. The other statements (58) and (59) could be improved as shown in (62) and (63) to enhance both formality and clarity:

(61) Now that we've covered this topic, I will move on to the next point which is...

(62) To begin, the first point is or To start, the first point I want to make is...

(63) Next, let's discuss the most important aspect.

From the examples above, we can still observe some areas for improvement. Nevertheless, this structured main body serves as a useful tool for guiding the audience through the presentation. Compared to the midterm presentation (see Chapter 4.2.2) the speaker has shown improvement by adding more information into their speech, and as demonstrated in this section, could have implemented more transitions for further clarity and flow.

4.6.3 Conclusion

The speaker effectively signals the end of the presentation (60) (see Chapter 4.6.2) before summarizing the key takeaways (64). Additionally, the presenter acknowledges the audience's attention and invites questions (65). However, to leave a lasting impression, it would have been beneficial to conclude with a relevant quotation or an open question. This would have added depth to the message and reinforced the main themes of the presentation.

(64) I would like to summarize the key points you should take away from this presentation. First is...

(65) I've now come to the end of my presentation. Thank you for your attention. Enjoy this lovely meme. And I feel free to ask any questions.

Compared to the midterm presentation, this conclusion demonstrates an improvement in the use of clearer transitions for summarizing the key points (see Chapter 4.6.3). The presenter effectively signals the end of the presentation, as they did in their midterm presentation. However, to conclude more effectively, the use of attention-gathering technique is recommended. This aspect remained unchanged in both the midterm and final presentations.

4.7 Speaker 3: Final Presentation

Table 3 Speaker 3

Speaker 3	
Type of feedback:	Constructive
Strengths: comfortable pace, logical flow	Areas for Improvement: timing and time distribution, signposting language

(source: own elaboration)

Table 3 provides the overview of the feedback given on the midterm presentation, highlighting the strengths, such as a comfortable pace and logical flow, and areas for improvement, such as timing, time distribution and signposting language. The educator provided all the speakers with constructive feedback, which remained consistent in this case. This type of feedback addresses specific information to help the speaker adjust and improve their performance (London 2015, 21).

4.7.1 Introduction

The biggest issue for this speaker was the amount of the information presented during their midterm presentation. The presenter did not rehearse sufficiently which is an important part of each preparation section (see Chapter 1.2), this resulted in an overly long outlining and summarizing section. Additionally, the signposting was unclear and not effectively used, making it difficult for the audience to follow the structure of the presentation.

The presenter attempts to introduce a topic that is of personal significance to him or her in their final presentation. The nervousness is evident from frequent repetition of words such as *uh* or *I, have, very* (66) and therefore, some sentences in the introduction have an illogical structure.

(66) And today I have a I have a personal theme that I am very personal, or I am very uh kind of knowledged about. My theme for this presentation is dealing with bullies what to do and what to don't. Uh you might think how is this actually a personal to me? Uh when I actually was in uh elementary school, I actually did get bullied a lot. Uh maybe ...

The introduction ends up being overly long, lasting one minute and forty seconds. This reflects a similar issue from the midterm presentation, where the introduction was also

extended beyond an appropriate length, lasting around two minutes. Therefore, we cannot observe significant progress in this aspect.

4.7.2 Main Part

Throughout the main body (67-74) the speaker attempted to use transitions to guide the audience, but some of them could have been clearer to function more effectively.

(67) So, first one is ignoring, and this provides...

(68) That leads me to my second point...

(69) And that leads me to my further and final question further and final point.

(70) Now let's take a look on what to not to do against the bully, first one is dismissing.

(71) That leads me to my second point that leads after after you ...

(72) And that leads me to my that actually highlights my previous point about dismissing it..

(73) That leads me to my first and final point, never actually going back.

(74) And that least that leads me to my end of the presentation. Let me give you a brief summary on what to do or not to don't.

The primary issue is that some transitions are unclear or grammatically incorrect. To improve, the speaker should focus on using simpler and clearer transitions to ensure the audience can follow the presentation more easily. Improved signposting would contribute to a smoother flow, making the presentation more accessible to the listeners and providing clarity on the topic (Coopman and Lull 2024, 159).

4.7.3 Conclusion

Unfortunately, there is still considerable room for improvement in the last speaker's presentation. While the speaker chose a topic, they were familiar with, which allowed them to connect with the audience through personal experience, such as when they shared their own experience with bullying, the clarity and flow of the presentation could have been better. As seen in examples (75) and (76):

(75) So first one is ignoring...

(76) And after that, always tell someone about the encounter.

Transitions were unclear and potentially confusing for the audience. Additionally, the structure of the presentation was disorganized, as the speaker jumped from one point to another without a clear connection. To improve the overall effectiveness, clearer transitions,

a more logically structured presentation, and the use of the summarizing or concluding phrases would be essential. Coopman and Lull (2024, 174), illustrate this with examples such as (77) and (78):

(77) In summary, I've covered key points about...

(78) Let's review the main issued to keep in mind...

As was mentioned, the speaker still repeats the issues addressed in their midterm presentation, as he or she continues to include too much information in their presentation, without effective signposting, which negatively affects the clarity and organisation of the presentation.

5 DISCUSSION

After analysing each presentation, it is evident that feedback plays a crucial role in the improvement of all the students. One important aspect that affects the efficacy of feedback is the manner in which it is delivered. The educator consistently provided a balanced approach, beginning with positive comments about the presentations, followed by suggestions for improvement, and concluding with further positive reinforcement. This structured approach to feedback ensures that students are not only made aware of areas that need improvement but also feel recognized for their efforts and accomplishments.

By incorporating both positive and negative aspects, the educator employed a constructive feedback strategy. This method is particularly valuable for inexperienced public speakers, who are often delivering presentations for the first time. Constructive feedback motivates them to continue developing their skills while also providing them with a clear understanding of how they can improve. Thus, the feedback provided by the educator serves as a key takeaway for these young speakers, contributing significantly to their growth in public speaking.

Each of the three students selected for analysis faced challenges in specific areas of their presentations. For this analysis, three key aspects were chosen, as I found them to be the most difficult for the presenters: the effective and well-structured introduction, main part, and the conclusion as well as the use of clear signposting language. These aspects were observed in both the midterm and final presentations. I analysed each of these parts with reference to relevant sources to evaluate their effectiveness.

One of the takeaways from the analysis is that the presenters had already delivered solid performances in their midterm presentations. However, a major issue that persisted was the use of signposting, which remained problematic also in the final presentations. This could be attributed to the fact that signposting was a relatively new element for the speakers, requiring more practice and familiarization.

Speaker 2 showed the most improvement compared to the midterm presentation, using the time more effectively. The midterm lasted three minutes, and the final lasted almost five, suggesting that the speaker adjusted the amount of information and practiced more before the final speech. The presenter also included clearer and therefore more effective transitions, which improved the overall quality of the speech. However, their conclusion could be improved by using one of the attention-gathering techniques, as the speaker did not

include any in either their midterm or final presentation. Adding one would make the conclusion more engaging for the audience.

The first speaker improved their presentation mainly in their introduction, where they clearly stated the main point. This made the introduction shorter and more focused. They included transitions to divide the content and provide a clearer structure in the main body. On the other hand, their conclusion was more effective in the midterm presentation, where they ended with a quote that made the closing more engaging. This element was missing in the final presentation, even though the speaker tried to emphasize the importance of teamwork rather than working individually. This conclusion was less effective.

Although the feedback helped improve the speakers' performances, as previously mentioned, it did not play a significant role in all cases. The third speaker continued to struggle during their final presentation, particularly with signposting and the ineffective use of information, which resulted in the presentation exceeding the assigned time limit. These issues may have been influenced by personal challenges such as nervousness, lack of confidence, or difficulties with presentation skills. Additionally, insufficient preparation or rehearsal may have contributed to these ongoing problems.

CONCLUSION

The main goal of this thesis was to explore the role of feedback in the development of young public speakers, specifically focusing on how feedback influences speech delivery. Through the analysis of student speeches, it was evident that feedback does not only offer strategies for creating clear and effective introductions and conclusions, but it also plays a crucial role in improving the overall presentation structure and teaches the students to integrate specific words and phrases into the presentation to guide the audience through their argument. However, some students continued to struggle with transitions, suggesting that there are still areas where further improvement is needed. The analysis of the midterm and final presentations highlighted that feedback, when delivered effectively, can guide students toward better speech delivery. However, it is important to recognize that each individual responds differently to feedback. Even when feedback is constructive, internal and external factors, such as personal challenges or preparation levels, can affect the speaker's performance. Chapter 2.3 explores the different forms of feedback and their impact on speakers, including emotional, relational, and belief-related effects. In contrast, Chapter 2.4 discusses the barriers to accepting feedback, which can arise from various internal or external factors. The theoretical section concludes with a summary of these challenges. The practical part of this thesis, starting in Chapter 3, explains the methodology and research design. Chapter 4 presents the analysis of student presentations from the Presentation Skills course at Tomas Baťa University. The analysis focused on key areas: effective introduction, main body, conclusion, and the use of signposting. After receiving both oral and written feedback from their educator, the students showed improvement in specific areas. However, some of the challenges remained, particularly in the use of transitions. In conclusion, the analysis demonstrated that feedback is an important tool for enhancing young public speakers' skills. It also highlighted areas where further development is needed. Future studies could explore the long-term impact of feedback or investigate other factors that contribute to a speaker's improvement.

BIBLIOGRAPHY

- Beebe, Steven A., and Susan J. Beebe. 2015. *Public Speaking: An Audience-Centered Approach*. 9th ed. Boston: Pearson.
- Carless, David, and David Boud. 2018. "The Development of Student Feedback Literacy: Enabling Uptake of Feedback." *Assessment & Evaluation in Higher Education* 43 (8): 1315–25. <https://doi.org/10.1080/02602938.2018.1463354>.
- Coopman, Stephanie J., and James Lull. 2024. *Public Speaking: The Evolving Art*. 5th ed. Boston: Cengage.
- Creswell, John W. 2009. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 3rd ed. Thousand Oaks: SAGE Publications.
- Grussendorf, Marion. 2007. *English for Presentations: Express Series*. Oxford: Oxford University Press.
- Hashemi, Masoud, and Mahmood Hokmabadi. 2011. "Effective English Presentation and Communication in an International Conference." *Procedia - Social and Behavioral Sciences* 30: 2104–2111. <https://doi.org/10.1016/j.sbspro.2011.10.409>.
- Hattie, John, and Helen Timperley. 2007. "The Power of Feedback." *Review of Educational Research* 77 (1): 81–112. <https://doi.org/10.3102/003465430298487>.
- Henderson, Michael, Rola Ajjawi, David Boud, and Elizabeth Molloy, eds. 2019. *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners*. Cham: Palgrave Macmillan.
- Krykorková, Hana. 2011. "Inventář znaků rozvojetvorného učení – Zpětná vazba." *RVp.cz*. Accessed October 14, 2016. <http://clanky.rvp.cz/clanek/k/z/14437/INVENTAR-ZNAKUROZVOJETVORNEHO-UCENI---ZPETNA-VAZBA.html/>.
- Ledden, Emma. 2017. *The Presentation Book: How to Create It, Shape It and Deliver It!* 2nd ed. Harlow: Pearson Business.
- London, Manuel. 2015. *The Power of Feedback: Giving, Seeking, and Using Feedback for Performance Improvement*. New York: Routledge.
- Nel, Hannes. 2020. "Article 82: Research Methods for Ph. D. and Master's Degree Studies: Data Collection Methods: Observation Part 2 of 2 Parts: Participant Observation versus Non-participant Observation." *iNtgerty*, November 15, 2020.

<https://www.intgrty.co.za/article-82-research-methods-for-ph-d-and-masters-degree-studies-data-collection-methods-observation-part-2-of-2-parts-participant-observation-versus-non-participant-observation/>.

Nicol, David J., and Debra Macfarlane-Dick. 2006. "Formative Assessment and Self-regulated Learning: A Model and Seven Principles of Good Feedback Practice." *Studies in Higher Education* 31 (2): 199–218. <https://doi.org/10.1080/03075070600572090>.

Reichel, Jiří. 2009. *Kapitoly metodologie sociálních výzkumů*. Praha: Grada.

Reitmayerová, Eva, and Věra Broumová. 2015. *Cílená zpětná vazba: Metody pro vedoucí skupin a učitele*. 3rd ed. Praha: Portál.

Schwabish, Jonathan A. 2017. *Better Presentations: A Guide for Scholars, Researchers, and Wonks*. New York: Columbia University Press.

Slack, Frances, and Jennifer Rowley. 2001. "Observation: Perspectives on Research Methodologies for Leisure Managers." *Management Research News* 24 (1/2): 35–42. <https://doi.org/10.1108/01409170110782496>.

Stone, Douglas, and Sheila Heen. 2015. *Thanks for the Feedback: The Science and Art of Receiving Feedback Well*. New York: Penguin Books.

Winstone, Naomi E., and David Carless. 2020. *Designing Effective Feedback Processes in Higher Education: A Learning-focused Approach*. London: Routledge.

Winstone, Naomi E., Robert A. Nash, James Rowntree, and Michael Parker. 2017. "It'd Be Useful, but I Wouldn't Use It: Barriers to University Students' Feedback Seeking and Recipience." *Studies in Higher Education* 42, (11): 2026–41. <https://doi.org/10.1080/03075079.2015.1130032>.

LIST OF FIGURES

Figure 1 Old and new paradigm of feedback (Source: Winstone and Carless 2020, 9).....22

LIST OF TABLES

Table 1 Speaker 1.....44

Table 2 Speaker 2.....46

Table 3 Speaker 3.....50

LIST OF ABBREVIATIONS

GDPR - General Data Protection Regulation

APPENDICES

Appendix I: Checklist-Feedback

APPENDIX I: CHECKLIST-FEEDBACK

Presentation trainer | 77

EVALUATION

Checklist – Feedback

TIP
Use this checklist after a practice talk or an actual talk to evaluate your own performance!

Organization

Was my presentation the right length?
 too long ☐ too short ☐ just right ☐

Was there time for questions at the end (if relevant)?
 too long ☐ too short ☐ just right ☐

Communication

How was my body language?
 good ☐ bad ☐ Why? _____

How well did I deal with nervousness?
 well ☐ not well ☐ Why? _____

Did the audience understand me?
 yes, all the time ☐ yes, most of the time ☐ yes, some of the time ☐ no ☐

Did I have trouble expressing myself in English?
 yes, all the time ☐ yes, most of the time ☐ yes, some of the time ☐ no ☐

What were some words or phrases I needed but didn't know?

Look them up!

Parts of the presentation

Introduction

Did I tell the audience the purpose of my talk?	yes ☐	no ☐
Did I explain the structure of my talk?	yes ☐	no ☐
Did I tell the audience why the talk was relevant to them?	yes ☐	no ☐

• How can I improve the introduction? _____

Main part

Did I state my main points clearly?	yes ☐	no ☐
Did I use effective signposting?	yes ☐	no ☐
Did I emphasize key points?	yes ☐	no ☐
Did I summarize key points after each section?	yes ☐	no ☐
Did I present my visuals well?	yes ☐	no ☐

• How can I improve the main part? _____

Conclusion

Did I summarize the key points?	yes ☐	no ☐
Did I tell the audience what to do (call to action)?	yes ☐	no ☐
Did I leave a lasting impression?	yes ☐	no ☐

• How can I improve the conclusion? _____

Questions

How well did I deal with questions? very well ☐ well ☐ fairly well ☐ badly ☐

• Why? _____

• What questions were asked that I didn't anticipate? _____

• How can I improve the way I deal with questions? _____