**Enhancing Students’ Speaking Skills by Means of PRES Method**

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**Abstract**

This paper explores the effectiveness of the PRES method (Position, Reason, Example, Summary) in enhancing students’ speaking skills within the framework of the Lesson Study approach. In many educational contexts, students’ speaking skills remain underdeveloped due to limited opportunities for structured speaking practice, a lack of systematic strategies, and insufficient support from teachers. The PRES method offers a systematic and student-friendly framework for organizing speech, promoting critical thinking, and enhancing learners' ability to express ideas coherently and persuasively. This study investigates how integrating the PRES method into classroom activities affects students' oral communication skills and overall classroom engagement. The findings suggest that the method significantly contributes to students' confidence, fluency, and ability to construct logical arguments.

**Introduction**

In the rapidly changing landscape of education, effective communication skills, especially speaking, are essential for students to succeed academically and socially. One of the innovative practices in modern teaching is the Lesson Study approach, which emphasizes collaborative planning, peer observation, and continuous improvement of teaching practices. Within this framework, teachers work together to identify challenges, implement new strategies, and observe their impact on students' learning.

As part of our school's professional development initiative, our English department decided to conduct a Lesson Study focused on improving speaking skills among Grade 9 students. During the initial planning stage, we discussed our students’ progress, reviewed assessment data, and identified speaking as an area of concern. I chose class 9B for this research because their performance in summative assessments, particularly in the speaking component, was below expectations. Analysis of their speaking samples revealed several problems: a limited vocabulary, difficulty in organizing ideas, and an inability to construct arguments with appropriate reasoning and evidence. Many students were reluctant to speak and lacked the confidence to participate in discussions.

To address these issues, I introduced the PRES method, which stands for Position, Reason, Example, and Summary. This method helps students build structured and coherent responses. It guides them to start with a clear opinion using “In my opinion…”, follow it with a justification “The reason is…”, support it with an example “I can support it with the following example…”, and conclude with a summary “Therefore, it can be concluded that…”. This sequence provides students with a clear model for expressing their thoughts, making their speech more logical, persuasive, and fluent. Moreover, it allows teachers to assess students’ understanding quickly and provides a framework for scaffolding speaking tasks.

**Literature Review**

The theoretical foundation for this research was built through a combination of online resources, professional literature, and peer collaboration. One of the key resources was the “Teacher’s Handbook on Implementing Lesson Study” (2013), which emphasizes the importance of focused inquiry in improving classroom instruction. Additionally, Dudley’s “Lesson Study: A Handbook for Teachers and School Leaders” provided valuable insights into how collaborative lesson planning and observation can lead to sustainable professional growth.

Several studies underline the importance of structured speaking strategies in second language acquisition. According to communicative language teaching principles, students need to be equipped with not only vocabulary and grammar but also discourse structures that help them express their thoughts logically and convincingly. The PRES method aligns well with this goal as it provides students with a mental template to organize their ideas. When students understand how to formulate an opinion and support it with reasons and examples, they are more likely to participate in classroom discussions and develop their argumentation skills.

The hypothesis of this research was that the implementation of the PRES method would enhance students' speaking performance by providing a clear, repeatable structure for expression. To test this hypothesis, the study was designed around the following objectives:

To identify the role of the PRES strategy in the modern educational process;

To implement the strategy within classroom instruction;

To evaluate the effectiveness of PRES in developing students’ structured speaking skills.

Furthermore, this study explored how the student’s role transforms when applying the PRES method. With this method, students become more autonomous. They are encouraged to set personal learning goals, analyze speaking tasks, and reflect on the logic of their responses. As a result, they shift from being passive recipients of information to active participants in the learning process.

Importantly, the PRES method reduces the cognitive burden often associated with speaking tasks by breaking down complex oral responses into manageable segments. This is especially useful for students who are shy or lack confidence. With teacher support, visual aids (such as cue cards or sentence starters), and peer modeling, the PRES framework helps students build fluency, coherence, and confidence — all essential components of effective oral communication.

**Methodology**

This study employed qualitative research methods, focusing on observation, student feedback, and performance analysis. The Lesson Study cycle was conducted across three academic terms. During the planning stage, our teaching team designed a series of lessons incorporating the PRES method into speaking tasks. We also established criteria for evaluating students’ oral responses, including coherence, fluency, relevance, and use of supporting examples.

Before implementing the strategy, a diagnostic questionnaire was distributed to the students of Class 9B to determine which skills they found most challenging. A significant number of students indicated that speaking was the most difficult skill, primarily due to anxiety, lack of vocabulary, and not knowing how to structure their responses. To track progress, we recorded student responses during lessons, collected their written reflections, and analyzed performance data from oral assessments.

Each cycle of the Lesson Study included a planning meeting, lesson delivery, observation by colleagues, post-lesson discussion, and revisions. These reflective sessions were crucial in refining both the lesson content and the application of the PRES method. Observers focused on student participation, the effectiveness of the scaffolding techniques, and students’ use of the PRES structure during speaking activities.

**Results**

The implementation of the PRES method yielded promising results in terms of both student performance and teaching practice. Several positive trends were observed:

Improved Speaking Skills: Students began to speak more confidently and were able to express their ideas in a structured manner. The use of sentence starters associated with the PRES method gave them a sense of security and clarity when speaking.

Increased Classroom Engagement: Lessons that incorporated the PRES method were more interactive. Students participated more actively in pair and group discussions, as they felt more equipped to contribute meaningfully.

Better Academic Performance: By the end of the third term, a significant improvement was observed in summative assessment scores, especially in the speaking component. Students’ answers became more logical, well-supported, and coherent.

Positive Student Feedback: Post-lesson questionnaires indicated that students appreciated the structure provided by the PRES method. They reported feeling more confident and better prepared to answer oral questions, not only in English but in other subjects as well.

To support these findings, I analyzed lesson observation reports, students’ written responses, and video recordings. Students demonstrated the ability to initiate and sustain conversations for longer periods. They were also more willing to correct themselves, ask clarifying questions, and elaborate on their points — behaviors indicative of deeper engagement with the content.

One notable example is Student A, who initially struggled with speaking tasks and often gave short, incomplete answers. After consistent use of the PRES method, this student was able to provide structured responses that included a clear opinion, a supporting reason, a relevant example, and a summary. This transformation reflected not just linguistic growth but also an increase in his self-confidence.

**Discussion**

The use of the PRES method in a structured and consistent way has shown to be a powerful tool in enhancing students' speaking skills. Its success lies in its simplicity and clarity, making it accessible to students of varying language proficiency levels. Moreover, it provides a practical solution for teachers seeking to foster argumentation skills and critical thinking in the language classroom.

The collaborative nature of Lesson Study was also instrumental in the success of this research. Through continuous observation and reflection, we were able to refine our approach, adapt tasks to suit student needs, and ensure that learning outcomes were met. Additionally, the focus on real classroom contexts provided authentic data that reinforced the relevance and practicality of the PRES method.

Despite these successes, some challenges were encountered. Not all students adopted the method at the same pace. Some required more scaffolding and repeated exposure before they could use it independently. This suggests the need for differentiated instruction and ongoing formative assessment. Additionally, while the PRES method is highly effective for opinion-based tasks, it may require adaptation for other speaking genres, such as storytelling or descriptive tasks.

To extend this research, the following steps will be taken in the future lessons:

1.Develop clear, differentiated success criteria for speaking tasks based on student proficiency levels;

2.Integrate the PRES method with other strategies that promote critical thinking, such as debate formats and project-based learning;

3.Use digital tools (e.g., video reflections, online discussion boards) to further support speaking practice beyond the classroom.

**Conclusion**

In conclusion, the application of the PRES method within the Lesson Study framework has proven to be an effective means of enhancing students’ speaking skills. The method’s structured format enabled students to express themselves more clearly, logically, and confidently. The Lesson Study process provided the necessary platform for collaborative planning, implementation, and reflection, leading to meaningful improvements in both teaching and learning.

This research has shown that when students are given the tools and support they need, they can overcome barriers to speaking and develop into confident communicators. By integrating the PRES method into regular classroom practice, teachers can create a supportive environment where all students have the opportunity to develop their voice, argue their ideas, and engage in thoughtful communication.

**References**

Teacher’s Handbook on Implementing Lesson Study, 2013

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