EMPOWERING VOICES: THE IMPACT OF AN ORATORY CLUB FOR ADULT LEARNERS ON COMMUNICATION SKILLS AND CONFIDENCE

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Abstract

In an era where effective communication is pivotal, this study delves into the outcomes of the Oratory Club's activities on enhancing participants' ability to convey ideas coherently and confidently. Through a structured analysis utilizing a quantitative grading system, the study examines the progress in communication skills, encompassing fluency, clarity, vocabulary, and coherence. It also investigates the influence on participants' self-confidence, considering how engaging in public speaking and receiving constructive feedback within the club setting contributes to boosting self-assurance. The findings illuminate substantial improvements in both communication skills and confidence among participants. This study underscores the significance of such clubs in adult education, advocating for their expansion to empower adult learners in their personal and professional lives. As a result, this research highlights the vital role Oratory Clubs can play in fostering self-expression, interpersonal skills, and empowerment among adult learners, making them an essential component of adult education initiatives.

Keywords: Oratory, communication skills, transformative impact, Persuasion perspective, self-assurance, self-expression, interpersonal skills, empowerment.

Introduction

The Orator's Club (OC) Activities have held a prominent position within our institution's academic fabric since its inception in 2014, guided by the visionary directives of the esteemed Chairman(C.A Basha Mohiuddin). As a testament to its significance, OC has become an integral

Eur. Chem. Bull. 2023,12(Special Issue 5), 3745-3759

3745

part of our educational landscape and garnered special recognition during various inspection processes. The appreciation received from notable bodies such as the National Board of Accreditation (NBA), National Assessment and Accreditation Council (NAAC), Jawaharlal Nehru Technological University Hyderabad (JNTUH), Osmania University (OU), and the All India Council for Technical Education (AICTE) has affirmed OC's unique value.

The academic year 2019-20 they have witnessed the continuation of this distinguished tradition, commencing in August 2019 during the first semester and culminating with the concluding sessions spanning from January to March 2020, encompassing both the first and second semesters. The journey begins with the grand Opening Ceremony, marking the launch of another inspiring series of oratory events. These events serve as a platform for students to sharpen their communication skills, nurture their confidence, and express their ideas eloquently.

The pinnacle of the Orator's Club calendar is its annual competition. This much-anticipated event showcases the culmination of efforts, growth, and talent exhibited by our students throughout the academic year. It celebrates effective communication, critical thinking, and the art of persuasion. This event recognizes the most exceptional orators and fosters a spirit of healthy competition and camaraderie among the student community.

As we look ahead to the upcoming academic years, the Orator's Club continues to be a cornerstone of our institution's commitment to holistic education, ensuring that our students not only excel in their chosen fields but also develop into confident, articulate, and persuasive individuals who can make a positive impact in the world.

Oratory

The crafting of persuasive appeals that finds their conditions of possibility and can exceed the context of their production. Sophistic oratory can be read as a symptom of and a challenge to ancient Greece's socioeconomic, political, and cultural climate. Emerging out of a society destabilized by the precarious movement from fragmentation and tyrannical rule toward unification and democracy, sophistic oratory was a force of transformation within the polis. Anticipating the Aristotelian division of rhetoric into forensic, deliberative, and epideictic types, sophistic oratory played an active role in the reclamation of property lost in tyrannical rule, the instruction of proper citizenry and just governance, and the inculcation n of values through the praise and blame of prominent figures (Biesecker et al., 1996).

The theoretical l underpinnings of sophistic oratory, like its practice, responded to and were shaped by the context of their production. Deriving mainly from the Georgian and Protagorean perspectivist critiques of epistemology (critiques initiated at least in part by the need to consolidate and justify the collective identity of particular city-states), sophistic oratory operated from the premise that all claims to knowledge were equally valid but not equally valuable. For instance, in the Greek judicial system, the sophists played critical roles as orator hirelings for the propertied elite. The emphasis on value rather than knowledge in sophistic oratory exacerbated the division of subjects into upper and lower classes in ways that enhanced the power of the elite; thus, speech in the courts served mainly as an instrument of domination. Sophistic oratory operated unabashedly in the service of doxa rather than episteme, belief, and opinion rather than knowledge and truth. In this view, all claims to knowledge and truth were submitted to the law of value and

Eur. Chem. Bull. 2023,12(Special Issue 5), 3745-3759

3746

subject to the play of political economy (Biesecker et al., 1996).

Theoretical Perspective of Oratory

The theoretical perspective of oratory encompasses various frameworks and concepts that analyze the principles, techniques, and effects of persuasive communication and public speaking. Throughout history, scholars and rhetoricians have developed theories to understand the art of oratory, its role in society, and its impact on audiences. Here are some critical theoretical perspectives on oratory:

Rhetoric is the study of effective communication, emphasizing the art of persuasion. Ancient Greek philosophers such as Aristotle, Plato, and Cicero laid the foundation for rhetorical theory. Aristotle's work on rhetoric, outlined in his treatise "Rhetoric," is particularly influential. It categorizes persuasive appeals into three modes: ethos (credibility), pathos (emotions), and logos (logic). Rhetorical theory explores how speakers use these appeals to influence an audience's beliefs, attitudes, and actions(Johnstone, 1996).

Compelling oratory considers the audience's characteristics, needs, and expectations. Audience analysis is a critical theoretical perspective emphasizing tailoring the message to resonate with the listeners. Understanding the audience's demographics, values, and interests helps the orator connect on a deeper level and adapt the presentation to maximize its impact(Edwards, 2015).

The social Influence and Persuasion perspective focuses on the psychological aspects of oratory. Scholars like Robert Cialdini have explored the principles of social influence and persuasion. Concepts such as reciprocity, authority, scarcity, and social proof play a role in persuasive communication. Understanding these principles helps orators craft messages that appeal to human psychology and encourage desired responses.

Storytelling is a powerful tool in oratory. Narrative theory examines how stories, anecdotes, and personal experiences can captivate an audience, convey complex ideas, and evoke emotional responses. It emphasizes the structure of narratives, character development, and the role of storytelling in making messages memorable and relatable (Xiao & Jie, 2019). The cultural and critical theory considers the cultural context in which oratory occurs. It explores how language, symbols, power dynamics, and social norms influence communication. Cultural and critical theory highlights the importance of addressing diverse audiences and being sensitive to cultural differences to avoid misinterpretation or offense (Albrecht, 2002).

Oratory is not just about conveying information but also about performing a role. Performativity theory examines how speakers use language and gestures to create an identity, convey authority, and engage with the audience. It acknowledges the performativity nature of speeches and the impact of the speaker's presence and style. In democratic societies, oratory plays a crucial role in public discourse and decision-making (Gustafson, 2012). The theoretical perspective of democratic deliberation emphasizes the value of an open, reasoned, and respectful exchange of ideas. It explores how oratory contributes to informed decision-making and the functioning of democratic institutions.

These theoretical perspectives provide frameworks for analyzing and understanding the complexities of oratory. Speakers can refine their skills, enhance their persuasive abilities, and create impactful communication experiences by incorporating these perspectives.

*Eur. Chem. Bull. **2023**,12(Special Issue 5), 3745-3759*

3747

Oratory Skills of Students

As a soft skill, oratory plays a pivotal role in shaping students into well-rounded individuals capable of effectively communicating, influencing, and leading in various aspects of life. This skill encompasses the art of public speaking, persuasion, and eloquent expression. It holds immense value in personal, academic, and professional spheres, contributing to a student's development and future success (Raupovna, 2019).

The ability to articulate thoughts clearly and persuasively is essential for students. Oratory skills help them confidently convey ideas, share knowledge, and express their viewpoints. Effective communication is fundamental in academic presentations, group discussions, and everyday interactions. Engaging in oratory activities builds self-confidence. By practicing and refining their speaking abilities, students overcome stage fright and become more comfortable in public settings (Raupovna, 2019). This newfound confidence extends beyond the stage, positively impacting how they approach challenges and opportunities.

Oratory involves organizing thoughts, analyzing information, and constructing compelling arguments. Students develop critical thinking skills as they assess various perspectives, anticipate counterarguments and present well-reasoned opinions. These skills are invaluable in academic pursuits and decision-making. Influential leaders are often effective communicators. Oratory skills empower students to take on leadership roles, inspire others, and drive positive change. Leaders who can express ideas persuasively can rally support, foster collaboration, and achieve shared goals. In the professional world, strong oratory skills open doors to career advancement. Whether it is delivering presentations, pitching ideas, or participating in interviews, the ability to communicate clearly and persuasively distinguishes candidates and sets them on a path to success(Lind, 2012).

Oratory skills facilitate meaningful connections. Students who can engage in confident, meaningful conversations with peers, professors, and professionals create lasting impressions. Effective networking is crucial for personal and professional growth. This also enables students to advocate for the causes they believe in. Whether raising awareness for social issues or championing a project, effective communication helps students make a positive impact.

Furthermore, it encourages empathy as students learn to consider different perspectives and adapt their messages to resonate with diverse audiences. Oratory contributes to a student's overall personality development. It enhances their ability to express emotions, share experiences, and connect with others. These qualities foster well-rounded individuals with strong interpersonal skills.

Incorporating oratory as a soft skill in students' education equips them with tools beyond academic knowledge. It empowers them to succeed in a dynamic, communication-driven world, enabling them to influence, lead, and make meaningful contributions in their chosen paths.

About Orator's Club

The Orator's Club at Lords Institute of Engineering and Technology (LIET), established under the guidance of Chairman CA Basha Mohiuddin, is a transformative platform focusing on communication skills, confidence building, and personality development. By providing opportunities for students to speak, present, and engage in public events, the club empowers them to overcome stage fear, become fluent speakers of English, and enhance essential soft skills. The club's student-led approach, including "JUST A MINUTE" sessions and progressively challenging presentations, fosters a holistic learning experience. It cultivates public speaking abilities, social

Eur. Chem. Bull. **2023**,*12(Special Issue 5), 3745-3759*

3748

manners, etiquette, and the discovery of hidden talents. Frequent feedback and constructive competition encourage improvement, and students share their experiences to make presentations relatable. The club's positive impact is seen in students confidently anchoring college events and demonstrating psychological, social, and cultural growth. The Orator's Club at LIET exemplifies the transformation from reluctance to readiness, equipping students for success in a competitive world(Lords Institute of Engineering and Technology, 2018).

Orator's Club Program

The Orator's Club program aims to empower students with advanced English language proficiency, cultivate essential career skills, provide hands-on experience through mock Symposium activities, and foster motivation, guidance, and preparation for actual symposium engagements.

This aim encompasses the program's key elements, including enhancing students' English speaking abilities, equipping them with valuable career skills, engaging them in simulated symposium activities, and preparing them for successful participation in actual symposium events. By achieving this aim, the program aims to create well-rounded, confident, and skilled individuals ready to excel in both academic and professional contexts.

8th Hour Activity

The 8th Hour Activity is a student-driven initiative to foster self-expression, skill development, and leadership opportunities within our academic community. Its primary aim is to enhance students' presentation skills, improve time management, and cultivate a sense of responsibility and collaboration. With the

support of the English Department faculties, who act as observers, this program empowers students to excel in various roles. Each class is allotted a separate 8th-hour session once a week, with specific roles assigned to a team of three student leaders: Coordinators, Technical Coordinators, and Volunteers(Lords Institute of Engineering and Technology, n.d.).

Structure and Components:

● The 8th Hour Activity takes place once a week, providing regular opportunities for students to engage in this dynamic program.

● English Department faculties serve as observers, providing valuable feedback to the students based on their performance during the 8th Hour sessions.

● Each class has a team of three student leaders, each with specific roles and dress codes:

● **Coordinators**: Dressed in formal black suits, they manage the planning and execution of the 8th Hour sessions. Responsibilities include scheduling, presenter preparation, and motivation.

● **Technical Coordinators**: Dressed in white formal shirts, black jeans, and black shoes, they handle technical support, such as operating equipment and managing presenters' PPTs.

● **Volunteers**: Dressed in white formal shirts, blue jeans, and white shoes, they assist with arrangements, presenter rehearsals, maintaining discipline, and managing the audience.

● **Anchors**: Dressed in formal or casual attire, they host the program, introduce presenters, and facilitate the flow of the 8th Hour activity.

Eur. Chem. Bull. 2023,12(Special Issue 5), 3745-3759

3749
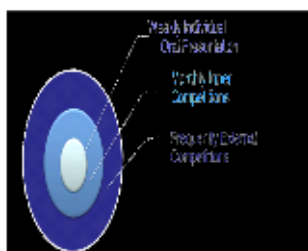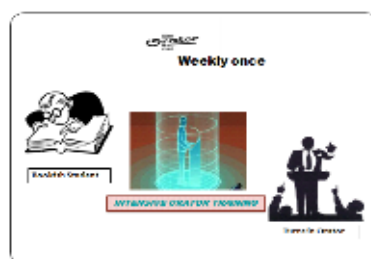
Roles and Responsibilities:

- **Coordinators**:

- Plan the 8th-hour schedule a week in advance and share it with the technical coordinators.

- Provide presenter details to the Observer one day before the session.

- Motivate and prepare presenters for their presentations.

- **Technical Coordinators**:

- Assist presenters in preparing PPTs or other digital materials.

- Operate the projector and other technical equipment during the presentations.

- **Volunteers**:

- Arrange the classroom to serve as an audience space.

- Assist presenters in rehearsals, ensuring they are well-prepared.

- Manage the timing of each presentation.

- Maintain discipline and order during the 8th Hour activity.

- **Anchors**:

- Commence the program, setting the tone for the session.

- Invite presenters to the stage, keeping the flow of the event smooth.

- Invite faculty members to provide feedback on the presentations.

The 8th Hour Activity enhances students' presentation skills and confidence and teaches them essential life skills such as time management, teamwork, and effective communication. It provides a supportive environment for self-expression and fosters a sense of responsibility among students, preparing them for future challenges in a competitive world.

Research on the "8th Hour Activity" Program

The program mentioned is a structured and student-focused initiative to develop essential skills, including presentation abilities, time management, teamwork, and

Eur. Chem. Bull. 2023,12(Special Issue 5), 3745-3759

3750

effective communication. Although the provided information offers a comprehensive overview of the program's components, researching to assess its effectiveness and impact is crucial. Thus the research title selected for this are:

"Empowering Voices: The Impact of an Oratory Club for Adult Learners on Communication Skills and Confidence"

By conducting comprehensive research, educational institutions can gain valuable insights into the effectiveness of such initiatives in preparing students for the challenges of the modern world. This research can help refine the program, make data-driven decisions, and ensure that students benefit most from their participation.

Research Objective

During this investigation, the impact of the oratory club on students' presentation skills, confidence, and overall communication abilities, the outcome in absolute terms, will be assessed using the student score. In order to accomplish this study following objectives has set for this research:

1. Measure and analyze the impact of the oratory club on adult learners' communication skills, specifically focusing on improvements in articulation, clarity, practical expression, and the ability to convey ideas confidently.

2. Evaluate the extent to which the oratory club contributes to enhancing the confidence levels of adult learners.

These objectives directly align with the research theme, which is investigating the impact of the oratory club on communication skills and confidence in adult learners.

Research Design

The Research Design outlined in this study aims to comprehensively assess the impact of Orator's Club (OC) activities on first-year B.E. students' presentation skills and performance at 'The Lords Institute of Engineering and Technology (LIET).' By delving into the effectiveness of two types of presentations – Extempore and PPTs – and employing specific parameters such as flow, vocabulary, sentence construction, thematic language coherence, clarity/brevity, and body language, this research seeks to provide valuable insights into the transformative potential of OC activities. The study considers the success of OC activities in the first semester, the evaluation of final competition performances, and the impact of sudden disruptions like the COVID-19 pandemic on the planned Semi-Final and Final competitions. This research offers a unique opportunity to understand the immediate effects of OC participation on the selected students and the potential long-term implications for their presentation skills.

Type of Presentation:

The research focuses on meticulously examining two distinct types of presentations that play a pivotal role in honing students' communication prowess:

1. **Extempore:** This entails students being spontaneously assigned topics, challenging them to articulate their thoughts coherently and convincingly within a limited timeframe. The on-the-spot nature of this format tests their ability to think on their feet, a skill highly valued in various professional settings.

2. **PPTs Presentation:** Here, students meticulously prepare and deliver presentations on topics that are strategically categorized into General, Technical, Descriptive, or Process-oriented themes. This format allows for developing skills in information organization, visual aids utilization, and structuring a compelling narrative.

*Eur. Chem. Bull. **2023**,12(Special Issue 5), 3745-3759*

3751

Parameters for Assessment:

The research employs a meticulous evaluation framework that scrutinizes various parameters, ensuring a comprehensive assessment of the presentations. This includes:

1. Flow, Vocabulary, Sentence Construction: This parameter evaluates the smoothness of the presentation's progression, the richness of vocabulary employed, and the structuring of sentences to convey ideas effectively.

2. Thematic Language Coherence: This criterion assesses the degree to which students maintain a coherent and consistent thematic thread throughout their presentation, ensuring clarity in the message conveyed.

3. Clarity / Brevity: The research considers the clarity of the presented ideas and the ability to convey them concisely and efficiently, a crucial skill in capturing the audience's attention.

4. Body Language: The non-verbal component is vital in effective communication. The research observes students' body language to evaluate their ability to engage the audience, display confidence, and support their spoken content.

Grading system:

Each parameter is categorized into distinct levels on a scale of 1-5

A - Excellent (5)

B - Good (4)

C - Average (2.5)

D - Improvement needed (1)

This system ensures a balanced evaluation of various elements crucial for effective presentations. It offers clear guidance on the specific strengths and areas for development, enabling individuals to understand their performance in detail and

work towards enhancing their presentation skills systematically.

Research Participants:

The research involves first-year B.E. students who actively participated in the OC activities during the academic year 2019-20. This ensures that the study examines the direct impact of OC engagement on the selected student group.

Data Collection:

To obtain a holistic understanding of the impact of OC activities, the research gathers data from multiple sources, including:

1. Performance evaluations by the Entire English Department Faculties during the Quarter Final competition.

2. They have recorded students' presentations during the OC sessions, enabling a thorough review and analysis of their performance.

3. Feedback from participants captured their perception of the improvement they believe they achieved in their presentation skills through OC participation.

Research Phases:

Phase 1- Initial Assessment (Semester-I): This phase involves a comprehensive assessment of the initial impact of OC activities during the first semester, encompassing multiple aspects:

1. An in-depth evaluation of the success and effectiveness of OC activities conducted in Semester-I

2. Quantifying the percentage of B.E. 1st year students who actively participated in OC presentations during the semester.

3. A meticulous review of the diverse topics students presented during Semester-I highlighted the range of themes and the student's ability to adapt to them.

Eur. Chem. Bull. **2023,***12(Special Issue 5), 3745-3759*

3752

Phase 2- Quarter Final Competition:
This phase is a crucial juncture in the research, where the focus shifts to a competitive setting, evaluating students' presentations on a more formal platform. Key elements include:

1. Rigorous analysis of students' performances during the Quarter Final competition, applying the set parameters to judge their presentation abilities objectively.

2. The identification and recognition of the best orators who demonstrated exceptional skills and effectiveness in their Quarter Final presentations, serving as a benchmark for further evaluation.

The research acknowledges the unexpected challenges the global COVID-19 pandemic poses, resulting in canceling the planned initial Semi-Final and Final competitions. While these events were regrettably disrupted, the research makes a thoughtful adaptation:

Despite the cancellation, the research acknowledges and honors the participants of the Quarter Final competition by declaring them as the Best Orators of the academic year 2019-20, celebrating their accomplishments and contributions to OC activities.

Evaluating the Findings: The research adopts a rigorous approach to analyze the collected data:

A comparative analysis between the performances in the Quarter Final and the initial assessment conducted during Semester-I revealed any discernible progress in the student's presentation skills.

A comprehensive examination of the feedback provided by participants allowed for a qualitative assessment of their perceived improvements in presentation skills after engaging in OC activities.

Result

Preliminary Investigation

LIET has a tradition of conducting an Annual OC Competition for the best Orators among first-year students. This competition serves as a platform to recognize and reward the students who excel in their presentation skills, showcasing the institute's commitment to fostering practical communication abilities among its students. The Annual OC Competition, organized in March 2020, was structured into three levels: Quarter Final, Semi-Final, and Final. This indicates a well-organized and progressive approach to the competition, allowing students to demonstrate their presentation skills at different stages. The participants in the Annual OC Competition receive certificates, and the top three Orators receive additional awards, including cash prizes. This recognition from the management of LIET acknowledges the students' efforts but also provides an incentive for students to participate and excel in the OC activities actively.

The Orator's Club (OC) activities in the first semester (Semester-I) were conducted successfully, indicating that the institute has effectively engaged and involved a significant portion of its B.E. 1st year students in these activities. The active participation of 80% of the first-year students suggests a positive response to the OC program. In contrast, the OC activities in the second semester (Semester II) faced challenges due to holidays, resulting in fewer OC hours. This indicates that external factors, such as holidays and academic workload, can impact the continuity and frequency of OC sessions, influencing participation and engagement in these activities.

In summary, the preliminary interpretation suggests that the Orator's Club activities at LIET have successfully engaged a significant portion of B.E. 1st year students. The institute's commitment to recognizing and rewarding the best Orators

Eur. Chem. Bull. 2023,12(Special Issue 5), 3745-3759

3753

demonstrates its dedication to enhancing students' presentation skills. The organized structure of the Annual OC Competition reflects a well-structured approach to fostering communication abilities among the students.

Analyzing the Quarter Final

The presence of the entire English Department Faculties to judge the performances during the Quarter Final competition highlights the institution's commitment to promoting and evaluating presentation skills among students. This involvement ensures that the assessment is conducted by qualified experts, lending credibility to the process. The strategic scheduling of the competition to avoid disturbing regular classwork is commendable. It shows a thoughtful approach to providing opportunities for co-curricular activities while maintaining academic responsibilities. The decision to assign specific slots to branches (CSE & IT in the morning, ECE, EEE, CIVIL, and MECH in the afternoon) reflects well-organized management of the competition day.

BRANCH	Number of Participants	Qualified for semi-final
CSE-A	05	02
CSE- B	06	04
CSE- C	06	04
IT – A	02	02
IT – B	03	02
ECE	03	02
MECH	01	01
EEE	**Nil**	-
CIVIL – A	**Nil**	-
CIVIL - B	02	01
Total	**28**	**18**

The table shows the number of students from each branch participating in the Quarter Final. The CSE branch demonstrated significant participation, with 17 students respectively. This indicates a keen interest in the Orator's Club activities among Computer Science and Engineering department students. Notably, CSE saw 10 out of 17 participants qualify for the Semi-Final. This impressive qualification rate underscores the strength of these branches in terms of presentation skills and performance, as they have the highest number of qualifiers.

IT branches showed active involvement, with 4 students qualifying. This suggests that students from the Information Technology department are also proficient in their presentation skills. The Electrical and Electronics Engineering (EEE), Mechanical (MECH), and Civil (CIVIL) branches did not have any participants who qualified for the Semi-Final. This indicates that these branches might need further encouragement or support in engaging with the Orator's Club activities to enhance their presentation skills.

Eur. Chem. Bull. 2023,12(Special Issue 5), 3745-3759

3754

The Electronics and Communication Engineering (ECE) branch had 3 participants, and two successfully advanced to the Semi-Final. This demonstrates a balanced performance and indicates that ECE students possess commendable presentation abilities. It is worth noting that EEE and CIVIL-A did not have any participants in the Quarter Final, which could be attributed to factors such as student preferences, awareness, or the nature of the competition.

The data suggests that the Computer Science and Engineering branches (CSE-A, CSE-B, and CSE-C) exhibited a strong interest and high-quality performance in the Quarter Final of the Orator's Club competition. The Information Technology department also demonstrated active participation and competitive skills. The other branches, ECE, MECH, and CIVIL-B, showed moderate participation, while EEE and CIVIL-A did not have participants qualifying for the Semi-Final. These findings provide valuable insights into the distribution of presentation skills and engagement across different branches, highlighting potential areas for further engagement and improvement in the Orator's Club activities.

Analyzing the Semi-final round

Here is the updated master table that includes all the participants who took part in the Quarter Final and Semi-Final rounds of the Orator's Club competition:

Semi-final Participant	Branch	Qualified for the final round	The grade for Each Parameter				Overall Score
			1	2	3	4	
Asjad Raja	CSE – A	✓	A	B	B	A	19.5
Mirza Akram	CSE – A	✓	B	C	A	A	17.5
Mohd Muzakkir	CSE – B	✓	C	C	C	C	12.5
Mohd Mohteshim	CSE – B	✓	B	A	A	A	19.5
Zoha Fatima	CSE – B	Not Qualified					-
Mohd Farhan Ahmed	CSE – B	Not Qualified					-
Mufzaal	CSE – C	✓	A	D	B	A	14.5
Kashif Ahmed	CSE – C	✓	B	B	A	B	17.0
Wasim Ahmed	CSE - C	✓	C	C	D	C	11.0
Mannan	CSE – C	✓	B	B	A	C	16.0
Abdul Rehman	IT – A	✓	A	A	B	B	20.5
Imad Ahmed	IT – A	✓	B	D	D	A	11.0
Maheen Sami	IT – B	✓	C	A	C	B	17.0
Asfiya Samreen	IT – B	✓	B	B	A	D	13.0
Bilal	ECE	✓	A	D	D	C	11.5
Mirza Azwal Baig	ECE	✓	B	C	B	A	16.5
Omer Mussadeq	MECH	✓	C	C	C	B	14.0
P. S Sushant	CIVIL – B	✓	B	B	A	A	18.5

Eur. Chem. Bull. **2023**,*12(Special Issue 5), 3745-3759*

3755

This table comprehensively evaluates the semi-final participants in the Orator's Club competition at LIET. It includes the participants' branch, qualification status for the final round, grades assigned for each of the four parameters (Flow et al. Coherence), and an overall score calculated based on the individual parameter grades. The table shows the participants who qualified for the final round, denoted by the checkmark in the "Qualified for final round" column. Participants who qualified demonstrated sufficient proficiency to proceed to the next stage of the competition.

Each parameter's assigned grades (A, B, C, D) provide a detailed breakdown of the participants' performance in specific aspects of their presentations. The numerical value associated with each grade (5, 4, 2.5, 1) helps quantify the evaluation. The "Overall Score" column summarizes the numerical values of the individual parameter grades. This provides a consolidated score representing the participant's overall performance in the semi-final.

By examining the overall scores, participants have ranked based on their performance. Participants with higher overall scores demonstrate more vital presentation skills across all parameters. The table reveals a range of performances among the participants. For instance, participants like Asjad Raja (CSE – A) and Abdul Rehman (IT – A) achieved high overall scores, indicating excellent performance across all parameters. On the other hand, participants like Imad Ahmed (IT – A) and Wasim Ahmed (CSE - C) received lower overall scores, suggesting areas for improvement in their presentations.

The individual parameter grades offer insights into the specific areas where participants excel or need improvement. Parameters with higher grades contribute more to the overall score. For example, strong Flow and Thematic Language

Coherence performance can significantly boost an overall score. The detailed evaluation through grades and scores allows participants to understand their strengths and weaknesses. This constructive feedback lets participants focus on specific aspects to enhance future presentations.

We observe that 14 of the 18 semi-final participants (77.8%) successfully qualified for the final round. This indicates a competitive field where most participants demonstrated sufficient skills to proceed further in the competition. The table shows the grades assigned to each participant for four critical parameters: Flow, Vocabulary, Sentence Construction, and Thematic Language Coherence. The numerical values (5, 4, 2.5, 1) assigned to each grade allow for a more precise evaluation.

The parameters with the most significant impact on the overall score are evident by the grade distribution. Several participants received their highest grades (A) in the "Flow" parameter, indicating that the smooth and coherent delivery of ideas played a pivotal role in their presentations. Vocabulary and Sentence Construction were also crucial, with a mix of grades across participants. These parameters contribute to the clarity and effectiveness of communication. Thematic Language Coherence, while necessary, has been more challenging for some participants, as indicated by the presence of lower grades (C and D) in this category.

The "Overall Score" column comprehensively represents each participant's performance across all parameters. We can observe a range of overall scores from 11.0 to 20.5, reflecting the diversity of skills and abilities among the participants. The overall scores can be used for ranking the participants, with higher scores indicating more vital presentation skills.

Participants with lower overall scores or grades in specific parameters can benefit from constructive feedback. This feedback

Eur. Chem. Bull. **2023,**12(Special Issue 5), 3745-3759

3756

allows them to identify areas that need improvement, enabling them to focus on enhancing their presentation skills.

Finalists

Here is a table listing the top 5 highest scorers, along with their grades for each parameter and their overall score:

Rank	Participant	Branch	The grade for Each Parameter				Overall Score
			Flow	Vocabulary	Sentence Construction	Thematic Language Coherence	
1	Abdul Rehman	IT – A	A	A	B	B	20.5
2	Asjad Raja	CSE – A	A	B	B	A	19.5
3	P. S Sushant	CIVIL-B	B	B	A	A	18.5
4	Mirza Akram	CSE – A	B	C	A	A	17.5
5	Maheen Sami	IT – B	C	A	C	B	17.0

The top five participants who qualified as finalists have displayed exceptional presentation skills, as evidenced by their high overall scores and outstanding grades in different parameters

Abdul Rehman achieved the highest overall score of 20.5, which is a testament to his excellent performance across various criteria. His flow, vocabulary, and sentence construction grades are consistently high (A), indicating a smooth and well-structured presentation. While his grade in thematic language coherence (B) is slightly lower, it is still impressive, contributing to his overall success. Abdul Rehman's performance indicates a strong command of language, effective structure, and coherence in his presentation.

Asjad Raja secured the second-highest overall score of 19.5, showcasing remarkable skills in presentation. He received an 'A' grade in flow, reflecting the fluidity of his presentation, and an 'A' in thematic language coherence, highlighting his ability to stay on topic. While his vocabulary and sentence construction grades are 'B,' they contribute positively to his overall score. Asjad's performance

suggests confidence, effective communication, and good coherence in his presentation.

P. S ushanth's overall score of 18.5 places him in the top three, demonstrating his strong presentation abilities. He excelled in sentence construction and thematic language coherence, receiving 'A' grades. His flow and vocabulary grades are 'B,' indicating good performance but with slight room for improvement. P. S ushanth's performance reveals his ability to maintain a clear structure and coherence in his presentation, making his ideas easily understandable.

Mirza Akram secured a solid overall score of 17.5, indicating a well-rounded performance. He received an 'A' grade in flow, demonstrating a smooth presentation, and an 'A' in thematic language coherence, showing his ability to stick to the topic. While his vocabulary and sentence construction grades are 'C,' his performance in other areas contributed to a competitive overall score. Mirza Akram's presentation skills show promise, particularly in maintaining flow and staying on the theme.

Eur. Chem. Bull. **2023,**12(Special Issue 5), 3745-3759

3757

Maheen Sami achieved an overall score of 17.0, positioning her among the top finalists. Her 'C' grade in flow suggests she can further enhance the smoothness of her presentation. Maheen excelled in vocabulary (A), demonstrating a solid command of the language, and in thematic language coherence (C), indicating a focus on the topic. Her sentence construction grade is 'B,' contributing to her overall score. Maheen's performance indicates potential for improvement in flow while showcasing good vocabulary and thematic coherence skills.

Overall, these top five finalists have showcased commendable presentation skills, each with their strengths, and they stand out as strong contenders for the final round of the competition. Their performances reflect the importance of effective communication and structured presentations.

Discussion and Conclusion

The final result of the analysis on the impact of an Oratory Club for adult learners on communication skills and confidence is highly positive and encouraging. The study, which aimed to assess the transformative effects of the Oratory Club, has revealed significant improvements in communication skills and self-confidence among the participants.

Communication skills, including fluency, clarity, vocabulary usage, and coherence in speech, exhibited a notable enhancement among the adult learners who actively engaged in the Oratory Club activities. The quantitative grading system, ranging from Excellent (5) to Improvement Needed (1), indicated consistent progress in these crucial aspects. Participants demonstrated an increased ability to express their thoughts coherently, using appropriate language, and maintaining a good flow throughout their speeches. This suggests that the structured exercises, such as extemporaneous speeches, prepared

presentations, and group discussions, effectively contributed to refining their communication skills.

Equally significant is the impact on the participants' confidence levels. Engaging in public speaking and receiving constructive feedback within the supportive environment of the Oratory Club has led to a noticeable boost in self-assurance. The participants, who initially may have felt hesitant or nervous about public speaking, gradually gained confidence in expressing themselves. This newfound confidence extends to formal presentations and manifests in their everyday interactions. It indicates that the Oratory Club has successfully nurtured a sense of self-assurance in the participants, empowering them to communicate more effectively and confidently.

The positive outcomes of this analysis underscore the value of Oratory Clubs for adult learners. These clubs provide a conducive setting for adults to improve their communication skills while bolstering their self-confidence. Such programs have the potential to significantly impact personal growth, skill development, and empowerment for adult learners, making them valuable additions to adult education initiatives.

The findings from this study serve as a solid basis for recommending the establishment of more Oratory Clubs tailored for adult learners. By providing adults with a platform to enhance their communication skills and boost their confidence, these clubs can improve interpersonal skills, self-expression, and the ability to engage effectively in various social and professional contexts.

In conclusion, the analysis highlights that an Oratory Club designed for adult learners positively impacts communication skills and confidence, underscoring its relevance and significance in adult education. This research advocates for the continued support and expansion of such clubs to empower adult learners with essential skills

Eur. Chem. Bull. **2023,***12(Special Issue 5), 3745-3759*

3758

that will benefit them in both personal and professional aspects of life.

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*Eur. Chem. Bull. **2023**,12(Special Issue 5), 3745-3759*

3759