

UDC 37.016.3:811.111'42:808.51:070

DOI <https://doi.org/10.32447/2663-340X-2025-18.10>

METHODOLOGICAL FRAMEWORK FOR TEACHING PUBLIC SPEECH COMMUNICATION IN THE INTERNATIONAL MEDIA

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The research is focused on examining the methodological foundations of teaching public speech communication within the international media environment, emphasising the integration of classical rhetorical traditions and contemporary digital educational tools. The evolution of pedagogical approaches to public communication in the media sphere is considered, characterised by a gradual shift from monologic formats toward dialogic and interactive practices, including debates, interviews, presentations, and participatory learning methods. The theoretical framework is grounded in Monroe's Motivated Sequence and Hymes' Speaking model, alongside current analyses of rhetorical strategies employed in TED Talks, which enable the identification of effective approaches to structuring and delivering information in digital contexts while accounting for diverse communication channels and platforms. Particular attention is given to the implementation of simulation-based training sessions and feedback mechanisms, which contribute to the development of comprehensive communication skills, intercultural sensitivity, and awareness of contextual factors influencing audience perception. It is demonstrated that effective instruction in public speaking within the international media space requires adapting presentations to diverse audiences, cultural contexts, and media formats, necessitating the systematic integration of classical rhetoric, digital technologies, and blended learning principles. A comprehensive methodological model is proposed, offering a holistic approach to learner preparation that takes into account global communication trends, rapid technological changes, and the demand for intercultural competence. Prospects for further research are outlined, including empirical validation of the proposed model, its adaptation to various media platforms, and the assessment of its effectiveness in practical blended learning environments. The importance of combining classical and contemporary approaches is emphasised as a means of establishing a systematic and effective process for teaching public speech communication, aligned with current trends, audience cultural diversity, and the development of professional competencies among future communicators.

Keywords: *methodology, public speech communication, international media, rhetoric, Monroe's Motivated Sequence, Hymes' Speaking model, blended learning, pedagogy, intercultural communication.*

Problem statement and justification of its relevance. In recent years, public speech communication has undergone a significant transformation due to technological advancements and the convergence of global media. Traditional monologic formats, such as formal speeches delivered to a passive audience, are giving way to more interactive, dialogic forms like debates, interviews, and live discussions. This shift reflects broader changes in how audiences engage with mediated content, demanding communication that is both participatory and responsive.

Research supports this trend: the shift towards "conversationalisation" in digital oratory, terms of discourse that simulate everyday conversation even within institutional settings, is increasingly evident in formats like TED Talks and other digital presentations, where interpersonal engagement and immediacy are prioritised (Rossette-Crake, 2024, p. 149).

Furthermore, dialogism argues that language is inherently social and interactive: communication occurs in response to prior utterances, making speech fundamentally dialogic rather than monologic.

This evolution reflects a pedagogical need: educators must now prepare learners not only to deliver polished monologues, but also to engage dynamically across various conversational formats. Modern research distinguishes several mechanisms in public speech, including rhetorical questions, appeals, interactive prompts that actively involve audience participation, and metaphoric language and emotive signals that encourage a dialogue within the speaker's and listener's minds (Ealaf, 2025, p. 598; Melnychuk, 2025).

Given these shifts, there is a pressing need for a comprehensive methodological framework that enables educators to effectively teach public speech

communication tailored to international media environments. Such a framework must blend pedagogical strategy with rhetorical models, cultural sensitivity, and media literacy, ensuring that learners are prepared to engage, persuade, and interact across diverse media platforms and global audiences.

Analysis of recent research and publications.

Contemporary scholarship on teaching public speech communication in international media settings converges on three strands: practice-oriented pedagogies such as simulation, role-play, blended delivery, and structured feedback cycles; rhetorical structure awareness; and contextual models that anchor speech performance in culturally situated interaction.

First, empirical work demonstrates that simulation and role-play significantly enhance oral competence and transferable communication skills in higher education, including large cohorts and internationally diverse classes (face-to-face and blended workshops, as well as international relations simulations) (Kensicki et al., 2022, p. 635). Within language and communication classrooms, blended designs with video-blog tasks and online interaction improve delivery, organisation, and self-efficacy in public speaking when compared with lecture-only formats, provided feedback is scaffolded and iterative (El Mortaji, 2022, p. 31; Shih, 2010, p. 883).

Second, studies mapping the rhetorical “moves” and “steps” typical of student speeches document robust regularities (e.g., near-universal presence of introduction and core content; frequent audience greeting and argument presentation), alongside recurrent gaps (e.g., failure to define scope or synthesize conclusions), patterns instructors can explicitly target through modeling and rubrics (Akbar et al., 2024, pp. 79–81).

Third, classic frameworks for persuasive structuring and communicative context continue to guide contemporary curricula: Monroe’s Motivated Sequence remains a validated scaffold for action-oriented persuasive speaking across diverse media genres (Monroe, 1951), while Hymes’s ethnography-of-communication situates performance within culturally specific components of events (e.g., participants, ends, act sequence, norms), an essential lens for preparing learners to operate across international media (Hymes, 1974).

Taken together, the literature highlights a decisive shift from monologic delivery toward dialogic, feedback-rich, and context-aware instruction, underscoring the need for a robust methodological framework that integrates simulation, blended practice, explicit rhetorical modelling, and socio-cultural analysis to prepare speakers for debates, interviews, and live discussions across global media platforms.

The aim and objectives of the article. This article aims to develop a methodological framework for teaching public speech communication that addresses the demands of international media. With global platforms shifting toward dialogic formats such as debates, interviews, and discussions, there is a need to prepare speakers who demonstrate rhetorical precision and intercultural competence. The research aims to connect pedagogy with theory through models like Monroe’s Motivated Sequence and Hymes’s Speaking framework.

The tasks of the research are to examine instructional stages and strategies relevant to training in media-oriented contexts, to explore rhetorical and linguistic elements that shape effective discourse, and to propose evidence-based teaching practices, including simulations, dialogic exercises, feedback loops, and multimedia applications. This approach emphasises methodological innovation as a key factor in preparing communicators for the complexity of international media.

The presentation of the primary material begins by grounding the study in persuasion theory. Monroe’s Motivated Sequence, a five-step method (Attention, Need, Satisfaction, Visualisation, and Action), remains one of the most effective frameworks for structuring persuasive discourse, particularly in media contexts where motivating action is key (Monroe, 1951, p. 204). This model was originally developed as a teaching tool for students but has since become foundational in training leaders, activists, educators, and journalists who must connect with broad and diverse audiences.

For example, by demonstrating the need, Monroe proposes presenting the development of a speech in a way that clearly reveals its essential structure. The first step involves stating the need, either by highlighting what is lacking in the current situation or by emphasising a danger that could threaten the maintenance of favourable conditions. Next, the speaker should provide illustrative examples, recounting incidents that make the need tangible and relatable. Following this, it is essential to support the argument with additional facts, examples, and quotations to make the need more compelling and persuasive. Finally, one should connect the significance of this need directly to the audience, showing how it affects them personally and why it matters in their lives (Monroe, 1951, p. 204).

Its enduring relevance lies in the way it combines cognitive clarity with emotional resonance. The attention step draws the audience into the issue; the need phase establishes urgency; satisfaction proposes a concrete solution; visualisation reinforces

the consequences of adopting or rejecting the proposal; and action provides a call for immediate engagement. It is important to emphasise the contemporary understanding of visualisation. Visualisation of information has become an integral part of modern communication, transforming not only how content is delivered but also how it is perceived. The emergence of new formats such as memes, video content, infographics, and interactive narratives illustrates the shift from verbally dominated communication to multimodal communication, where meaning is shaped through the combination of different sign systems (Melnychuk, 2025, p. 30).

When applied to international media, this sequence is especially significant because communication often needs to cross cultural and linguistic boundaries, requiring a clear yet flexible structure to remain effective. Studies suggest that using Monroe's method increases persuasiveness by clarifying purpose and sequencing content in a way that guides audiences of diverse backgrounds (Haugen & Lucas, 2018).

In parallel, sociolinguistic insights underscore the importance of contextual sensitivity, which is increasingly essential in international media communication. Dell Hymes's Speaking model, which outlines components such as Setting, Participants, Ends, Act sequence, Key, Instrumentalities, Norms, and Genre, provides not only an analytical tool but also a pedagogical scaffold. It highlights the fact that communicative success depends not solely on lexical or grammatical accuracy but also on the speaker's ability to adapt to cultural conventions, audience expectations, and media formats (Hymes, 1974, pp. 53–62). For example, the same persuasive message, when framed for a televised debate, a social media interview, or an international press conference, will differ in tone, pacing, and rhetorical strategies. The Speaking model enables educators to teach students how to analyse and anticipate these differences systematically. In media training, instructors can employ the model to guide learners in analysing case studies of notable speeches, debates, or interviews, demonstrating how each contextual element shaped the discourse. Such contextually grounded pedagogy is indispensable in preparing future speakers who must perform across varied international platforms.

Research on communicative language teaching confirms the pedagogical value of simulations, role-playing, and feedback mechanisms. These activities promote the development of strategic competence, the ability to navigate interruptions, reformulate unclear statements, and adapt to shifting discourse patterns, which directly supports success in international media environments (Canale

& Swain, 1980). Peer review and feedback loops provide iterative opportunities for learners to refine their performance. Combined with blended learning environments, where online tools are paired with live practice, such approaches ensure that learners not only acquire theoretical understanding but also develop the practical resilience needed for public performance before diverse audiences.

From this broader perspective, the integration of persuasion frameworks, sociolinguistic models, and immersive pedagogical practices points toward a comprehensive methodological foundation. Instead of viewing these elements in isolation, it becomes clear that they are complementary: Monroe's Motivated Sequence structures the content, Hymes's Speaking model situates the communication contextually, and technologies facilitate training by providing realistic rehearsal opportunities. Together, they form a cohesive framework that strengthens both the cognitive and affective dimensions of learning.

This approach not only equips students with persuasive clarity and communicative adaptability but also fosters confidence and resilience in real-world scenarios. Its importance is especially evident in the international media sphere, where communicators operate within complex intercultural environments and under the scrutiny of global audiences. Platforms such as CNN, BBC, or Al Jazeera exemplify contexts where clarity, rhetorical precision, and cultural sensitivity converge to shape public perception on a transnational scale. Therefore, embedding such a framework into pedagogy is not merely a methodological innovation but a necessary response to the demands of contemporary global discourse.

Conclusions and prospects for further research. This research demonstrates that the proposed methodological framework for teaching public speech communication in the international media sphere is not only theoretically grounded in established rhetorical and communicative models but also directly responds to the dynamic challenges of contemporary media environments. Drawing on persuasion-oriented structures, such as Monroe's Motivated Sequence, and contextual approaches, like Hymes's Speaking model, the framework integrates classical theory with the practical realities of multilingual and multicultural media platforms. Its strength lies in bridging the gap between pedagogical needs in higher education and the communicative demands of global media, enabling future professionals to perform more effectively in dialogic, intercultural, and technologically mediated contexts.

Nevertheless, the proposed framework has not yet undergone extensive empirical pilot testing

and requires adaptation and validation across diverse cultural and linguistic settings to ensure its universality. Furthermore, the integration of innovative digital tools for public speaking training, particularly interactive platforms that enhance rhetoric and voice modulation skills, underscores the need to transition to the next phase of research, from theory to practice. “Several prior studies have proposed computer-aided user interfaces to assist in voice modulation training by providing automated feedback on vocal properties such as volume. However, such feedback is determined by constant predefined thresholds, therefore failing to adapt to different speech contexts, such as the content and the presentation purpose. Besides, those systems do not provide concrete examples, which could make the learning process less effective” (Wang et al., 2020, p. 2).

Future studies should focus on implementing pilot programs within international educational contexts, conducting cross-cultural comparative validation, and incorporating digital and blended learning methods, as highlighted in previous pedagogical research. “The blended learning mode that was used for the Public Speaking course

provided the students with more opportunities to practice speaking outside of the classroom. It also empowers students by giving them opportunities to create and publish for a real audience. The speech preparation process becomes real and authentic, as recommended by scholars, as opposed to when they were preparing speeches to be delivered in the classroom with only their peers and the instructor as the “audience”. Learning in this environment represented a new and attractive experience, and developed a more creative learning environment” (Ibrahim, Yusoff, 2012, p. 575–576).

The potential to combine rhetorical mastery with audience engagement, as demonstrated in the analysis of TED Talks (Liu et al., 2017), further underscores the importance of incorporating evidence-based strategies into curricula. The integration of traditional rhetorical methods with interactive and digital learning forms establishes a foundation for a more flexible and globally adaptive approach to teaching public speech communication. Future research will benefit from interdisciplinary collaboration, intercultural testing, and a stronger integration of digital media as essential components of preparing speakers to succeed in international media environments.

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МЕТОДОЛОГІЧНІ ЗАСАДИ ВИКЛАДАННЯ ПУБЛІЧНОЇ МОВЛЕННЕВОЇ КОМУНІКАЦІЇ У МІЖНАРОДНИХ МЕДІА

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У дослідженні визначено методологічні засади викладання публічної мовленнєвої комунікації у міжнародному медіа-середовищі з акцентом на інтеграцію класичних риторичних традицій та сучасних цифрових освітніх інструментів. Розглянуто еволюцію форм навчання публічній комунікації у сфері медіа, що характеризується поступовим переходом від монологічних форматів до діалогічних та інтерактивних практик, включаючи дебати, інтерв'ю, презентації та інтерактивні методи навчання. Теоретичну основу дослідження складають Мотивована послідовність А. Монро та модель *Speaking D.* Хаймса, а також сучасний аналіз риторичних стратегій у виступах TED, що дозволяють виявити ефективні підходи до структуризації та подачі інформації в умовах цифрового середовища, враховуючи різноманітні комунікаційні канали та платформи. Особливу увагу приділено використанню симуляційних тренінгів та механізмів зворотного зв'язку, які сприяють формуванню комплексних навичок ефективної комунікації, міжкультурної чутливості та усвідомлення впливу контексту на сприйняття повідомлень аудиторією. Доведено, що успішне навчання публічному мовленню у міжнародному медіа-просторі вимагає адаптації виступів до різних аудиторій, культурних контекстів та медіаформатів, що обумовлює необхідність системного поєднання класичної риторики, цифрових технологій та принципів змішаного викладання. Запропоновано комплексну методологічну модель, яка забезпечує цілісний підхід до підготовки здобувачів, враховуючи глобальні тенденції у сфері комунікації, швидкі зміни технологічного середовища та потребу у міжкультурній компетентності. Окреслено перспективи подальших досліджень у напрямі емпіричної перевірки запропонованої моделі, її адаптації до різних медіа-платформ та оцінки ефективності у практичних умовах змішаного викладання. Доведено важливість поєднання класичних і сучасних підходів для формування системного та ефективного процесу викладання публічної мовленнєвої комунікації, що відповідає сучасним тенденціям та розумінню культурного різноманіття аудиторій, а також розвитку професійних компетенцій майбутніх комунікаторів.

Ключові слова: методологія, публічна мовленнєва комунікація, міжнародні медіа, риторика, Мотивована послідовність А. Монро, модель *Speaking D.* Хаймса, змішане навчання, педагогіка, міжкультурна комунікація.

Стаття надійшла до редакції 15.10.2025

Стаття прийнята 12.11.2025

Статтю опубліковано 22.12.2025