The Future of Rhetoric in Public Speaking: L2 Education

Richard Miles

Nanzan University, Japan

Abstract

Existing research on the rhetoric used in English-language speeches by Japanese activists is rare. Nevertheless, exploring the techniques which contribute to effective public discourse is vital to empowering Japanese speakers as they seek to disseminate their messages to a global audience. Therefore, this study conducts a rhetorical analysis of speeches by recent Japanese gender equality activists. A qualitative research design with descriptive data was employed, and the study was framed by the key research question: What are the rhetorical techniques and message-framing approaches utilized by Japanese gender equality activists? Speech transcripts from five Japanese TED Talk presenters were analyzed in two stages using MAXQDA 2020 software. Firstly, established rhetorical language techniques were identified and coded in the transcripts by using a modified version of the University of Kentucky's official glossary of rhetorical terms [1] as a framework for analysis. Secondly, the overall message-framing approaches [2] used by the speakers were analyzed. Findings indicate that the gender equality activists in this study used a range of rhetorical language techniques, often in combination, and that certain techniques were more prominent than others. Subtle patterns were also observed in how the speakers adhered to certain message-framing approaches to reinforce their speeches. The pedagogical implications drawn from these findings for English language instructors preparing presentation skills courses in Japanese higher education are then discussed.

Keywords: *Public speaking, Rhetoric, Second language teaching*

1. Introduction

The concept of rhetoric dates back to ancient Greece and the Sophists [3] but has evolved over more than 2,500 years. Rhetoric can be defined in public speaking as a technique where the speaker aims to sway the minds of the listeners and influence their opinions, decisions, or actions" [4]. Plato famously portrayed the use of rhetoric as disingenuous in many of his works, but others systematically described how rhetoric worked and catalogued a repertoire of techniques available to speakers. Aristotle later devised several models in his work, the *Art of Rhetoric*, most famously featuring the three types of proof: ethos, logos, and pathos [3]. Roman rhetors, such as Cicero and Quintilianus, later further modified our understanding of rhetoric. While Toye [3] disputes the notion that rhetoric largely disappeared during the Middle Ages, it did not play a prominent or significant role in society again until the last several hundred years, with the emergence of democratic states in the West and the age of reasoning. The relatively recent spread of the Internet and globalization has necessitated an even greater resurgent interest in rhetoric and the role it plays in shaping communication, particularly the digital forms, in all facets of our daily lives. While rhetoricians need to study rhetoric through a historical lens [5], it is also necessary to analyze and assess the current usage of rhetoric. One avenue of recent exploration is to determine the use of rhetoric outside the realm of the English-speaking world.

Aside from a few limited studies, little research has been conducted on the use of rhetoric in Japan. Okabe [6] notes that traditional adherence to cultural norms and collectivism has a significant impact on how Japanese speakers and their arguments are perceived. Research on English rhetoric in the Japanese context to date has largely focused on written texts and how they are structured or perceived, but findings do tentatively support Okabe's position of cultural differences shaping rhetorical approaches [7]. However, other studies have shown that these differences are frequently minimal when Japanese speakers use English. Miles [8] detailed how a small sample of Japanese activists utilized rhetorical techniques that mirror their Western counterparts. Additionally, a study by Feldman [9] uncovered how Japanese politicians frequently employed the all-too-familiar rhetorical strategy of equivocation when faced with potentially uncomfortable questions in interviews.

The Japanese Government has recognized the necessity of university graduates being able to communicate effectively in English if Japan is to maintain its competitiveness in a rapidly globalizing world [10]. Furthermore, according to Koike et al. [11], Japanese companies with international connections need to hire graduates with practical English language skills for business negotiations

and public speaking activities. University students also seem to know the necessity of learning public speaking skills [12]. While English language skills are taught to almost all Japanese students in their first year of university, until relatively recently, the focus has largely been restricted to reviewing basic grammar and developing daily conversation skills. Rhetoric seldom appears as part of the English language instruction in Japanese higher education.

Responding to needs and the government's initiative, researchers and instructors have begun to research and teach more English presentation and public speaking skills (particularly in university courses) in Japan in recent years. However, Omotedani and Sannomiya [13] stated that few studies have identified metacognitive knowledge regarding what learners or EFL teachers perceive constitutes a good oral presentation. The same researchers later showed that educational interventions can help facilitate improvements in presentation skills [14]. Oshima [15] detailed how TBLT could be used by Japanese university students in oral presentation preparation to encourage them to utilize all four skills— listening, speaking, reading, and writing—for a real-world purpose. Using smartphones to record, reflect, and practice presentations has also proven effective in increasing the quality of the final presentation [16]. Furthermore, rehearsing oral presentations has a positive impact on the speaking performances of students, by helping them identify and rectify their linguistic mistakes [17]. Showcasing public speaking skills at speech contests can be intrinsically motivating and provide students with perceived opportunities for personal growth [18]. One aspect of presentation skills that has not been explored in the Japanese context is how or if rhetoric can be a part of students' repertoire. In a recent study, Miles [19] showed that although rhetoric was briefly covered in some oral presentation skills courses in university English classes, it was never done so explicitly. The lack of rhetoric in Japanese university curricula is unfortunate, as one study in South Korea has shown that teaching rhetoric as part of traditional lectures enhances the academic performance of undergraduate business students [20]. If rhetoric becomes a more integral part of the English language curriculum in Japanese higher education institutions, it may help learners facilitate more effective interactions in society when they are part of the workforce (e.g., negotiating business deals, messaging government policies, and developing advertising strategies).

One other realm in which rhetoric can be important for speakers to utilize is social activism. One such example is the gender equality movement. While this movement has traditionally been more subdued in Japan [21], it is rapidly becoming more prominent and is already part of mainstream discussions in many other countries. Loosely defined as a movement focused on establishing equal rights for women, it is generally accepted that feminism started to take root in Japan with the opening of the country to outside influences during the Meiji Restoration in 1868. Women were given the right to vote in 1945, but it was not until 1999 that the Basic Law for a Gender Equal Society was passed in Japan. However, few public figures have been readily associated with the gender equality movement in Japan, other than Mitsu Tanaka, widely considered to have been the leader of the women's liberation movement since the early 1970s [22]. As in other countries, laws promoting gender equality in Japan have at times faced a backlash [23]. Partly because of this, the gender equality movement has progressed slowly in Japan, compared to neighbouring South Korea, with most Japanese activists remaining anonymous and advocating for modest goals [24]. Recently, however, videos of speeches advocating gender equality in Japan have become more readily available online. Learning about rhetoric through modelling these speeches allows Japanese university students to develop their own skills.

Given the dearth of research on the use of English rhetoric by Japanese speakers, there is a need for this study to establish whether rhetoric is employed in speeches and which rhetorical techniques are employed. Establishing the presence of rhetoric in speeches would allow instructors to then incorporate authentic materials in the classroom and begin to meet the government's desire to foster better English communication skills among students graduating from university.

2. Methodology

This study employs a qualitative research design, incorporating descriptive statistics, and is framed by the key research question: What are the English rhetorical techniques and message-framing approaches utilized by Japanese gender equality activists? The study represents a continuation of earlier research investigating the use of rhetoric across a range of different forms of activism in Japan [8]. However, the scope of this study is more refined and seeks to identify how Japanese gender activists utilize rhetoric when speaking in English and then proffer pedagogical lessons for educators seeking to enhance presentation skills classes in university English courses.

Five speeches were chosen following a strategic and purposive online search for TED Talk videos of Japanese activists speaking in English about gender-related issues. This represents a comparable case selection approach [25]. The speeches can be classified as examples of deliberative rhetoric (as defined by Aristotle) in that the speakers are making what they believe to be 'truth claims' in order to persuade an audience to take action [26]. The videos are readily accessible online, and details of the five speeches analyzed are provided in Table 1.

Table 1. Speeches analyzed in this study

Activist	Time	Speech title
1. Selina Shibata (2021)	7:49	"Gender Inequality in Japan"
2. Shu Matsuo (2021)	5:45	"Why Paternity Leave Benefits Everyone"
3. Kumi Sato (2014)	6:48	"Choices Women Make - Why Can't Japanese Women Have It All?"
4. Shiho Otomo (2017)	16:32	"Towards Gender Equality"
5. Rena Suzuki (2017)	11:16	"Why I Lean in and Become a Feminist"

A transcript of each speech was made by the researcher, with the accuracy verified through two subsequent viewings. The speeches were transcribed in chunks of language on separate lines, defined as complete utterances or phrases of language [27], instead of complete sentences, to more accurately reflect how the speech was delivered. Mistakes and false starts were transcribed verbatim, and utterances of Japanese words were simply written phonetically. The completed transcripts were then imported directly into the software program MAXQDA (version 2020), where they were coded. The coding process comprised two stages. In the first stage, the rhetorical language techniques were coded, adhering to definitions from the University of Kentucky's official glossary of rhetorical terms [1] with modifications to incorporate elements of Rowland's [28] model of language techniques. Table 2 provides a list of the rhetorical language techniques and definitions.

Table 2. Rhetorical language techniques

Language technique	Definition
Alliteration	Repetition of the same sound beginning several words in a sequence.
Allusion	An indirect reference to existing rhetoric, literature, history, or cultural norms.
Anaphora	Repetition of a word or phrase at the beginning of successive phrases.
Antithesis	Opposition, or contrast of ideas or words in a balanced or parallel construction.
Asyndeton	Lack of a conjunction between coordinate phrases, clauses, or words.
Euphemism	Substitution of an agreeable or at least non-offensive expression for one whose plainer meaning might be harsh or unpleasant.
Hyperbole	Exaggeration for emphasis of rhetorical effect.
Irony	Expression of something which is contrary to the intended meaning.
Metaphor	Implied comparison achieved through a figurative use of words.
Oxymoron	Paradox achieved by the juxtaposition of words which seem to contradict one another.
Paradox	An assertion seemingly opposed to common sense, but that may have some truth in it.
Personification	Attribution of personality to an impersonal thing.
Rhetorical question	A question that does not need to be answered.
Simile	An explicit comparison between two things using 'like' or 'as'.
Tricolon	The use of words, phrases, or clauses in patterns of three.

In the second stage of the coding process, the transcripts were coded for their message-framing approaches. As defined by Fairhurst [2], framing involves shaping the meaning of a subject or message, defining its character and significance, and emphasizing the overall message by including and excluding specific meanings. It can be considered a skill, and framing is "the capacity to be articulate and persuasive more or less on demand" [2: 30]. The message-framing coding process requires a holistic thematic coding approach, which, through coding "extended phrases and/or sentences" [29: 376], can identify values and concepts. The transcripts were coded twice to ensure accuracy. For the purpose of this study, framing can be considered as a seemingly indefinite series of dichotomies that encompass the overall theme of the message being promoted by the speaker. For example, a speaker campaigning for lower taxes could take either a positive framing approach (emphasizing the benefits to the economy and individuals of lowering the tax rate) or a negative framing approach (emphasizing the dangers of not reducing taxes). Another example of framing approaches includes a politician advocating for change, who could adopt a future-focused framing

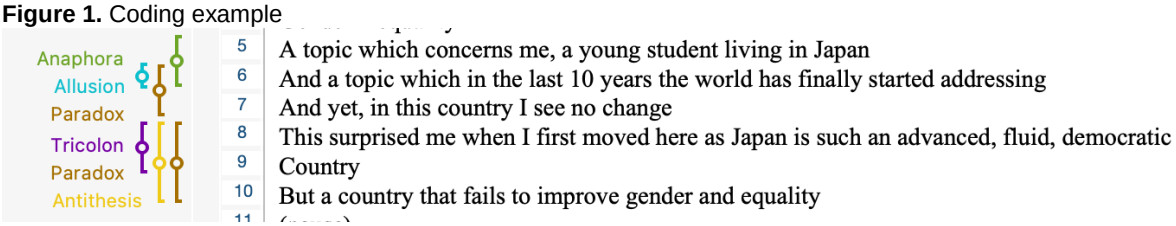
approach (emphasizing new policies to be implemented) or a past-focused framing approach (emphasizing a return to previous policies).
In a study that parallels gender activism, Gough [30] provides a rhetorical framework for analyzing the messaging in environmentalist speeches - another form of activism. Gough's two approaches, which essentially represent positive and negative framing, are called the 'garden scenario' and the 'wasteland scenario', respectively. Both are future-oriented approaches and present the audience with a choice for the future. In the garden scenario, "humans interact with the natural world to preserve and manage it" [30: 52], while in the wasteland scenario, "human activity destroys the earth" [30: 52]. To achieve their goals, environmental activists present the audience with another choice. Humanity can either adopt top-down strategies (starting with change on the international stage and from the governmental level) or bottom-up strategies (starting with change from individuals). For this study, framing approaches related to the concept of 'change' were coded, as this pertains to the main objective of activists' speeches. Gough's definitions were modified to more accurately reflect a gender equality focus. Table 3 contains the six framing approaches and their definitions.

Table 3. Framing approaches

Framing approach	Definition
Positive framing (Garden scenario)	Emphasizing the benefits to be gained by taking action.
Negative framing (Wasteland scenario)	Emphasizing the drawbacks and problematic consequences resulting from inaction.
Top-down strategies	Placing the onus for taking action on international bodies or national governments.
Bottom-up strategies	Placing the onus for taking action on individuals in society.
Future-focused framing	Emphasizing a forward-looking approach to addressing issues.
Past-focused framing	Emphasizing a backward-looking approach to addressing issues.

Figure 1 provides a screenshot from Selina Shibata's transcript (LL5-10) to illustrate the coding process.

Figure 1. Coding example



3. Findings and Discussion

The key finding in this study is that rhetoric (both language techniques and message-framing approaches) was prominent in all the speeches analyzed. Some aspects of rhetoric featured more often than others, and there are key pedagogical takeaways from these findings. Findings relating to the rhetorical language techniques (Stage 1) will be detailed first. The frequency counts for the language techniques coded in the five speeches are presented below in Table 4.

Table 4. Language technique results

Technique	Kumi Sato	Rena Suzuki	Selina Shibata	Shu Matsuo	Shiho Otomo
Alliteration (3)	1	1	1	0	0
Allusion (15)	2	4	5	1	3
Anaphora (21)	2	7	6	1	5
Antithesis (27)	2	15	5	0	5
Asyndeton (3)	0	0	1	1	1
Euphemism (5)	0	3	2	0	0
Hyperbole (11)	3	2	2	3	1
Irony (5)	1	1	2	0	1
Metaphor (13)	0	5	2	5	1
Oxymoron (0)	0	0	0	0	0
Paradox (8)	0	0	4	2	2
Personification (2)	0	1	0	0	1
Rhetorical question (22)	8	3	4	0	7

Simile (6)	0	5	1	0	0
Tricolon (15)	3	3	1	3	5
Totals (156)	22	50	36	16	32

The most significant finding from this frequency count is that all five speakers utilized a wide range of rhetorical language techniques, with each speaker using more than six different techniques. In total, Rena Suzuki exhibited 50 instances of rhetorical language techniques, while Shuo Matsuo exhibited only 16. Given that he spoke for just under six minutes, this still equates to more than two language techniques per minute. In terms of the overall frequency, the techniques most commonly used by the speakers were antithesis (27), rhetorical question (22), and anaphora (21). All three of these techniques are simple to use and typically serve an emphatic purpose in speeches. Tricolons (15) were used frequently and also generally serve to emphasize the speaker's message. Interestingly, one speaker (Shu Matsuo) did not use either an antithesis or a rhetorical question.

The only technique not used in any of the speeches was an oxymoron. Other infrequently utilized techniques were personification (3), alliteration (3), and asyndeton (3). Irony (5), euphemism (5), and simile (6) were also not employed often. Many of these techniques can be described as more 'poetic', rather than emphatic, thereby potentially undermining the speaker's sincerity towards a sensitive topic, such as gender equality, if overused. This possible explanation is supported by the finding that the sole male speaker in the study used far fewer techniques than the four female speakers. When considering how the audience perceived his ethos, he was possibly aware of his potentially delicate position as a male speaker, speaking about women's rights, and therefore adopted more of a factual and explicitly sincere approach, which was less reliant on rhetoric.

In the second stage of the study, the speakers' framing approaches were coded. Table 5 provides the frequency counts for coded instances of each speaker's framing approach.

Table 5. Framing approach results

Framing approach (total)	Kumi Sato	Rena Suzuki	Selina Shibata	Shuo Mastuo	Shiho Otomo
Positive framing (18)	1	4	0	10	3
Negative framing (22)	4	6	5	1	6
Top-down strategies (2)	0	0	1	1	0
Bottom-up strategies (14)	2	3	3	1	5
Future-focused framing (7)	3	3	0	0	1
Past-focused framing (2)	0	1	0	1	0
Total (65)	10	17	9	14	15

The findings above reveal that each speaker favoured different underlying approaches to delivering similar messages, with most relying on a combination of framing approaches. Primarily, the speakers employed positive and negative framing to contrast their message of reality with an ideal position. Encouraging a bottom-up approach as a solution, especially at the end of their speeches, was another common tactic. The female speakers tended to use more negative message-framing approaches, often punctuated with personal anecdotes, whereas the male speaker focused primarily on positive framing, supported by anecdotes that showed his more enlightened approach to gender issues and the subsequent positive effects he envisioned if others adhered to a similar approach. While he may have utilized relatively fewer rhetorical language techniques, the frequency of his use of framing approaches mirrored that of the female speakers.

Two framing approaches rarely utilized were top-down strategies and past-focused framing. The latter is not surprising, as the speakers viewed the current status quo for gender rights as inadequate at best, and they were all advocating for a better future, not for a return to the past. The lack of top-down strategies presented was surprising and stands in contrast to climate change activists, who frequently urge national governments to take action. Instead, the activists advocated for a bottom-up approach.

To better illustrate the framing approaches used by the speakers, two examples are provided below in Table 6 for each approach. Each quote is referenced according to the lines in the respective transcript from which it was drawn. Commas have been added to the quotes to assist the reader.

Table 6. Message framing examples

Speaker	Positive framing excerpts
Rena Suzuki	I'm glad to have my husband calling himself feminist, and we are both feminists, because we want each other to have the same options, either me pursuing my career, or him becoming a stay-at-home dad (LL146-148)
Shu Matsuo	men who take paternity leave experience a stronger bond with their babies, research shows that the longer the paternity leave, the more engaged the father is in the first few years of a child's life (LL38-40)
	Negative framing excerpts
Kumi Sato	now, given that we have an aging population, where one of four people are going to be over 65, is it really fair for the wife or the daughter, to ask somebody, or a parent, who is 65 or older to be chasing a toddler and doing household chores (LL25-27)
Selina Shibata	these problems pile up one after the other and this whole system just seems like a trap (LL64)
	Top-down strategies
Selina Shibata	the government has to focus on providing a flexible environment for working parents (LL92)
Shu Matsuo	we need more countries to set up systems that allow all parents to take paid childcare leave (LL88)
	Bottom-up strategies
Kumi Sato	so, if you believe in this and agree with me, let's voice this and talk to people, so one day, maybe, a public policy maker will agree with it and something will be made to change it (LL76-77)
Selina Shibata	that is why I am reaching out to all the Japanese women out there, we have a voice and we must put it to use, we must come together to create gender equal society (LL99-101)
	Future-focused framing
Rena Suzuki	so I said to my boyfriend at that time that I wanted to change the society so that all women and men can be truly equal (LL17-18)
Shiho Otomo	we can make improvements by making small changes around us, these small changes we make will become a seat for a worldwide movement (LL161-162)
	Past-focused framing
Rena Suzuki	I went Keio because I wanted to achieve something great, and wanted to have a successful career in business, so imagine my surprise when I hear about the research showing that 80% of female co-eds at my faculty wanted to become housewives (LL35-38)
Shu Matsuo	like most men in Japan, I grew up being told that masculinity is supposed to look a certain way, you're supposed to be stoic and strong, dominant and in control; the breadwinner for your family (LL9-10)

Attention can now be turned to more conclusively addressing the research question framing this study: What are the rhetorical techniques and message-framing approaches utilized by Japanese gender equality activists? Overall, it can be said that the speakers frequently utilized rhetoric in their speeches, both in terms of rhetorical language techniques and overall message-framing approaches. There are also additional related sub-findings and distinctions worth noting.

Firstly, all five speakers utilized various rhetorical language techniques in their speeches. They employed them to punctuate their messages, to make their arguments more persuasive, and to engage with the audience. A closer analysis revealed that the simpler and more emphatic techniques were utilized more frequently. This is not surprising as such techniques are relatively simple to implement, especially for L2 speakers. Additionally, the underlying purpose of the speeches was to persuade the audience, and as such, emphatic techniques were likely considered more appropriate by the speakers, demonstrating an acute awareness of how to use rhetoric. Also potentially significant is that many of the rhetorical language techniques utilized by the speakers in this study closely mirror those typically used by Western speakers in similar such speeches [31]. This finding suggests that rhetoric could be determined more by the language being used than by the cultural background of the speaker.

Secondly, the use of a wide range of message-framing approaches was evident in all the speeches, and they were often used in combination. They were typically interwoven throughout the speech, with the most vivid example being the contrast between the ideal world where gender equality is realized (positive framing) and the reality of the current situation (negative framing). Western activists incorporate similar combinations in their speeches [31]. Interestingly, the gender equality activists exhibited differences from climate change activists concerning which message-framing approach they

prioritized (bottom-up approaches instead of top-down approaches and less reliance on future-focused framing). Additionally, gender differences were found between how the male speaker framed his speech and how the female speakers framed their speeches (more focus on positive framing).
The limited scope of the investigation precludes any definitive conclusions from being established until further work is conducted. Nevertheless, it can still be concluded that despite differences in how each speaker delivered their message, all five activists featured in this study delivered a strong rhetoric-infused message that largely mirrored the approaches and techniques found in speeches outside of the Japanese context [31]. The study can also conclude that the form of activism likely shapes the message-framing approach adopted by the speaker. This suggests an avenue for further research, exploring the rhetorical approaches of speakers outside Japan and across differing genres of activism.

4. Implications

Pedagogical implications for language learners and educators can be drawn from this study. While it has been traditionally argued that for learners to competently utilize rhetoric, a significantly high level of English proficiency is required, this study suggests otherwise. Two of the speakers analyzed in this study were high school-aged, and none of the speakers could be described as completely fluent. None of the five speakers is considered a professional speaker, yet all implemented rhetorical techniques frequently throughout their speeches. From this, it could be inferred that learning such techniques is not beyond the reach of L2 learners at the university level. Furthermore, rhetorical techniques are often more compelling when composed of simple English vocabulary. The vast majority of the language techniques coded in this study exemplified this point. For language instructors, videos of these speeches offer a chance to provide learners with materials to analyze. Modelling the techniques and approaches found in these speeches (and others) would represent the incorporation of authentic materials into the learning process, which is known to facilitate language learning [32]. It would also illustrate for L2 learners in higher education that rhetoric is simple to implement in public speeches.
Although rhetoric may appear relatively easy to implement into language courses in Japanese higher education, one daunting obstacle is that language educators in Japan often possess little background training in how to teach rhetoric - it is seldom covered in L2 training courses. This issue needs to be addressed first before rhetoric can be featured in second language curricula at the university level [19]. Awareness of this fact would be the first step. Given the frequency with which second language learners are required to present in English in Japanese university courses [11], successfully infusing rhetorical techniques into their presentations should be considered a mandatory skill to learn.
The findings from this study also proffer implications for activists. As the speakers in this study largely exhibited similar rhetorical techniques and approaches to activists outside Japan [31], it can be assumed that rhetoric has a universal appeal extending beyond the domain of Western nations or English-as-a-first-language speakers. Findings from this study also suggest that the appropriateness of the techniques used by activists can fluctuate according to the genre of activism. Japanese activists need to learn to synthesize their approaches and techniques with the expectations of the audience when pitching their climate change, gender equality, or poverty relief messages.

5. Conclusion

This study demonstrates that the use of rhetoric (language techniques and message-framing approaches) is not the sole domain of speakers for whom English is a first language. L2 activists also use rhetoric as a tool for public speaking, often in a similar manner as their Western counterparts. However, to support Japanese speakers using English in the public realm, rhetoric needs to be seen as more than a peripheral subject when taught in higher education English language courses in Japan.

Acknowledgment
This research was supported by the Japan Society for the Promotion of Science (JSPS) KAKENHI Grant Number 22K13170.

REFERENCES

[1] University of Kentucky. (N.D.). Glossary of rhetorical terms. Available at: https://mcl.as.uky.edu/glossary-rhetorical-terms
[2] Fairhurst, G.T. (2011). *The Power of Framing: Creating the Language of Leadership.* Jossey-Bass.
[3] Toye, R. (2013). *Rhetoric: A Very Short Introduction*. Oxford: Oxford University Press.

[4] Feldman, O. (2020a). Introduction: Persuasive speaking and evoking political behavior. In O. Feldman (ed) *The Rhetoric of Political Leadership: Logic and Emotion in Public Discourse.* Edward Elgar Publishing Inc., pp.1-14.
[5] Miyawaki, K. (2014). *Constructing loyalty, citizenship, and identity: A rhetorical history of the Japanese American incarceration*. PhD Thesis, University of Wisconsin Milwaukee, USA. Available at https://dc.uwm.edu/etd/634/?utm_source=dc.uwm.edu%2Fetd%2F634&utm_medium=PDF&utm_campaign=PDFCoverPages
[6] Okabe, R. (2007). The concept of rhetorical competence and sensitivity revisited: From Western and Eastern perspectives. *China Media Research* 3(4): 74-81.
[7] Suzuki, S. (2010). Forms of written arguments: A comparison between Japan and the United States. *International Journal of Intercultural Relations* 34(6): 651-660.
[8] Miles, R. (2022). The rhetorical techniques employed by Japanese activists. In K.G.D Chan, W.M. Chan, L.P. Cheong, S. Klayklueng, M. Nagami, M. Park, K.O.O Salawdeh, J.W. Sew, T. Suthiwan, & I. Walker (eds) *Foreign Language Education in the 21st Century: Review, Re-conceptualise and Re-align*. Singapore: NUS Center for Language Studies, pp.55-66.
[9] Feldman, O. (2020b). The rhetoric of broadcast talk shows in Japan: The art of equivocation as a political skill. In O. Feldman (ed) *The Rhetoric of Political Leadership: Logic and Emotion in Public Discourse*. Cheltenham: Edward Elgar Publishing Inc., pp.139-155.
[10] Ministry of Education, Culture, Sports, Science, and Technology. (2003). Eigo ga tsukaeru Nihonjin ikusei no mokuhyou [An action plan to foster Japanese with English proficiency]. Available at: http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/004/siryo/04031601/005.pdf
[11] Koike, I., Terauchi, H., Takada, T., Matsui, J., & The Institute for International Business Communication. (2010). *English Skills: What Do Companies Really Need?* Asahi Press.
[12] Miles, R. (2018). The relevance of Japanese university students learning English presentation skills. *AGON 9,* 105-127.
[13] Omotedani, J., & Sannomiya, M. (2020). What constitutes a good English-language presentation? Investigating differences in metacognitive knowledge. *神戸学院大学クローハル・コミュニケーション学会紀要* 5: 17-28.
[14] Omotedani, J., & Sannomiya, M. (2023). Educational intervention to foster English presentation skills: Based on implications from metacognitive perspectives. *Journal of Global Tourism Research* 8(1): 15-26.
[15] Oshima, S. (2021). A task-based approach to creating English presentations in extracurricular settings. In P. Clements, R. Derrah, & P. Ferguson (eds) *Communities of Teachers & Learners*. JALT.
[16] Matsuoka, M. (2018). Utilizing smartphones for improving presentation skills: Quick video recording for self-reflection. *大妻女子大学紀要. 社会情報系, 社会情報学研究* 27: 89-97.
[17] Nagasaki, M. (2019). Oral rehearsal: Teaching English as a foreign language in Japan. *Education & Training 7*.
[18] Head, P. (2018). Student and teacher views on English language speech contests in Japan. *Mask & Gavel* 6: 7-29.
[19] Miles, R. (2023). The Prominence of Rhetoric in Japanese University English Oral Communication Courses. *Proceedings of the World Conference on Research in Teaching and Education* 2(1): 35-44.
[20] Lim, H.J., & Mali, D. (2021). Can an intercultural rhetoric intervention improve academic performance? An exploratory study using Korean (EFL) students. *The International Journal of Management Education* 19(3), 100542.
[21] Yamaguchi, M. (2008). Me? A feminist? Gender activism and collective identity in Japan. *Thinking Gender Papers*. Available at: https://escholarship.org/uc/item/18b1q625
[22] Kamimoto, M. (2023). Celebrating International Women's Day: Japanese feminists to admire. *Zenbird*, 8 March, 23.
[23] Yamaguchi, T. (2014). "Gender free" feminism in Japan: A story of mainstreaming and backlash. *Feminist Studies* 40(3): 541-572.
[24] Hasunuma, L., & Shin, K-Y. (2019). #MeToo in Japan and South Korea: #WeToo, #WithYou. *Journal of Women, Politics & Policy, 40*(1): 97-111.
[25] Miles, M.B., Huberman, A.M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd edition). Sage Publications.
[26] Kock, C. (2014). Aristotle on deliberation: Its place in ethics, politics and rhetoric. In H.

Van Belle, K. Rutten, P. Gillaerts, D. Van De Mieroop, & B. Van Gorp (eds) *Let's Talk Politics: New Essays on Deliberative Rhetoric*. John Benjamins Publishing Company, pp. 52-68.
[27] Powell, M. (2011). *Presenting in English: How to Give Successful Presentations*. Cengage.
[28] Rowland, R.C. (2019). *Analyzing Rhetoric: A Handbook for the Informed Citizen in a New Millenium* (5th ed.). Kendall Hunt.
[29] Saldaña, J. (2021). *The Coding Manual for Qualitative Researchers* (4th ed.). Sage Publications.
[30] Gough, J. (2018). Characteristic Strategies of an Environmentalist. *Rhetor: Journal of the Canadian Society for the Study of Rhetoric* 7: 49-62.
[31] Miles, R. (2021). From Thunberg to the L2 classroom: Public speaking techniques. *Language Teaching Research Quarterly* 22: 49-63.
[32] Pinner, R. (2016). *Reconceptualising Authenticity for English as a Global Language*. Multilingual Matters.