

**Task-Based Instruction Implementation through the usage of Public Speaking Skills to  
strengthen communicative and speaking abilities.**

**Implementación de instrucción basada en tareas mediante el uso de habilidades para hablar  
en público para fortalecer las habilidades comunicativas y del habla.**

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**Bogotá, 2022**

## **Abstract**

The fact of not being able to practice and strengthen your communicative competence in a second language, is a plight, in which many students are currently immersed in. Either context restrictions, activities that do not interest them to practice their second language as well as factors such as nerves, anxiety and fear to talk in front of an audience or even among friends is a problematic that hinders individuals from reaching an accurate level as to their speaking skills. Therefore, such a situation is worth being investigated in the present study in which students from a bachelor's degree in bilingualism were chosen were the participants on how an approach like task-based instruction (TBI) along with the aid of public speaking skills (PSS) can strengthen their oral production when delivering speeches settled in their own context. Data was gathered thanks to field notes, audio and video recordings and surveys (instruments) intended exclusively to the participants of the study. Qualitative results showed that students felt more confident (up to the point of using structures and techniques of public speaking unconsciously and make use of their own knowledge on the topic featured) of themselves when talking about events of situations set in their own context. On the other hand, and thanks to the implementation of Action Research as a part of the instructional design of this study, researchers could change, adjust, and adapt their classes so that factors such as students' experience and data gathering procedure were more suitable for both parts. Based on the findings obtained, these suggested that the application of TBI along with PSS focusing on students' communicative competence contributed to the enhancement of students' willingness to talk in a more natural and free way using their second language (English), despite having pushed through this study by means of virtual meetings due to the Covid-19 pandemic.

**Key words:** Task-based instruction, Public Speaking Skills, Communicative Competence, Action Research, Speech,

## **Resumen**

El hecho de no poder practicar y fortalecer tu competencia comunicativa en una segunda lengua, es una situación en la que actualmente se encuentran inmersos muchos estudiantes. Ya sea por las restricciones del contexto, actividades que no les interesan para practicar su segunda lengua, así como factores como los nervios, ansiedad y miedo de hablar frente a una audiencia o incluso entre amigos es una problemática que impide que las personas alcancen un nivel adecuado en cuanto a sus habilidades para hablar. Por lo tanto, tal situación vale la pena ser investigada en el presente estudio en el que se eligieron estudiantes de una licenciatura en bilingüismo como participantes sobre cómo un enfoque como la instrucción basada en tareas (TBI) junto con la ayuda de habilidades para hablar en público (PSS) pueden fortalecer su producción oral al construir y enunciar discursos asentados en su propio contexto. Los datos de esta investigación fueron recolectados gracias a notas de campo, grabaciones de audio y video y encuestas destinados exclusivamente a los participantes del estudio. Los resultados cualitativos mostraron que los estudiantes se sentían más seguros (hasta el punto de utilizar estructuras y técnicas de hablar en público de forma inconsciente y hacer uso de sus propios conocimientos sobre el tema tratado) de sí mismos al hablar de hechos o situaciones ambientadas en su propio contexto. Por otro lado, y gracias a la implementación de la metodología conocida como *Action Research* como parte del diseño instruccional de este estudio, los investigadores pudieron cambiar, ajustar y adaptar sus clases para que factores como la experiencia de los estudiantes y el procedimiento de recolección de datos fueran más adecuados para las necesidades de ambas partes. Con base en los hallazgos obtenidos, estos sugirieron que la aplicación de TBI junto con PSS enfocada en la

competencia comunicativa de los estudiantes, contribuyó a mejorar la disposición de estos para hablar de una manera más natural y libre utilizando su segundo idioma (inglés), a pesar de haber llevado a cabo este estudio por medio de encuentros virtuales debido a la pandemia del Covid-19.

### **Acknowledgements**

To our mentors. To our families. To all our partners and friends who supported us during this journey, we would like to express our deepest gratitude. Without their pieces of advice, constant aid, and love, we would not be here expressing these wondrous and endearing words that are dedicated to them. We are proud of the work done as well as the people who contributed and believed in our project since the very beginning. Such a feel that is something we would never forget. This experience will remain in our minds every single day since it taught us to be a better individuals, professionals, and partners. That being said and taking words from a famous animation, we do not have nothing more to say that “*La historia de Dragon Ball ha llegado a su fin.*”

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## **Chapter I: Introduction**

In all educational levels, speaking is certainly the less stringent, empirical, and practical skill and yet relevant to the tenets of academic requirements: all research dissertations and language official certification, not to mention entire professions like pedagogy or law, require a high level of speaking. Unfortunately, we face the issue that this essential attribute is neglected (in spite of its importance) by the lack of meaningful results it harvests in most classrooms and therefore in student's progress, based on the fact that:

It can't be expected that young people grow up with the knowledge and skills of public speaking and rhetoric, because it is a very small percentage of parents that can actively teach these skills to their children. On the other hand, even the school system, through primary and secondary schools, including colleges, except certain majors, does not mention, much less teaches those skills (Novakovic, 2017, p.34).

Aiming to tackle this concern, we decided to focus our efforts on aiding Communicative Skills for English Language Teaching (ELT) given that the public speaking (PS) riddle, particularly in teaching, behooves to the acquisition of the oral competence but extends also towards the development of critical thinking, creativity, acute examination of texts and idea production or even world view. We found that "worldview is the overall framework through which an individual sees, thinks about, and interprets the world and interacts with it" (Hartranft & Schreiber, 2013, p.6), making the exercise, understanding and production of speech a matter that requires, more than just talking, encoding, and decoding; a process that "although may appear to be fairly straightforward (...) is actually much more complicated than it seems. The reason for this is because we all have different worldviews" (p14). With this in mind, task-based instruction (TBI) was the approach by means of which we determined to fill this hole in the

educational process of ELT pupils, harnessing its eclectic pursuit of achieving a particular endeavor without neglecting its constituent language. In sum, insofar as the academic efforts resonate as the most underdeveloped aspect of a language student skillset, we propose the inquirer of what can task-based instruction inform us about communicative and speaking abilities in students of sixth semester of a bachelor in bilingualism?

Considering the previously described needs and the many advantages that the method offers, in the first chapter of this document we explore the components of our proposal; continuing in chapter two with the revision of the theory, focusing on the design and details of our research in chapter three, the results in the conducting of our framework in chapter four; and finally in chapter five the results of the application of our study in the chosen population.

### **Statement of the problem**

The plight of public speaking is a conundrum that students and professionals in all educational levels have the challenge to defeat; a venture that becomes more acute and daunting if we add the difficulty of achieving it in a foreign language such as English. We need to look no further than the available literature to understand how this language has become a quintessential element of academic life, and even business or personal affairs; for this reason, there was no issue to find a particular group fated to carry the burden to fuel and feed their societies in order for them to keep up with the world's trends: English teachers. Arvianto wrote that "English as an international language plays a more and more important role in many parts of our life. It is being used in international business, politics, education, agriculture, science, technology etc." (2015, p.15).

Regardless of this indisputable fact, we have found that this is not always the case. It is assumed that higher education students who begin their studies and have a working life are prepared to respond to the literacy demands of this educational level. However, “the overcrowding that higher education entails, does not show any guarantee regarding the preparation of students to meet the demands that this academic institution demands of them” (Zavala, 2009, p.1). Thus, it is incumbent for our research to tackle this circumstance and we have done so by using task-based instruction in the context of communicative skills in ELT, elements that we will revise presently.

The issue of developing speaking competence has come to our attention as it is evident in most universities, including our own alma mater, as we have personally witnessed the predicament and have even noticed how pupils have been kept behind due to this struggle. Furthermore, we have found that this is a concerning phenomenon that can hinder not only learning but also the mentality, economic situation, affective process, and job performance. According to Lievens, Van Geit, & Coetsier (1997), companies have suffered several obstacles “including flatter and looser structures, downsizing, globalism, technological innovations, and a changing nature of the workforce. Leadership is seen as a critical factor in initiating and implementing the activities needed to address these issues and sustain profitability” (p.2). Thus, it is evident that the lack of leadership, provoked by shyness and poor skills to express one self, can affect the performance and confidence of basically any worker user of a second language, leading us to believe that our work will be relevant for different populations, and even professions, not only in Colombia but worldwide, yet particularly in ELT teachers since they are the sector responsible of teaching and learning these skills at their full potential. In short, we seek for

students in this context to improve their quality of life, academic performance, affective process, and job performance.

Aiming to engage in the development of a strong background for our project, we have resorted to the works of a number of researchers that have explored similar issues. We can refer, first and foremost, to the data provided by León and Cely (2010) who conducted a study regarding student's oral output that concluded that "there were three important causes which interfered or disturbed the students' oral participation. These were the lack of vocabulary, shyness, and fear of speaking). Following this, we also found a document by Raja (2017) that focused on the key role that anxiety, and the aforementioned shyness, plays in the public speaking performance of people and how "It is essential to focus on the material, not on the audience as people are primarily paying attention to the information being presented" (p.107), which connects with our approach, since Public Speaking heavily aims to the understanding of the subject matter and can therefore aid to meaningfully diminish students fear. Additionally, we revised a similar work by Fauza, Usman and Muslem (2018) who argued that the speaking skill could be harness with the help of Puppet Show Media, as it "is one of the three-dimensional media which is able to make the students more interested and can motivate the students to understand about the lesson deeply" (p.218), an idea that share a close nature to ours. Therefore, joining this research (among many others), we were able to gather a body of work that supplies a sturdy scaffolding to our project.

Lastly, we must mention the relevance and impact that we seek to achieve in our paper, since this issue can, as we have mentioned before, affect learners in more than one crucial aspect of their growth as students. We insist on the importance of task-based instruction (TBI) as a device to elicit an accurate public speaking skill, considering that "in constructing assessments of

critical thinking, educators should use open-ended tasks, real-world or “authentic” problem contexts, and ill-structured problems that require students to go beyond recalling or restating previously learned information” (Lai, 2011, p.2). This relevance is nourished by the fact that no skill that includes expression and creativity (such as public speaking that requires, on top of confidence, strong arguments and even persuasion) requires to be worked beyond mere theoretical learning. Hence, the necessity of a strong communication skill, benefits greatly by the tenets of TBI, providing that “students are required to be immersed in comprehensible inputs as well as tasks so that they are capable of negotiating meaning and are engaged in naturalistic and meaningful communication (Richards and Rodgers, 2001, as cited by Shirvan & Taherian, 2016, p.215). In sum, our research aims to gather all these focal aspects of so many diverse disciplines, which aims to provide a strategy to tackle the dilemmas with which students have to cope.

### **Question**

What can task based instruction inform us about communicative and speaking abilities?

### **Objective**

To examine students’ communicative competence (public speaking skills) when applying the step-by-step process proposed by TBI approach.

### **Specific Objectives**

To identify students’ self-confidence by applying a series of tasks that prompt their willingness to use and put in practice their communicative abilities in their L2.

To describe how students feel when mastering their second language by constructing a speech with the aid of Public Speaking.

To outline the importance of developing tasks set in the students' own context in order to stimulate their speaking skill.

## **Chapter II: Theoretical Framework**

### **Rationale**

Throughout their academic experience, students are meant to face challenges, such as anxiety when it is time to speak in public that may affect their performance and therefore their learning processes. Aiming to this, the following research project is focused on how college students from a bilingual program can enhance their public speaking skill when referring to their English language learning achieving strong Communication Skills through tasked based language learning (TBLL). Thus, are we set to search what task-based instruction can inform us about communicative and speaking abilities.

The reason we have become interested in this issue lies in the context we are currently involved in. Students of our bachelor have been dealing with many difficulties in their process, particularly in regards to public speaking, to the point that many of them have had to repeat subjects or are barely passing. A situation so essential for young learners that are meant to deal with both communication in a foreign language and also face groups of (sometimes misbehaved or uninterested) once they graduate; however, we notice that, whereas there are many subjects dedicated to language and pedagogy, there are little to none dedicated to public speaking, let alone corporal expression and other more subtle aspects of this skill. The absence of many of these essential skills leave students at the mercy of teachers that might or might not decide to include them in their classes or in a situation when their learning and future working performance

may be stunted even if they manage to, somehow, advance through the stages of their career. Thus, we consider this phenomenon has become a major issue for our bilingual partners who have dealt with difficulties concerning the speaking skill, the wider and most intimidating aspect of English learning.

Moreover, we want to focus on the benefits this project can bring to Colombian education, our community and even abroad. We focus our study on students from 18 to 25 years old of fifth, sixth and seventh semesters of bachelor in bilingualism with emphasis on English from a private university in Bogota. We thought this population was optimal for this research since it gathers the have addressed so far and seek to solve. A proper aid to the plights of students can prevent them from, as we mention, lowering their grades and stunting their learning; but also keeping them from being forced to take unfortunate decisions like forsaking the pursuit of their career after already investing time on it. Not to mention the great improvement we could achieve regarding speaking levels and fluency in general.

Furthermore, we can mention some studies that can enrich our research project due to the similarity of their approaches. Pawliczak (2015) for instance, shed light on the benefits of creative writing as far as language skill and vocabulary, that we adapt to our context, since public speaking requires preparation and careful design of speech, structure, creativity, and arguments (in the form of writing) before performing; therefore, being a perfect task for our population to work with and a powerful addition to our research. On the other hand, and adding to a key element of speech as is structure, we found that “task-based teaching engages students in structure-based communicative task, which are designed with the purpose of automatizing students to put the internalized structures into practice”( Shirvan & Taherian, 2016, p.216), an element that will come handy when it comes to the challenge student have while expressing

themselves in public: being familiar with structure will make this task easier and more engaging for the learner. This emphasis on structure links quite well with Communication Skills; provided that “to acquire good communication skills or to excel in communication skills, one has to acquire expertise in all the four skills” (Archana & Rani, 2017, p.01), we consider that task based will fulfill this need thanks to the previous stated need for structure to be considered and also the different roles teachers (who in a certain point is not to correct error) must acquire in front of students, being that “by performing various roles, she [the teacher] becomes an ideal guide in shaping their future” (p.3)

In conclusion, this research seeks to identify the main advantages that bilingual students of higher education can get and the contributions that they have in their public speaking skills by furthering their Communicative Skills through TBLL. Likewise, we consider that even though it is a challenge for this population, they can achieve good results using this practice. However, these challenges work also as our motivation to go further and discover the impact in student’s lives and contributions in their educational and professional performance.

### **Conceptual Framework**

Public speaking as a common activity, practiced by everyone but in certain professions may have a key role that, if not fulfilled, can lead not only to issues with performance but with levels of panic and distrust that may hinder more than just the work life. Overall, it can be defined ‘as a way of making your ideas public-of sharing them with other people and of influencing other people’ (Lucas, 2009, as cited in Theophilia Tambunan, 2018, p. 11) Moreover, Task Based Language Learning (or TBLL), the approach chosen to carry out our project, is meant to foster students’ capability to achieve their aims with no pressure as it is “an approach seeking

to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunities to interact.’ (Larsen-Freeman, 2000, p.114, as cited in Ismaili, 2013, p. 292) ) And finally, we refer to Communicative Skills in ELT as a field that translates into an immense responsibility teachers have, since “in teaching, teachers should not teach learners with one competence only, for instance, to master grammatical competence but also to apply the competence to communicate in the real context of life” (Dinna, 2014, p.38). Thus, Communicative Skills act as the means in which students put in practice their capability to interpret, analyze and express their thoughts in a thorough and adroit manner.

Throughout this chapter, the three constructs addressed in our research project will be further covered, alongside the relationships they will have with each other and also, we will examine the amount of evidence gathered from the aforementioned fields of research. First, we will revise the main issues we could find regarding public speaking and the effects they may have in the performance and affective health of students; then we will go through the tenets and main ideas of task-based instruction (or task-based language learning) and how they can be applied to the needs of speakers; and finally, we will connect it all together with the advantages that a proper and complete Communicative Skill offers.

### **Public Speaking within EFL**

Considering the amount of data and research in the field of Public Speaking that exists, we will start from the basic notions of Public Speaking and then, we will dive in those research that highlight or mention in somehow the hindrances that hinder students from having a suitable performance when expressing their thoughts and ideas in front of a public. Thus, Public Speaking according to Attias et al (2012) “is the process of designing and delivering a message to an audience.” (p. 8) Therefore, Public Speaking is about conveying a message that was previously

developed and practiced in order to make it understandable when talking about it. But, in order to attain a good delivery of the speech, a speaker “must plan, organize, and revise their material in order to develop an effective speech.” (Attias et al 2012.) Along with these steps and in order to bridge with your audience when speaking in public, Morgan (2008) lists few things that hold great importance during a speech or presentation: (a) intent to be open with your audience, (b) intent to connect with the audience, (c) intent to be passionate about your topic, and (d) intent to listen to your audience. (p.5-8) Delivering a good speech and connecting with the audience make the speaker excel in whatever field he dives in.

However, many people tend to struggle with themselves when facing situations in which they have to talk in public as “they experience emotions like fear and anxiety, leading to nausea and excessive sweating” (Raja, 2017, p. 95) Anxiety, especially, plays a bigger role when hindering a student's performance in any task or live situations they may face. Being anxious carries on symptoms such as “sweating, having headache and breathing shortly, emotional signs like fear of death and cognitive signs like having difficulties concentrating” (Johnston, 2006 as cited in Theophilia Tambunan, 2018, p. 9); symptoms that make the person feel helplessness or unable to perform suitably a given task. Undoubtedly, anxiety, one of the main reasons that support the foundations of students’ lack of improvement in Public Speaking, needs to be tackled in schools and universities curriculum (Raja, 2017, p. 98.) Thereby, students’ sense of readiness when carrying out whatever task they are assigned with in the future, will make them feel confident enough when performing it.

### **Task Based Language Learning.**

Among the many approaches that are used nowadays in all educational fields, TBLL stands as one of the most implemented approaches along with Presentation, Practice, Production,

when teaching not only the acquisition of a foreign language but some other subjects. According to Larsen-Freeman, (2000) Task-based language teaching is an approach seeking to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunities to interact. The foundations of this approach lie in its 3 stages: Pre task (the teacher and students choose a topic to work on during the rest of the session), Task Cycle (in order to attain the goal of the lesson, students may use their mother tongue to have a better understanding and therefore a better performance when accomplishing their task. The teacher acts as a guide during this stage), Post task (the students ponder about their findings and share them to the class; the students put in practice their second language and reflect on the way they conveyed their message)

Furthermore, Task-based language teaching turns out to be an appealing approach for teachers whose quest is to set a proper space of dialogue and interaction in which their students share thoughts and ideas more naturally regardless of their delivering of message. Precisely, the idea of conveying messages in a freer way is the aim for which many teachers have decant for this approach. Bonces & Bonces (2010) support this idea as ‘the desire of educators to promote real communication or the exchange of meanings rather than forms.’ (p.166) The idea of exchanging meaning rather than forms is meant to diminish students’ stress when it comes to speaking as it elicits students’ spontaneous communication along with a major degree of confidence while they share their thoughts and ideas by working in groups.

For instance, Lopez (2004), as cited in Ismaili, (2013) found that students using task-based instructions (TBI) learned English more effectively because they were using the language to do things- to access information, solve problems, and to talk about personal experiences (p 293.). In sum, by setting a suitable context and by being a student-centered approach, TBLL,

students are more willing to communicate as they are served with tasks that capture their interest, they focus on meaning rather than only using the second language, therefore receiving a remarkable number of messages (input) while they start producing and arguing their own. Zuñiga (2016) implemented TBLT in a EFL Program at a Colombian University whose results and learner's perceptions about the approach are related to the literature seen thus far, "The participants shared these perceptions because the majority of activities they received were related to contextualized exercises and they had the opportunity to carry out creative tasks" (p.20). Likewise, "TBLT fostered a long-life learning process. It means that this methodology promoted exploration, negotiation, and cooperation among the teacher and students to find solutions to problems and complete the task" (Zuñiga, 2016). Overall, TBLT fits teachers and students needs when achieving feasible tasks that are negotiated by them.

### **Communicative Skill in ELT**

As this approach seems so fitting to the needs of students with this particular aim, it is not difficult to grasp how it can be used to trigger students' skills with the appropriate ingredient to complement it. After all, in order to foster skills beyond the mere academic, the teacher or researcher requires creativity and effort to improve their (and their future students) Communication Skills in ELT, having as a goal (since the English language belongs not only to different countries but concerns a global phenomenon) to address communication not only in general but also in a multicultural level. We found that "one effect of the globalization of the English language is a significant increase in the number of intercultural interactions. More people than ever before are involved in interactions with foreigners and communities are becoming increasingly multilingual and multicultural" (Xiao & Petraki, 2007), which matches with TBLT's intention to "help the student by placing her in a situation like in the real world. A situation

where oral communication use is essential for doing a specific task” and thus aiding to close “the gap existed between theory and practice” (Surya, 2017 p.41), particularly in a situation where there are more than just linguistic aspects at stake. In fewer words, in order to communicate in a foreign language, the difference in culture must be considered since it could affect performance and understanding of the culture of origin.

This connection with the further aspects of Communicative skills is developed with another aspect of TBLL, where learners are expected to be “risk takers and innovators” capable of “practice in restating, paraphrasing, using paralinguistic signals, and so on (...)” (Shirvan & Taherian, 2016, p.228). These signals are another essential part of speech that go beyond mere language, since, provided that students and teachers with great Communication skills can benefit from expressing emotions or highlight their speech with paralinguistic signals such as tone, proper breathing, emphasis, etc... A study carried out by Devillers and Vidrascu (2006) regarding call center dialogs found that “one of the challenges when studying real-life speech (...) is to identify relevant cues that can be attributed to an emotional behavior and separate them from those that are simply characteristic of spontaneous conversational speech”. This difference between (general) Communication skills and Public Speaking was an interesting point in our research. This common ground regarding paralinguistic signals (beyond the mere language) between PS, CS and TBLL is key to address students’ need to perform better in their public speaking since they will find themselves using these signals in order to improve their output. Schuller (2012) defines paralinguistic as “the discipline dealing with those phenomena that are modulated onto or embedded into the verbal message, be this in acoustics (vocal, non-verbal phenomena) or in linguistics (connotations of single units or of bunches of units)”. He continues with this statement: “Note that, in practice, information obtained from speech will often be

combined with information obtained from vision, extra-linguistic context, and the like” (p.5). The use of these cues results in a fascinating advance in our study, since Raja (2017) pinpoints this element in his own research regarding anxiety in public speaking: “A change in their confidence, speaking style, intonation pattern and the rest can result in a positive change in their professionalism and personality” (p.95).

Furthermore, “TBI (Task based instruction) proponents favor the use of authentic tasks supported by authentic materials wherever possible. Popular media such as newspapers, television, and the Internet provide rich resources for such materials” (Shirvan & Taherian, 2016, p.229). Considering this fact, it is not strange that Communicative Skills also claim a need for authentic materials to be used, since a task when students analyze and then perform publicly around these corpuses, will be very likely to appear in the kind of environment and method we wish to use. This is important since the “various audiovisual technologies could be employed in non-native ESL learning contexts that can provide opportunities for communicative English through different authentic materials, which may not have been initially produced or used for language learning purpose (Yuksel, 2009, as cited by Khan, 2015, p. 46). This is related to our previous assessment of cultural context, and the fact that the previously mentioned realia is an outcome of our own cultures, beliefs, or even political context. Moreover, these realia can also address the need for more confident and strong vocabulary, as “interaction with authentic materials aids in contextually grounding instruction by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia, then, can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning” (Sukrina, 2010, p. 6).

Going back to previous statement regarding the realia and real world aspects beyond the mere linguistic aspects (such as culture or intercultural awareness), we found that among the ingredients that we could focus in order to meet this goal are “the ethnographic observations, historic revision, of documents, sociological research of interaction, sociology of knowledge, social psychology, etc...; face dialogs, written texts and interviews” (Santander, 2011, p.208). This focus on aspects such as history and ethnicity can appeal to students’ own needs, interest and background, considering that all three of our constructs are open for these knowledges to be revised and thoroughly understood: students can cope better with their anxiety and performance by analyzing and speaking about their own identities and social reality, provided that in order to overcome they need to “intent to be passionate about your topic," Raja, 2017, p.99). And, as we explained before, “Task-based learning enables students to be actively engaged with language in an authentic context and challenges them to build meanings and patterns which make them develop into autonomous learners” (Ismaili, 2013, p.296). In more succinct words, teachers would be very well advised not to be strangers to the social and historic context their practices will inevitably lead them to, particularly when they search to communicate meaningfully while doing so.

In conclusion, the connection between these three constructs and the reality that we expect to improve is evident. This review allows us to create a strong scaffolding to our study. In sum, the issue of public speaking adapts perfectly with the tenets of Communicative Skills in ELT and the field of TBI regarding social context, verbal and non-verbal language, the type of materials that these disciplines provide and the process on which we can perform the activities; something that we will address in detail in the chapter related to method. For now, let it be enough to say that the early stages of the sort of experiment we expect to apply “does not correct

errors of form” (Shirvan & Taherian, 2016, p.230), for which our population will never feel the pressure for the matter at hand (public speaking) without a proper process that will lead them to proficiency.

### **Chapter III: State of the Art**

The first works as regards the Task-Based Language Learning approach applied to the Colombian context, show how the way in which a foreign language (in this case, English) is taught in Colombia has grown and changed on its methods since the application of the well-known and outdated traditional models. Thus, in this literature review, we will highlight the research made by several researchers in this field of investigation such as TBLL. (Onatra & Peña 2009, Laverde 2016, García 2016, Muñoz 2017)

In order to gather the literature already mentioned, we focused on those projects whose core was the application of TBLL (along with its procedures) in the classroom either of school, high school, or university programs. The procedure to find these investigations was meant to cover the projects carried out in any city of the Colombian territory. Afterwards, we reviewed those works dedicated to the analysis and application of TBLL along with the speaking skill (the least improved skill when it comes to learning a language.) Likewise, the population, findings, issues, and methodologies shown in these projects will be further covered.

In general terms, the investigations addressed in this section have in common the remarkable enhancement of the speaking skills when applying TBLL in different courses, from school up high school. Moreover, it is important to mention that these studies were applied in its majority to public academical settings in which the students’ needs were greater than those students who are encountered in better stratum. Nonetheless, and as mentioned before, the

improvement in the English area (an important subject nowadays) was a need covered in these studies suitably.

Certainly, when we refer to TBLL, especially when teaching a foreign language as English, a skill that comes to our minds right away, is the oral production, more often named as the Speaking Skill, a very important ability to be developed by the learner that in many cases is left behind by the other 3 remaining skills (Reading, Writing and Listening) when learning a language. In regard to the abandonment of this skill, Onatra and Peña (2009) state that “most of the time we lack enough reflection on how to encourage learner’s potential in regard to their communicative competence.” (p. 12) Therefore, they placed the growth of this skill as the core in their study called Promoting Oral Production through the Task-Based Learning Approach: A Study in a Public Secondary School in Colombia. The authors of this study applied the TBLL approach in a school located in Bogotá, Colombia with students of 7th grade, who were taught mostly the writing and reading skills along with the training to pass tests when attending their English classes.

Yet, the oral production was not fostered at all within the class’s development, “we identified that the ELT curriculum at the school stressed writing and reading practices at the expense of speaking activities which could promote students’ oral skills.” (Onatra & Peña, 2009, p. 15) Thus, by knowing the issue of neglecting the teaching of the speaking skill, the researchers decided to apply two different strategies within the TBLL procedure as well as determine a set of steps to be accomplished so that the oral production task will be reached properly.

As to the strategies, the first one was based on placing the learners in pairs when the task was about having formal or informal conversations/interviews, and the second one was meant to

work individually when doing presentations according to the students' topics of interest. Afterwards, the topics of the lesson were introduced; "talking about my friend" being the first one, and "talking about my family" the second one, respectively. In order to gather the data of these presentations, the authors used a tape recorder, field notes and proformas, which help them to notice students' levels of anxiety when presenting.

Once the presentations were revised, analyzed and complemented with the tenets of TBLL, the researchers found out that "mistakes in grammar, intonation and pronunciation are to be tolerated and even ignored when the objective of a task is to promote the oral skill" (Onatra & Peña, 2009, p. 18) as "the seventh graders we worked with, their progress was relevant after lowering their anxiety by avoiding both teacher's correction and peers' critique" (Onatra & Peña, 2009, p. 18) Thus, while performing a given task without being corrected (and having the opportunity to invent words to help them to express a message), the students gained more confidence that eventually let them to prepare complex tasks such as role plays in which they had to disguise and thus act.

Even though these tasks had oral strategies such as word invention and the combination of English and Spanish to convey a message, the researchers could notice that other students aided each other by finding the right word to express the desired message, something called 'solidarity between interlocutors.'

In sum, the researchers concluded that committing mistakes "allow the individuals to monitor their learning process" (Onatra & Peña, 2009, p. 21) as "the fact of being wrong, in some cases, causes humans to take actions and modify behaviors in order to establish changes and needed corrections." Moreover, the researchers came up with the conclusion that the students

must learn about how to deal with drawbacks or mistakes they may face when performing a given task. Additionally, by letting the students observe the task cycle with a suitable sample, they could see a clear guide on the task they had to develop later on and therefore feeling confident when making it.

Implementation of Task-Based Language Learning Approach to Develop Oral Production by Karen García (2016) gives us another gaze on the contribution of TBLL to the oral production of students coursing 8th grade in a public institution in Medellín, Colombia. In regards to the lack of oral production (the main problem) of her research, García (2016) points out that “there were not many opportunities for students to develop and practice these skills inside the classroom (p. 10)” as “most of the activities proposed by the cooperative teacher (CT) were based on written handouts, where some vocabulary and grammatical structures were presented (...) to learn and practice, (...) throughout drilling exercises” (García, 2016, p. 10) Likewise, another issue, related with the one aforementioned, was that the few tasks concerning to the usage of the speaking skill were about to reading aloud activities previously done, thus avoiding, the idea of speaking in a spontaneous way.

Moreover, the few instances in which the researcher saw the students speaking English, she noticed “that they had some difficulties regarding the pronunciation: Most of them told the time correctly. Nonetheless, they mispronounced. They did not receive any feedback from the teacher” (García, 2016, p. 11). Therefore, she decided to undertake her project upon the application of TBLL for a whole semester. Both researchers and students agreed on the content that would be part of the semester, applying, of course, TBLL. Thus, while featuring the four-task cycle meant to be done during this period of time, the researcher used tape recorders, journals, and surveys to gather data from the presentations carried out by the learners.

Students were shown vocabulary and expressions needed to attain the task. The tasks were the following: Physical description and making comparisons, vocabulary regarding the family members, vocabulary and expression used to introduce others and oneself as well provide personal information, and finally, culture around the world. Garcia (2016.) Thus, during the development of these, the researcher featured the product that had to be done at the end of every task cycle: A comparison between two cities, draw their family members and describing them both physically and personality, a monologue talking about themselves along with their likes and dislikes and finally, a presentation in groups talking about cultural features of a country they previously chose. It is worth mentioning that these four tasks were carried out with the cycles of TBLL such as Pre-Task, Task-Cycle and Post-task.

Concerning to the findings, the author stated that at the beginning, the students “(...) were not used to oral activities or because of their lack of knowledge of the English language” (García, 2016, p. 23), yet it changed rapidly once the teacher introduced TBLL activities related to the oral production, “before, they [the students] did not even try to say a word in English. Now, they utter many words and short sentences, they dare to do it, even if they make mistakes sometimes” (García, 2016, p. 23). Clearly, the students began to use communication strategies in order to enhance their utterances, express their ideas, thoughts and feelings and have short conversations. Some of these strategies were “correcting themselves, asking the correct utterance of a word, using words of their mother tongue, and using fillers to gain time and therefore remember the word desired. (García, 2016.) By putting in practice these strategies, it was evidently the enhancement of students’ performances as the number of mistakes, nervousness, anxiety decreased in comparison to the application of the first task.

As a conclusion, the researcher pointed out that by using TBLL, the speaking abilities of the students were enhanced in a substantial way as well as the usage of the different strategies already mentioned. Nevertheless, the fact of conducting this study in a large group of students posed a hindrance to the researcher by the time she had to give feedback. Besides, there were few institutional resources that hindered the usage of technological resources.

Last but not least, when talking about the implementation of TBL, García (2016) concluded the following:

I found that when working with TBL there are not clear guidelines to assess the accomplishment of the tasks objectives that are not specifically linguistic, for example, the ones related to the pragmatic and sociolinguistic competences, as well as the ones related to students' reflection and critical points of view on any topics (p. 30).

Thus, the idea of setting extra guidelines when assessing the tasks that feature more competences than the ones within the tenets of this approach will help teachers to assess a TBLL lesson more suitably.

Moving forward as to Public Speaking studies, we can address a study made by Vargas and Rincon (2018) where they tried to improve oral production by relying on Cooperative Learning and Think Group Share strategy. Focusing on vocabulary development, the authors worked for two and a half months with students of seventh grade, the authors concluded that the method "increased learners' opportunities to interact and to use the language with their teacher and peers, which in turn enabled them to improve their self-confidence and, in consequence, their ability to speak in English" (p.3). As it can be noticed, this research harbors similarities to our project, save for key aspects such as the population age (and the level with which they were

taught A1), highlighting the relevance of our own work by addressing a more experienced group of people that require challenges greater than those of seventh grade students.

The work of Al-Tamimi (2014) tried to compare the difference between students that received actual instruction on Public Speaking as opposed to those who did not, resulting in benefits to the former group. “The experiment was applied in the form of a complete course that limited to only one term in which the public speaking course was offered only once per week in a three-hour session (48 hours in the term) (...)” (Al-Tamimi,2014, p.55), which would mean its findings depend entirely on altering the curricula of the institution (in this case a Yemeni university) and an application that may be considered impractical, as opposed to a combination of methods that can be applied of a task that can take just a session.

Aiming to cover the technology realm, we found an interested project that searched to determine if “students have a different level of anxiety between giving a speech to a group of people in a traditional face-to-face classroom setting to a speech given to an audience (...) into a camera using distance or web-based technology” (Campbell and Larson, 2013, p.1). Surprisingly, the final survey of the experiment revealed that “almost half of the students (49.2 %) responded that they felt more anxiety in the web-based delivery” (p.04), which turned our attention to the fact that students, after all, may feel some sort of empathy or connection (despite fear and anxiety) while facing an audience as opposed to being relieved by the security of a safe distance and the absence of eye contact: thus, this connection may be essential when (as we have mentioned before) students point their public speaking towards real world or social subjects that may concern them or the audience personally.

Continuing this trend of monitoring performance, Schneider, Börner, Van Rosmalen and Specht (2016) did a similar attempt, since “in recent years driven by the rising availability of sensors, research on multimodal learning applications designed to support the development of public speaking skills has been undertaken” (p.02). Similarly, to the previous research cited, this experiment was able to bring the effort of analyzing body language and other aspects of Public Speaking, as a method to provide feedback, taking it to a real classroom set up. After practicing with the analysis device, students were able to improve their performances, but among the conclusions the authors assert that “it is not possible to directly determine whether the improvements perceived by the audience are the results of practicing with the PT or just practicing” and that “the item showing the least improvement between the first and the second pitch is the knowledge that the presenter displayed regarding the topic” (p.11).

Another study based on the field of technology, this time by Mathieu Chollet, Torsten Wortwein,, Louis-Philippe Morency and Stefan Schere (2016), analyzed public speaking anxiety with the help of Multimodal Interaction Technologies by using a system that developed a virtual audience with which the participants could practice their oral output: this digital audience would react according to the quality of the speaker’s performance, adopting the right body language (leaning forward or nodding) every time the participant did something right, like making successful eye contact; but even though “all the considered performance aspects improved across all training conditions” (p.491), the authors didn’t include any sort of non-native speaker among their participants, and therefore their claim to be “interested in studying how this impacts the different behavioral aspects of public speaking, and whether our interactive virtual audience system can also help non-native speakers” (p.493).

Continuing in the technology sphere, this time social media, we resorted to the work of Apriyanti, Ramadhan, and Mukhaiyar (2018) who successfully applied an experiment where students improved their Public Speaking by performing on Instagram. The study concludes that “from the finding, it can be seen that teaching public speaking means changing the atmosphere” (p. 270). However, if there is a hole to be found in this work, is the fact that it does not address the real need students have to face a real audience, particularly after having already reviewed the previously mentioned work when both instances, virtual and face to face, were covered.

As we can see, a lot has been covered when it comes to Public Speaking. Being such a key skill that concerns many contexts, but mainly the educational field, its importance has been widely documented by researchers all around the world. Pointing out at our divergent approach is, notwithstanding, an essential part of the process if we are to understand and tackle the origin of these issues. As we have seen in this chapter, many previous authors have laid eyes on the issue by addressing it in regards to their respective concerns, ranging from seven graders to straight, bringing upon attention the need to include it in the curricula itself as another subject.

The population focus has also been a recurring theme in this exploration of material, where we can attest the long assortment of groups that have been under close inspection in their process, including other authors like Fitriana (2019) who worked with tenth graders, Hayaramae (2016) who aimed her work to postgraduate learners or Irvine (2020) who focused on undergraduate population; all of them determined to tackle anxiety as a main source of trouble. And finally, regarding technology, we can conclude that most of the efforts seem to relinquish the creative aspect of the task to focus more on ways to provide feedback. All of which provided a fascinating background to place our own research, which, as it can be evidenced, attempts to direct its ambitions towards unexplored territories that have not been completely covered, at least

not together, such as the ones that conform our constructs. Fitriana (2019) carried out her research based on the preparation and class management, performance of the teaching and learning process, application of learning activities and finally, evaluation/feedback provider.

Such stages along with speaking practice in a contextualized and interesting scenario help her to develop a glance on how the participants were involved together, thus creating a sense of collaborativeness.

The purpose of this state-of-the-art review was to give clear evidence of the data gathered when the TBLL approach was applied in different contexts, having in mind the limitations, hindrances, advances, and further inquiries that arose in the aforementioned projects. Likewise, the issues that arose in these projects will aid us to attain our aims and adjust any void we may face during the application of our proposal. As well, the present review shows advantages and disadvantages when carrying out this approach in a regular classroom. These pros and cons will definitely help the researcher when it comes to applying this approach in a careful way in order to get more positive outcomes.

Regarding Public Speaking literature, the relevance of our research therefore relies on what it has to add to the extensive grid of literature and experiments yielded by the academic community worldwide. Provided that our work includes methods and techniques that have not been put together yet, we believe it is a sharp and acute contribution to the matter at hand, offering a creative and convenient platform for students that may need some increase their Public Speaking skill, aiding all the while the many usages it will have in their professional and academic life.

## **Chapter IV: Research design**

The type of study we have chosen to work with is a Qualitative Data Study, which as a “case study methodology provides tools for researchers to study complex phenomena within their contexts” (Baxter & Jack, 2008, p.544). Having this in mind, we plan to work with a methodology that focuses chiefly on processes (task-based divides itself in different stages), we therefore deem that is essential to be able to analyze each one of these stages and pinpoint details of the whole process and evolution of the students throughout it. Further, it is important to remember that “constructivists claim that truth is relative and that it is dependent on one’s perspective” (p.545) This focus is crucial for a properly executed task-based instruction activity as it allows to dissect each stage of the lesson with the foremost perspective of both the researchers and the participants.

Following this last key point, we continue to explain our research methodology which is Action Research. Cohen, Manion and Morrison, 2018 defines it as a “methodology for researchers (often teachers) to understand and generate knowledge about educational practices and their complexity.” (p.440). Being this the case, a methodology that is quite popular among teachers, we would like to drive forward our affinity towards this method given various points given by Cohen et al., 2018: it is hands-on, focused on improving practice and leveling the power of everybody involved in the ongoing process. This last reason being essential for us since a communicative skill without the ability to speak one’s mind or actively participate in social exercises would be thoroughly contradictory. Furthermore, this strongly fits into the tenet previously mentioned on qualitative methodology (especially upon one’s perspective as a key feature) as Action Research aims for ensuring an authentic data collection that allows the researchers to gather practical outcomes through its principles of collaborativeness and

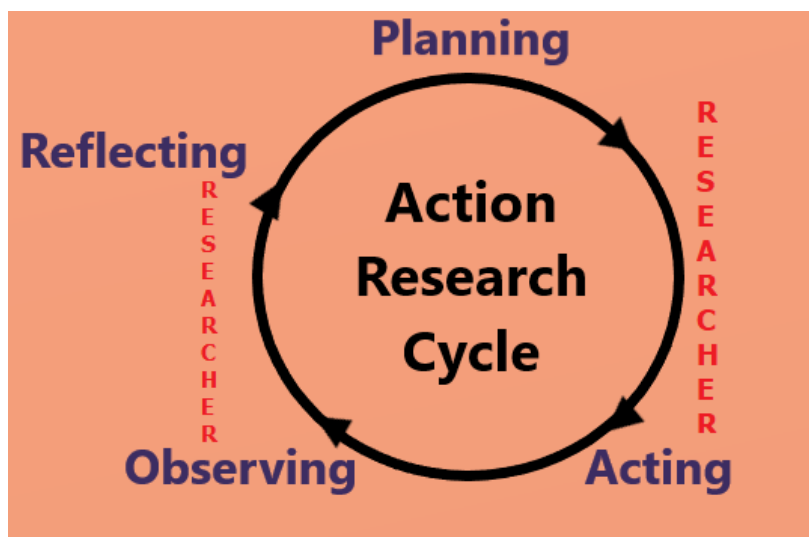
emancipation which lead to bring about change (Cohen et al., 2018. p. 441). Being change, a means with which we seek to give participants a strong role in our research and thus improving the practice of teaching/researching in general.

Likewise, we chose Action Research as this methodology enables us to deepen our findings/analysis since one of its principles is to carry out our research project and stages of it in a cyclic way and thus being able to examine precisely all the processes happening in the moment. By doing so, we would definitely improve our practice by embracing not only a problem but an area of interest which in this case turns out to be Public Speaking abilities, an area we have undergone throughout our bachelor studies (unconsciously) and we think is important to address since teachers (in this case we as researchers and practitioners) “work best on problems that they have identified for themselves; become more effective when they are encouraged to examine and assess their own work and then consider ways of working differently and help each other by working collaboratively.” (Cohen et al., 2018. p. 441.)

By working on an issue, we have already detected, we become part of the same community we are analyzing. Therefore, by being immersed in such a situation we highlight a strong feature of an Action Research methodology that along with its cyclical nature "1 *Strategic planning*. 2 *acting* i.e., implementing the plan; 3 *observation*, evaluation and self-evaluation; 4 critical and self-critical *reflection* on the results of points 1-3 and making decisions for the next cycle " (Zuber-Skerritt, 1996 as cited in Cohen et al., 2018. p. 447) foster a suitable setting in which reflecting spaces are created based on the idea that we all are equal. On the other hand, by applying an action research methodology in our project, we merge the gist of our project (the improvement of communicative skills) with a pivotal notion of this methodology:

Communication is an intrinsic element when partaking in the aforementioned reflecting spaces.

In the following image, the cycle an Action Research methodology proposes can be seen and from it, it can be determined the role of the researcher through the whole process; the researcher becomes a participant of his own research by being immersed in each one of the steps within the cycle.



See Figure 1.

Figure 1: Action Research Cycle

Having discussed what Action Research is and how it works, we propose to analyze a study carried out using this methodology, ponder about its results and eventually, conclude about the enriching experience this paper represents for our research project. *Effects of epals practices on EFL writing. An action research study with Ecuadorian students, a study carried out by Karla Vire Quezada and Juan José Santillán (2021)* demonstrated how 22 junior- high school students improved their writing skills by exchanging letters with American students over a period of 4 months. Such study was achieved by applying an Action Research methodology we will examine further in this analysis.

By being a study conducted by Ecuadorian researchers with the aid of an American professor in the United States regarding the levels of proficiency as regards of students' writing

skill, we noticed they recognized and owned the problem by feeling responsible and accountable for solving it through teamwork (Cohen et al., 2018. p. 447), being writing the problem and the most difficult skill to master when learning a second language.

Thus, they agreed to undertake action research in order to improve their practice as well as student's mastery over this skill. By doing so, the researchers clearly benefited from a “a physical, emotional, and temporal space in which ‘professionals are able to engage in meaningful modes of collaboration, democratic and non-judgmental dialogue.’” (Eady et al., 2014. p. 3) Such space being possible thanks to the implementation of an action research methodology. This sense of collaborativeness can be seen when “The researcher and the American teacher agreed to do the exchange for four months. (...) The researcher and the American teacher paired students to make sure everybody had a partner thus reducing the possibility of discouragement for not finding one.” (Vire Quezada, K., & Santillán, J. 2021.)

Furthermore, during the intervention, we were able to spot the cycle an action research methodology demands, starting with a diagnosis and planning of the problem “To determine students' writing performance before and after the intervention, students were administered a pre- and post-writing test.” Vire Quezada, K., & Santillán, J. (2021)

Afterwards an action stage in which a test comprised two sections, A and B. For both sections, students had to choose from a list of three, one task to write. The number of words instructed was between 70 and 150 words. For both tasks, students had to decide the appropriate text type according to the task instruction. (Vire Quezada, K., & Santillán, J. 2021, p. 5)

was pushed through along with a determined amount of time for each task and its contents.

Thirdly, an observation and assessment on both the test and student's insights towards the project was addressed where the researchers “used an online randomizer to select eight focal participants for a semi-structured interview which lasted 30 minutes. The interview was conducted in Spanish to avoid the possibility that language barriers might have kept students from expressing their opinions” (Vire Quezada, K., & Santillán, J. 2021, p. 5)

Finally, critical, and self-critical reflections upon stages 1 & 3 (positive or negative results) were considered to make decisions towards a future cycle of AR as Vire Quezada, K., and Santillán (2021) pointed out

From students’ testimonies one can infer that the fact students had to transmit a message to a real reader made them want to learn more. One of the effects was that they autonomously looked for ways to improve clarity of their compositions. (p. 12)

Similarly, “Conversely, the exchange did not succeed in increasing students’ awareness of appropriate register or conventions for different type of texts” (p. 13) To sum up, the aforementioned study was meant to be an enriching experience for both students and teachers/researchers that at the end found reflective spaces in which a sense of equality, recognition and collaboration was strongly perceived. Such aspects arise from a successful application of an action research methodology which in the case of our project will be noticeable as well according to the context and population we have chosen to push through this cutting-edge methodology.

## **Context and population**

Our research was conducted on a group of seven students between the age of 17 and 21 years old who were currently between fifth and seventh semester of a private university in the northeastern zone of Bogotá, Colombia. Most of them have stated not been engaged in any sort of English nor Public Speaking course before and have only attended the university proposed curricula. Likewise, all of them have expressed their desire to improve their Public Speaking skills/Communicative competence and at least four of them have declared having issues with anxiety. On the other hand, the rest have not undergone any sort of particular fear, yet their preparation and knowledge of the subject, when it comes to being a public setting, has (in their own words) not been the best. The fear has such magnitude that most of them even have not talked that much when taking the 6 courses that compose the English language learning at the university.

This population has been chosen based on the fact that most of them are about to start their practicum and those who are still not there have presented issues in other subjects, mainly those overwhelmingly loaded with teamwork and group presentations. It is worth mentioning that dealing with students working for the first time in real contexts (once they start their practicum) will be helpful for our research since their results can be assessed not only by our instruments and strategies, but also by their own experience as they test their skills in a real setting with actual assessment of their performance. Assessment which we will thoroughly register in this paper.

## **Instruments**

In order to register the most accurate and reliable record of our research about how TBLI can aid to improve Public Speaking through an Action Research process, we have resorted to a

total number of three instruments of data collection: two observational and one non-observational. These instruments of analysis were Field Notes (FN), Audio/Video recording (AVR) and Survey/Questionnaires (SQ).

Field Notes are a particular kind of instrument that allows to gather “descriptions and accounts of events in the research context which are written in a relatively factual and objective style. They generally include reports of non-verbal information, physical settings, group structures and records of conversations and interaction between participants” (Burns, 1999, p. 87) With this technique we will be able to collect information about the whole process and even details of what we can witness as regards the participants feelings or changes in their performance. According to this author, “a time saving alternative to producing written notes is to make oral notes using a small hand-held recorder” (Burns, 1999, p.88). Considering this, and the fact that the observation of body language and confidence will be essential for the research, we will take advantage of all the mentioned features this instrument has to offer.

Continuing now with video and audio recording, we may define this instrument as “a technique for capturing in detail naturalistic interactions and verbatim utterances” (Burns, 1999, p.94). Following the previously stated advantages of our set of techniques we can now see how part of our research will be recorded, mainly with aims to compare the infield assessment of the researchers with a more collected later review of the events through these recordings. It is important to recall the fact that this technique translates into the issue that “participants can be easily identified, and this may cause embarrassment as well as a gap of confidentiality in the reporting of the research” (Burns, 1999, p. 95).

Therefore, we clarify and highlight the fact that the identities and performances of the participants will be guaranteed by the research team at all moments and furthermore, since the nature of our project is precisely this sort of frightening aspect of exposure, we can do nothing but stress how the success or failure of our research will be tested by exposure as well.

Lastly, the instrument of Survey and questionnaire are techniques that “involve predetermined questions presented in written form and thus also assume adequate literacy skills on the part of the surveyed” (Burns, 1999, p.129). This instrument will be of great advantage in our procedure since it will give us a very precise comparison between the testimonies of the participants before and after the research is executed. This instrument was chosen for its brevity and our capacity to focus the direction of the questionnaires (as opposed to, for instance, an interview) making it a handy and effective method to gather the necessary information of the experience of the participants.

The procedure of gathering data and taking notes will be present in each session in which the main instrument meant to be used will be the Field Notes format we have. Afterwards, and thanks to the aid of the AVR instrument nature (which gives us the opportunity to reproduce as many times we want), we will be able to have an extra glance and grasp on certain actions and processes carried out by the participants, which we were not able to notice when doing our classes. Finally, the third instrument, which is SQ will be introduced at the end of the final session so that students will be able to give ponder, reflect, suggest and tell us how did they feel during the 3 classes in which we implemented the aforementioned lessons plans at the moment. By doing so, the three instruments will have given us the amount of data necessary to proceed with our analysis and conclusions upon our research project.

## **Chapter V: Data analysis and Results**

Focused on our goal of fostering Communicative Skills and Public Speaking, we designed a body of activities drenched on the tenets and values of Task-Based Instruction where students were able to interact with each other and with an audience; at the same time, they developed the intricacies of creating a Public Speaking corpus, considering the whole process, from building a speech to bring it to fruition, including also several techniques proposed to tackle typical issues common in Public Speaking such as anxiety or confidence in general.

A simulation was performed before the formal sessions had taken place, which led to a clearer idea of what the adjustments we were going to need during the authentic meetings. All the students in both the simulation and the real procedure were introduced to the topic, the goals and the specific needs that were going to be addressed. Both groups provided a written consent that is provided within this document, alongside the instruments, materials, and results of the procedure.

Thus, it is pivotal for us to provide the reader with further information on the population we chose to push through our research. We believe that by knowing more about their academic environment, the current status in which they are in their bachelors, and the way they are attending class which due to the pandemic, is 100% through virtual meetings, the understanding on why we chose this population will be clear enough for the reader.

The population was chosen based on the needs and context where a strengthening of the oral skill would be needed, the reason for which all of them belonged to a group of 15 from the sixth semester of Bachelor in Bilingualism at Universidad El Bosque. This population was selected based on the fact that the sixth semester is the one where the institution provides the last level of English, a point in their process where three key situations happen: 1. They are no longer

receiving input regarding the English language structures and grammar for at least two more years; 2. This is also the point where, at least according to the university's curricula; the research process begins. And 3. This is when students start their undergraduate practices. Being this the case, it is clear that students need their English proficiency to be maintained at the proper level for the task at hand plus the clear challenge of designing and orally presenting their degree project, where Public Speaking Skills will be essential. And finally, the more immediate need of performing as teachers for the first time: as their professional life begins at this point, speaking will now be an important part of their careers.

### **Procedure**

The procedure was based on three lesson plans designed to foster both Communication Skills and Public Speaking through Task-Based Instruction. These were designed under the stages of this approach (warm up, pre-task, task and report) with aims to get the researchers to brainstorm ideas that stimulated the student's imagination regarding the topic; the modeling, the task at hand; then asking the student to design the task just as exemplified; and finally reporting the final product in front of their peers. Likewise, the action research methodology cycle was seen during all the stages of every lesson plan and therefore session carried out. Such a process will be explored in depth during this chapter.

Thus, during the application of the three lesson plans, 3 categories arose among others since they were more evident by the time the students were pushing through the task given in each one of the aforementioned lesson plans. These categories are Cultural Background, Speech Categories and Student's engagement, categories that led us to bridge students' own insights on

the topics touched/taught and new ones that arose during the development and performance of the given tasks.

### **Cultural background**

The first category we wish to explore will be the cultural background that was evident in most of the sessions including the initial simulation. Each student's cultural background was relevant at the moment of facing each activity since "cultural diversity remains apparent among learners, perhaps owing to deeply rooted cultural values and modes of thinking that are difficult to separate from learning processes (Nisbett, 2003 as cited in Parish and Linder-VanBerschot.)

Thus, according to the different subjects addressed, in the different instances, this category was seen on a higher level thanks to the field notes and the audio and video recording instruments we used to gather data on the lessons plan executed; so, it was no surprised that during the second session, where students were asked to use one of four famous locations and talk about them as they were presenting them to a person in a group of tourists, was the instance where this situation was more evident.

Likewise, language and culture are intrinsically joined so it was expected from the students to share their insights during the tasks implemented. Such tasks were about situations they experience day by day or will face in the future in their own setting; these were how to deliver a graduation speech, being a tourist guide for a friend who came from abroad and finally, how a political speech is seen and constructed according to their points of view on such a topic.

Many real-life materials and sources were provided in case they needed them, but although some of the information was used, some students added their own knowledge which

enriched the task considerably. Some of these places, the most important ones, were El Chorro de Quevedo and Museo del Oro. The first one is famous for being the place where Bogota was founded, but according to the sources provided, the city already existed under indigenous rule and the location was in fact chosen as a place where Spanish could see attacks coming. Museo del Oro also provided a background to the Legend of El Dorado which also has enormous indigenous tradition and was part of what the students were given and expected to use in their speeches.

These real-life situations adapted for instruction succeeded and were good for the students as we as researchers had the opportunity to determine their learning preferences as well as understand that their “world views cannot be separated from the training that they develop” (Thomas, Mitchell, & Joseph, 2002). Being training, in this case, their learning process regarding the acquisition of a second language.

### **Speech Categories**

We will continue now referring to the next category heavily noticed during the process, this being the different speech structures found, including both the ones given by the researchers (with the reception by the participants) and the ones identified during the application of the lesson plan. (See Figure 2).

See Figure 2.

- Famous for.....
- Founded by...
- Built by
- It is said
- Built in.....
- You can enjoy...
- We have plenty of activities such as...
- This is the home to.....
- In..... you can't help but.....
- Just..... minutes from.....
- You can't come to..... without.....
- ..... makes ..... a must see.

Figure 2: English Structures:

Throughout the different sessions students were given different categories by the researchers and were constantly encouraged to slowly add them over each intervention in such a way that by the last gathering, they were able to use a wide arrange of speech figures (See Figure 3) to both construct and execute a more nuanced, yet straight and clear speech.

See Figure 3.

#### USEFUL TECHNIQUES

**Inclusive language** is the use of words such as 'we' or 'our' to create the impression that the writer and the reader are on the same side of the issue.

**Evidence** Statistics and other forms of data are often used to persuade. An argument is much more convincing if it is supported by some kind of evidence. Evidence often forms the backbone of very logical and rational arguments.

**Euphemism** A euphemism is a mild phrase used instead of another word that might be too harsh. When speaking of someone who has died, people often say they 'passed away', which is milder than simply using the word 'died'. Governments often use the phrase 'collateral damage' to describe civilian deaths during war. Euphemisms can be used to soften the impact of an idea or suggestion.

**Emotive language** Emotive language is a phrase used to describe any words that have an emotional effect on an audience. Always consider how language makes you feel. Does it provoke a sense of sympathy or fear? What emotions does it play on?

**Colloquial language** Everyday language is used by writers to make them seem down-to-earth, practical and realistic. In Australia, writers often use colloquial language in this way. We're constantly told to give people a 'fair go' or that taking the easy way out is a 'cop out'. If you see an example of everyday, colloquial language, think carefully about why the writer has used that particular phrase.

Figure 3: Speech Categories

Most of these speech units were well received and applied properly by the students, all of this in the framework of a Task Based Instruction (TBI) lesson plan. These structures were presented during the pre-task stage of the sessions and then given as material during the production instance. During the last session, where all the words, phrases and aids were available in order to construct a graduation speech, the researchers noticed the usage of Inclusive and Emotive language while the student described her experience and addressed her audience. Further, it is worth noting that the student shared her experience in a natural way (like she told us in the reflective space we set apart at the end of the class) without being conscious of the speech categories she could have added to her speech.

This was a wondrous result since and according to Eke (2021), the student “instead of seeing the task ahead of him in terms of a series of steps to be approached step by step, he conceives the completed speech at the very beginning.” Thereby, the student succeeded in the task by making use of speech categories unconsciously.

Another source of data used was audio and video recording where this dissertation was thoroughly accounted for. In the following brackets we can bear witness of the usage of both Inclusive and Emotive Language, as student N°1 expressed “we experimenting different ehhe emotions and, positive things we learnt and now we are here, to ehhe preparing to receive our diploma” or “we can make this better, every day we can improve for teaching methods or ahh to love what we are doing” when addressing to the audience whilst she appeals to the nostalgia of all the years lived in the university. Moreover, as an instance, researchers provided students with a schema (See Figure 4) in which the structure of a graduation speech along with the vocabulary around this situation (See Figure 5) are showcased.

See Figure 4.

### Graduation Speech

**-Opening:** giving thanks to the people that helped you get there.

**-Body:** Three key moments that made the difference (walking for the first time on the campus, talking in english for the first time, your friend's/teacher's support, etc).

**-Conclusion:** look at the future.

Example:

**OPENING:** Today, the day we all see our dreams realized, is impossible not to see in the faces of our friends and teachers also the faces of those who helped us get here. Sergio, Alejandro, teacher Margarita, and so many that it would be impossible to mention them all, I like to start my speech by saying thank you.

**BODY:** And it is not a mere formality to mention these names, since all of the moments that made the difference happened because of them. Our first practicum together amidst a pandemic; endless weeks writing our thesis. A thousand nights of eating empanada at 9th avenue and taking endless bus rides, maybe not in the best of our sobriety. All moments that shaped us and made the difference.

**CLOSING:** But it is "a beginning the time for taking the most delicate care that the balances are correct". Therefore it is clear that, despite our emotions, this is mostly a beginning and is here where we face our first real challenge: starting our lives for real. I can already see ourselves achieving, getting our masters degree, creating our own institutions... so many dreams to go after. And here is where it starts. Thank you everyone for these five years, we wish you the best!

Figure 4: Graduation Speech Structure

See Figure 5.



Figure 5: Vocabulary

Another evidence of adaptation and wide reception of speech phrases, structures, and aids were a group of clauses designed specifically to describe places of interest and even historic events. Many of the students were asked to use them to introduce an iconic setting, all of them relevant to the Colombian context and identity. This link to the roots of the culture and ethnic background (including indigenous lore found in Museo del Oro) of the nation adapted extremely well to the students speaking in a way that the aids were used seamlessly by the participants.

The instances where these and other structures thought by the students can be evidenced when students expressed “chorro de quevedo was built in 1538”, “it is said to be a inactive

volcano” and “Bolivar square is famous for, emm well the main square of the Colombian capital Bogotá”

At the same time, several more diverse aspects of speech were found that were created by themselves without any influence of the material. But rather inspired by what the material made them feel. For instance, in the first session, where the participants had to create a political speech or advertisement, the researchers noted that much of the dissertations included hidden cues that revealed the opinions of the speaker. As the point of the exercise was to show support for the candidate but in case the students disagree with him or her the speech was tinted with sarcasm, exaggeration, and rhetoric questions that enriched the quality and intensity of the speech.

Here we can see how one of the students expressed the aforementioned speech structures as “do you guys feel tired of insecurity in the city?”, “one of her proposals is to ahh, you know kind of give weapons to everyone”, “so, please ahh, ehhh, please vote for her because taxes will be increased for the poorest people but will be reduced for the wealthiest persons in this ahh, country”, “why not vote for the most powerful and intelligent woman that eh, she told us that eh, the historical myth of the banana massacre, that’s ahh (...) in fact she said that Gabriel García Marquez write the myth of the eh, 3.000 murders workers.”

According to these data gathered through more than one source (field notes documents, audio and video recordings and finally the surveys that were filled by the students), it was evidenced that structure was one of the most noticeable aspects of the interactions with the chosen population, as the ones provided were assimilated with ease and others completely original were elicited by the student’s own insight to the material. Both when it came to culturally relevant places of one’s identity and tradition, and also when it came to a more

sensitive and subjective subject such as politics, the researchers found that the participants proneness to develop their own intricate and complex patterns of speech was a constant occurrence during the sessions, making them noteworthy during the process of data analysis.

### **Students' Engagement**

The final category we witnessed and registered in copious detail was the different levels in which the participants engaged during the different stages of the sessions. Being motivation one of the most key elements that appeared during the interaction, not only during the instances when Communicative Abilities proved essential, but more importantly on Public Speaking (PS) itself. Thus, it is worth noting the different aspects in which this category appeared and what crop was harvested.

Yet, before doing so, we need to keep in mind that by Students' Engagement we refer to the behavior, emotion, involvement, and cognitive levels of the participants towards the activities proposed. Undoubtedly, these factors were seen through the stages of the lesson plans proposed and shed light on the level of engagement the students had with the activities. Such level of commitment was thanks to the nature of the activities since in order to motivate students, they need to make use of "their logical thought abilities to overcome their life problems in all learning tasks, they argue" and that was exactly what we sought in them. Setting real-life situations where the goal was to deliver a proper speech were quite useful for us since they demonstrated to be engaged.

Attending all the classes, doing what the teachers proposed them to do, and performing their task are factors that are part of the behavioral engagement students had which according to Suharti, Suherdi, and Setyarini (2021). Likewise, emotional engagement that "relates to students'

thoughts towards the interactions with those at school and a feeling of belonging’ (Suharti, Suherdi, and Setyarini, 2021) was seen at the moment of working in groups with friends and people of their own academic environment, especially when the task demanded a strong participation of each member. Another category that was seen in terms of engagement was the cognitive aspect of the students. Such a term means that the subject is interested in the class and goes beyond as to the tools and aids given by the teacher, as well as “ranging from abstract ideas to active questions to mastering the subject” (Suharti, Suherdi, and Setyarini, 2021.) Now, having an idea of these terms, we proceed to explain in detail student’s engagement during the lesson plans proposed in our research.

First of all, we would like to consider the dynamics found and noted between group work and more individual types of work. The participants were asked to work on different groups overseen by the researchers, but it was not rare to see a lone student engaging in the activities by himself. Considering that the independent work was performed during the Task stage, it was noted how the structure (Warm-up and Pre-Task) of the class was strong enough for this individual to complete and perform the task given seamlessly having a clear understanding of the speech structures taught, “you can find a lot of incredible small houses” and “this place is one of the most multicultural places in Bogotá and you can find people of around the world”

The groups had also quite interesting aspects to the way their task was developed and ultimately executed. Asked to be divided into different rooms, the grooming of the Public Speaking Task required a high level of communication among themselves for this to be achieved to completion. As noted by the researchers, while dealing with different roles, (politician, political campaigner, tourist guide, etc.) participants divided the whole task among themselves by making use of their Communicative Skills in order to organize the final speech into a coherent

unit. It is worth also considering the convergence of results regarding engagement between groups of similar numbers, as some of them took longer to finish their task than others.

Another form on which the engagement was evident was through the level of motivation seen in the groups, particularly during the simulation and the first session (which were presented with the same lesson plan). During the simulation, researchers noted several of the speech structures mentioned before in this chapter, as many of the students used a noticeable amount of humor and irreverence during this intervention, being the subject matter of a political speech.

On the other hand, during the first session (with different populations of the same characteristics), researchers note how different the reaction was to the task of taking up the role of a specific politician in real life and creating a speech of their platforms. This time, sarcasm was evident, and the task was tinted with several speech elements that clearly showed the dislike of the participants for the politician in particular, even though the exercise was meant to be performed in support of the candidate. As they were asked to use their own knowledge of the candidate or to create proposals based on what they knew of them, many of the original were clear jabs cleverly thrown towards the candidate while keeping the facade of an advocate. As an example, some statements like “why not vote for the most powerful and intelligent woman”, “if you don’t wanna see green, vote for me” and finally “in 8 years it will be possible to swim in the Bogotá River”

Generally speaking, we tried in this chapter to collect a group of categories that showed the tendencies and behaviors observed, noted, and recorded during the three sessions and the simulation, for a total of four interventions that contained our research. During these interventions we witnessed not only the effects of what can task-based instruction inform us

about communicative and speaking abilities in sixth-semester students of a bachelor in bilingualism, but also the different phenomena that future researchers and teachers can meet when implementing some or all of these techniques. As noted during the chapter, group work and individual efforts do not vary on a great scale when dealing with speech, but a lot of the more emotional, culturally relevant background, can vary to some degrees although the results may prove equally diverse. Analyzing the different data available is a pivotal step to pinpoint the degree these methods could gardenener when it comes to Public Speaking and Communicative Skills, not to mention the contrasting circumstance we can encounter such as the previously exposed categories.

#### **AR cycle evidence through the lesson plans proposed.**

Going forward as to the reckoning of the experiences we as researchers examined, the usage of the methodology we chose was pivotal as it fitted seamlessly along with the approach, we chose to carry out our research (TBI.) The cycle proposed by an Action Research methodology meant a better and enrichment improvement of our work since planning, acting, observing, and reflecting, the four scaffolding this methodology gathers were perfectly portrayed when pushing through our lesson plans stages and instruments of data collection.

That being said, by the time the three lesson plans were proposed and developed by both the researchers and the students, the first tenet (Planning) was highlighted to a greater extent when the researchers planned and put into practice all of them by bearing in mind the TBI cycle. It's worth mentioning, nevertheless, that the three lesson plans were previously carried out between the researchers in order to fix and cover any detail that eventually could affect their implementation on the real subjects of the research. This planning allowed us to identify the

issues of the students regarding their Speaking performance and therefore their communicative skills.

Thus, we were able to change through the march several steps and activities of the aforementioned lesson plans in order to envision the success of their application. Such changes were the time we used to assign to each part of the class, activities in which interaction was more noticeable (Post notes on Jamboard, Videos on Flipgrid, etc....) and last but not least, designing our own templates to feature vocabulary and expressions to the students in a more aesthetic visualization (See Figure 5 as example.)

Further, reaching the second step of the cycle (Acting) and maybe the most important step of the cycle, we could glance how the changes that were not noticed at time could be developed in other ways for the students' benefit as well try to develop a plan to change them while pushing through the classes proposed. This process contributed to a high degree to the way we gathered the data from all the sessions we have with the students. By checking and changing insofar as possible the details of the ongoing practice, we were able to become subjects of the investigation and therefore gather more data with a vision of what could have been added/removed along with a vision of the present in regards to the changes made right away while performing the lesson plans.

Following the cycles of the Action Research methodology, we continue with the third one (Observing), a stage that certainly helped us out to analyze as well as make conclusions on the 4 four sessions we shared with the subjects of our research. By spotting the difficulties some students had at the moment of carrying out the main task of each lesson, we could notice that the

fear of speaking in public was seen in some groups since various members said that they were not able to speak and therefore chose another person to present the speeches.

Thus, we could notice as well that the students did not know how to start to construct a speech, affecting their willingness to speak. Nonetheless, it must be noted that once the researchers detected these difficulties, they acted right away and gave support to the students on how to construct a speech and how to use the Public Speaking techniques shared with them in each class (this sense of support is intrinsically connected to the purpose of TBI.) Thereby, in the following sessions, the students improved their performance notably as their speeches contained several usages of the techniques taught as well as the tone and fluency needed to develop the main task. Likewise, it must be added that this cycle allowed us to gather a considerable amount of data as to students, researchers and lesson plans features while being immersed in the ongoing processes of application on our research.

Last but not least, the final step (Reflecting) led us to a meditation space in which our tutors along with the students shared with us their insights as to the processes, gave us pieces of advice, ideas, and strategies to strengthen our performance as well as the step by step of the lesson plans featured. These series of items were quite meaningful since they played a strong role when changing the components of each lesson plan in order to find the most suitable aids, processes, and strategies to incorporate and make each lesson plan an enrichment experience for everyone immersed in this process.

## **Chapter VI: Conclusions**

Having arrived at the summary of this project, we can conclude the following: As the main idea of this study was to implement an approach such as TBI through the usage of Public

Speaking skills in order to strengthen the communicative competence of the students, we certainly discovered that, 1. Students' participation is pivotal when it comes to pushing through activities like the ones we proposed. 2. When constructing and delivering a speech, students' willingness to do so must be prompted through activities and classes that make them feel comfortable enough to speak. 3. Any kind of speech they want to deliver demands the ability to speak naturally and establish a comfortable communicative space.

Similarly, the hook on topics that involve the usage of the speaking and the communicative abilities means everything when assigning a given task to the students. Such a strategy has the main role in these kinds of activities as by the time it is applied suitably, the students won't feel the assignment as an ordinary task. Unlike, noticing it as another usual task, they will see it as an opportunity to express their interests and talk about them in a freer way (something different to those tasks in which they pay too much attention to language structures, thus triggering their nervousness and anxiety). Thus, we set the hook on the students' own culture and their knowledge about it. By doing so, participation as well as a sense of expertise by talking about their own culture prompted students to speak and give facts according to their cultural background of each one of the activities proposed.

Moreover, the application of Public Speaking skills (one of the tenets of our project) was received pleasantly by the students since anxiety, nervousness, levels were clearly diminished during the stages of the 4 lesson plans proposed. That being said, it is worth mentioning that the students' error correction factor on the mistakes they committed while speaking increased considerably. Such a result, obtained thanks to one the TBI approach tenets which is based on the idea that the teachers do not correct student's mistakes whilst they are delivering their speeches

but at the end of this, thus prompting their ability to correct their mistakes during the presentation of their speeches.

It is true that by the time we pushed through our project we were encountered in the middle of a pandemic in which we as humans had the challenge to get used to a new normality where the usual processes and lifestyles we were carrying changed right away. Thus, the education field had to embrace a new and therefore different ground known as virtual education, a model that in some way benefited our project as the classes proposed through virtual meetings reduced drastically student's shyness and fear to talk, and on the other hand boosted their participation by being in a comfortable environment in which the levels of stress were almost null.

Being aware of the context we went through when carrying out our project, it is evident that the virtual factor not only helped us by prompting students' participation but also acted against the objective of analyzing how each student interacted with the public as well as the impediment of not precisely observing their body language when speaking. Another factor that was present during the development of our classes was (though in a lower degree) the no participation by some students. This meant that we as researchers could not pinpoint if these students had a suitable growth in regards to their public speaking skills as well as their communication competence.

Besides these hindrances we found, we also need to mention the amount of time dedicated to the classes proposed. Even though all the sessions were completed fully, sometimes we needed to rush the activities in order to gather the data and so shed light on the results discussed. Finally, we can conclude that by applying TBI instruction through Public Speaking skills, and thus

strengthening the student's confidence in their communicative competence is pivotal and a program dedicated to this field (Public Speaking) should be undertaken in the initial stages and middle stages of their learning path of a second language. Further, for future studies, we highly recommend diving into the model of virtual education and how this environment means for the teachers and students, a challenge to be overcome when it comes to the practice, partaking and reinforcement of communicative competence.

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## Annex

### Annex 01. Lesson Plan N°1

TOPIC:	Colombia's presidential race. Highway to the unknown
LEVEL OF STUDENTS:	Upper Intermediate.
TIME FOR CLASS:	40-50 minutes.

#### GOALS:

MAIN GOAL (COMMUNICATIVE)	To be able to express probability, promises, actions in a short/long period, arrangements, and facts (based on fixed situations) in a suitable context (Presidential Elections) placed in the future.
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#### CLASS PROCEDURES:

NO. OF ACTIVITY	TIMING	PROCEDURE	SUBSIDIARY GOALS	AIDS AND MATERIALS	INTERACTION PATTERN
1	2 minutes Warm-up (Pre-Task)	Discuss with the Ss the future of the next President of the republic.	To involve Ss' attention about the future as the main topic is introduced. To create context.	Four posters will be shown in the classroom  A video is shown to them in which a candidate presents his proposals.	Whole class
2	10 minutes (Task)	The teachers will show 4 images of four possible candidates. Additionally, their (Candidates) proposals will be made based on the discussion teachers and students have.  • <b>Roulette</b>	To make Ss identify future structures and their different purposes  To identify new vocabulary	A powerpoint presentation showing the images of 4 candidates will help the teachers and students to compose the proposals of each candidate featured.	Teacher-Whole Class
3	10 minutes (Planning)	The groups are going to create slogans, as well as a speech that will contain:	To obtain ideas from students' own knowledge To review vocabulary regarding the topic	Vocabulary and future structures worksheets	Whole class.

		<p>arrangements, actions in short/long periods about her/his future government.</p> <p>This speech must convince the audience</p>	<p>Group 1: <a href="https://meet.google.com/hyb-bnis-fbh">https://meet.google.com/hyb-bnis-fbh</a></p> <p>Group 2: <a href="https://meet.google.com/tpq-jcnx-pvr">https://meet.google.com/tpq-jcnx-pvr</a></p> <p>Group 3: <a href="https://meet.google.com/wbk-aedy-mwf">https://meet.google.com/wbk-aedy-mwf</a></p> <p>Group 4: <a href="https://meet.google.com/jmv-yznb-rgh">https://meet.google.com/jmv-yznb-rgh</a></p>	(Cardboard and markers)	
4	8 minutes (Report)	<p>The groups will enumerate themselves in order to feature a candidate when presenting.</p> <p>2 minutos</p>	<p>To revise the different uses of future forms applied by the Ss correctly.</p> <p>To be able of making promises</p> <p>To make use of the speech suitably</p>	<p>Visual/Audio aids. Slogans previously developed.</p>	Group work

**ASSESSMENT:**

EVALUATION (description and procedure)	<p>The evaluation will be carried out during class development. The items to be evaluated are the following:</p> <ul style="list-style-type: none"> <li>• Group work.</li> <li>• Fluency at the time of speaking.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Public speaking skills</li> <li>• Good handling of the grammar of the subject (future structures).</li> <li>• Improvisation.</li> <li>• Intonation and gestures when interacting with the public</li> <li>• Use of the materials given by the teacher</li> </ul>
<p><b>HOMEWORK</b> (description and procedure)</p>	<p><b>Homework:</b></p> <p>To practice the different uses of Future Perfect and Future Perfect Continuous with the worksheet that the teacher will give them at the end of the class.</p> <p>With the information given, the student will record a short video on flipgrid to his/her future him/her in which he/she will express his/her present aims, plans, hopes and expectations for his/her future.</p> <p><b>Procedure:</b></p> <p>The Ss are going to receive information regarding Future Perfect and Future Perfect Continuous by their teacher. This will prepare them in order to have some clear ideas about the contents of the next session and also will allow them to receive feedback from the teacher at the moment of reading their letters in class.</p>

**Aids:**

1. <https://www.youtube.com/watch?v=tem35YqUfHI>
2. [https://docs.google.com/presentation/d/1z0c5nOPq9Mbm8ewc9PPSUjRKpwbO3oJgGQrq5xlYhQ0/edit#slide=id.gf9c036d17a\\_12\\_0](https://docs.google.com/presentation/d/1z0c5nOPq9Mbm8ewc9PPSUjRKpwbO3oJgGQrq5xlYhQ0/edit#slide=id.gf9c036d17a_12_0)
3. [https://docs.google.com/spreadsheets/d/1qQUL0JFM1\\_3HA824HKItzC6NxGZBcFzOSczoYflcWbY/edit#gid=0](https://docs.google.com/spreadsheets/d/1qQUL0JFM1_3HA824HKItzC6NxGZBcFzOSczoYflcWbY/edit#gid=0)
4. <https://es.piliapp.com/random/wheel/>

**Annex 02. Lesson Plan N°02**

TOPIC:	<b>Tourism, culture and history. Welcome to my city</b>
LEVEL OF STUDENTS:	<b>Upper Intermediate.</b>
TIME FOR CLASS:	<b>40-50 minutes.</b>

**GOALS:**

MAIN GOAL (COMMUNICATIVE)	To be able to talk about characteristics and historical events about one's own culture in an educational manner through the lenses of a touristic guide.
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**CLASS PROCEDURES:**

NO. OF ACTIVITY	TIMING	PROCEDURE	SUBSIDIARY GOALS	AIDS AND MATERIALS	INTERACTION PATTERN
1	5 minutes Warm-up (Pre-Task)	Discuss with the Ss what elements are important when talking about one's culture/ history through a real life context (tourism).  What could you notice in the video?	-To involve Ss' attention about their own social background.  -To create context.  To measure Ss' knowledge about cultural/ touristic places in Bogota.	A video is shown to them in which a tourist guide talks about an iconic place (model of what students will do at the end of the session).	Whole class.

		<p>What features did you spot in her speech?</p> <p>Which skills do you think a tourist guide must have?</p> <p>How many touristic places do you know?</p>	<p>-To provide some insights regarding public speaking techniques.</p>		
2	10 minutes (Task)	<p>-The teachers will show 5 (one for the teachers to model) images of four touristic places in Bogota. The most important characteristics of the sample will be made based on the discussion teachers and students have.</p> <p>-Here some desired structures will be explained.</p>	<p>-To make Ss identify helpful linguistic structures and their different purposes.</p> <p>-To identify new vocabulary</p>	<p>A PowerPoint presentation showing the images of 4 places (Monserate, museo del oro, plaza de bolivar, chorro de Quevedo) will help the teachers and students to compose the characteristics of each of them and why they are important.</p> <p>*The teacher will encourage students to show their cultural knowledge, but the PPP will include useful information if needed.</p>	Teacher-Whole Class

3	10 minutes (Planning)	-The groups are going to follow the teachers example set in the previous stage. They will show some features of the place they were assigned to in the context of a touristic guide, working under the following premise: <b>What must a foreigner interested in Colombian culture/history know about this place?</b>	-To obtain ideas from students' own knowledge  -To review vocabulary regarding the topic	A PowerPoint presentation showing the images of 4 places (Monserrate, museo del oro, plaza de bolivar, chorro de Quevedo) will help the teachers and students to compose the characteristics of each of them and why they are important.  *The teacher will encourage students to show their cultural knowledge, but the PPP will include useful information if needed. They will be free to choose a place they already know from experience so as to elicit background knowledge and only resort to the places and information given in case of it being 100% necessary.  -Group 1: <a href="https://meet.google.com/hyb-bnis-fbh">https://meet.google.com/hyb-bnis-fbh</a> Group 2: <a href="https://meet.google.com/tpq-jcnx-pvr">https://meet.google.com/tpq-jcnx-pvr</a> Group 3: <a href="https://meet.google.com/wbk-aedy-mwf">https://meet.google.com/wbk-aedy-mwf</a> Group 4: <a href="https://meet.google.com/jmv-yznb-rgh">https://meet.google.com/jmv-yznb-rgh</a>	Whole class.
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4	8 minutes (Report )	The groups will report their work by describing the place adopting the role of a tourist guide.	To express information meaningfully. To make use of the speech suitably	Visual/Audio aids. [L][L][L] [S][E][P][S][E][P]  -Images/ characteristics previously developed.	Group work
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**ASSESSMENT:**

EVALUATION (description and procedure)	<p>The evaluation will be carried out during class development. The items to be evaluated are the following:</p> <ul style="list-style-type: none"> <li>● Group work.</li> <li>● Fluency at the time of speaking.</li> <li>● Public speaking skills</li> <li>● Good handling of the grammar of the subject (future structures).</li> <li>● Improvisation.</li> <li>● Intonation and gestures when interacting with the public</li> <li>● Use of the materials given by the teacher</li> </ul>
HOMEWORK (description and procedure)	<p><b>Homework:</b></p> <p>Materials Ss will be given the option to report their work in front of the class or to add their speaking piece about the touristic place on a <b>flipgrid</b>: <a href="https://flipgrid.com/319d7879">https://flipgrid.com/319d7879</a></p>

## Aids:

1. WARM UP: <https://www.youtube.com/watch?v=aEuWfDpNkos>
2. WARM UP: [https://www.youtube.com/watch?v=BUZ\\_rFQd9x4](https://www.youtube.com/watch?v=BUZ_rFQd9x4)
3. AID - Chorro de Quevedo: <https://n9.cl/xr9nw>
4. AID- Plaza de Bolívar: <https://n9.cl/htcb3>
5. AID - Monserrate: <https://monserrate.co/>
6. AID - Museo del Oro: <https://www.youtube.com/watch?v=2H-J0x1JiMo>
7. AID - Museo del Oro II: <https://n9.cl/82mks>
8. PPP: <https://n9.cl/550va>
9. FLIPGRID: <https://flipgrid.com/319d7879>

\*Drive folder with the PPP and the excel with the groups and google meet links:  
[https://drive.google.com/drive/u/1/folders/1JhW\\_Bjg5P-8twIalBk-rkBzRgaMVwF74](https://drive.google.com/drive/u/1/folders/1JhW_Bjg5P-8twIalBk-rkBzRgaMVwF74)\*

## Annex 03. Lesson Plan °03

TOPIC:	<b>Graduation speech.</b> This is the end, but the beginning of the astonishing
LEVEL OF STUDENTS:	<b>Upper Intermediate.</b>
TIME FOR CLASS:	<b>40-50 minutes.</b>

### GOALS:

MAIN GOAL (COMMUNICATIVE)	To be able to reckon experiences and important facts about one's university path when giving a graduation speech.
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### CLASS PROCEDURES:

NO. OF ACTIVITY	TIMING	PROCEDURE	SUBSIDIARY GOALS	AIDS AND MATERIALS	INTERACTION PATTERN
1	10 minutes Warm-up (Pre-Task, Task)	<p>Discuss with the Ss how they would see themselves on their graduation day and how they would describe their experience along with fun and important facts lived during their university life.</p> <p>How do you see yourself on your graduation day?</p> <p>Teacher modeling of the task (Giving a graduation speech)</p> <p>Once the modeling is done, the teachers will explain the stage each speech will have:</p> <p><b>Opening:</b> thanking the people that helped you get there. <b>Body:</b> three key points that made</p>	<p>-To elicit Ss' attention about their graduation days.</p> <p>-To create context.</p> <p>To ponder about Ss' experiences during their university life.</p>	<p>Brainstorming on the ideas the whole class shares.</p> <p>Jamboard. <a href="https://jamboard.google.com/d/1dpiNsMfn7Sgmw68mclRnJynE05A1hOGDkP4oWLAiHrA/viewer?f=0">https://jamboard.google.com/d/1dpiNsMfn7Sgmw68mclRnJynE05A1hOGDkP4oWLAiHrA/viewer?f=0</a></p>	Whole class.

		<p>a difference in your university life: teachers, friends, walking on the campus, etc...</p> <p><b>Closing:</b> looking at the future: now I want to...)</p>			
2	15 minutes (Planning and Report)	<p>-Students will use this time to work (7 min) on their speech and present it (7 min).</p> <p>-The teacher will give access to a file with all the strategies used in previous interventions and encourage students to use them.</p>	-To allow students to share their hopes for the future.	<p>-Flipgrid: <a href="https://flipgrid.com/9b69e2f0">https://flipgrid.com/9b69e2f0</a></p> <p>- If students do not present their speeches during class, the teachers will advise them to upload a short video on Flipgrid</p>	Teacher-Whole Class
3	10 minutes	-The teacher then will proceed with a recount of what has been done and a reflection about the whole process. He will also ask some questions to the students and get their feedback.	<p>-To obtain ideas from students' own experience.</p> <p>-To take notes on what could be improved as part of a research on the matter.</p>	<p>-PPP showing the questions</p> <p>Folder: <a href="https://drive.google.com/drive/u/1/folders/1BP_g773pZ3YgKKIqxYVIP9srjxmjHnPj">https://drive.google.com/drive/u/1/folders/1BP_g773pZ3YgKKIqxYVIP9srjxmjHnPj</a></p>	Whole class.

Questions:

1. Do you think you can improve your practice as a (future) teacher and your motivation when it comes to speaking, by taking up roles and using real life materials?

2. Do you feel interaction and communication between you and your classmates adds to your Public Speaking skills?

3. Do you think focusing your speaking on a real life situation (a social debate, exposing your culture) aids to your Public Speaking skill more than a more grammatical approach?

4	5 minutes	The students will make a survey/questionnaire and the intervention will be closed.	-To gather the last body of data about the procedure taken.	- <b>Survey/questionnaire</b>	Individual work

**ASSESSMENT:**

EVALUATION (description and procedure)	<ul style="list-style-type: none"> <li>• Students that decide will send a video to a flip grid instead of presenting their speech in front of the class..</li> <li>• Fluency at the time of speaking.</li> <li>• Public speaking skills</li> <li>• Good handling of the grammar of the subject (future structures).</li> <li>• Improvisation.</li> <li>• Intonation and gestures when interacting with the public</li> <li>• Use of the materials given by the teacher</li> </ul>
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HOMEWORK (description and procedure)	<b>Homework:</b> This is the last intervention, therefore there is not homework.
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## APPENDIX

### Appendix I

#### Field Notes

Field Notes of: *Daniel Barrera & Sergio Esteban*

Date: \_\_\_\_\_

Time of Arrival: \_\_\_\_\_

Time of Departure: \_\_\_\_\_

Location Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

Other Location Information:

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#### People

Name: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Contact Information (if available): \_\_\_\_\_

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#### Observations

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### Activities

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### Statements

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## APPENDIX II

### Audio & Video Recording

Application	Length	Members

### People

**Name:** \_\_\_\_\_

**Affiliation:** \_\_\_\_\_

**Contact Information (if available):** \_\_\_\_\_

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### Transcriptions:

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Date \_\_\_\_\_

Student's name \_\_\_\_\_

1. Would you say your Public Speaking benefits more from:

- a. Your own cultural knowledge or
- b. Data (researched by you or given by the teacher)?

2. Do you think clearly defined stages (a warm-up, modeling a task, the task itself and then a report) can make the learning process of communicative skill easier?

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3. Do you think a structured based communicative task (for example when the teacher gives you structures or helpful sentences to shape a speech) are essential to internalize a better well-rounded speech?

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4. Do you think levels of anxiety lower when you surround yourself with all these techniques mentioned so far (taking up roles, prioritizing authentic context as opposed to grammar, working on clearly defined task stages, real life context and materials, internalizing structures, etc.)?

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5. Do you recognize that having Public Speaking skill is going to open opportunities on a personal and professional level in a world that leads more and more towards digital settings where face to face interaction will not be as common?

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