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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA

Public Speaking: How to Enhance Verbal Communication Skills – A
Study of Public Speaking Uses through EFL with Eleventh Graders
Students at “Rosa de Jesus Cordero” High School

Trabajo Investigativo del Curso de
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ABSTRACT

The main goal of this graduation work is the use of public speaking to enhance verbal communication skills in the Eleventh Grade at Rosa de Jesús Cordero High School. In order to discover the validity of this proposal, three steps were followed: 1) the administration of an initial survey to a hundred students to analyze their interest towards including public speaking into their English Syllabus; 2) the learners' presentation of a speech without any guided preparation; and 3) the application of a second survey to examine their experience after the intervention process. Throughout this study, it was found that the students are eager to express themselves in a structured manner in order to convey a message in public. Also, they were aware that with the appropriate preparation and constant practice they could overcome the negative feelings that speaking in public may cause. Finally, the students have shown their capacity to consolidate their knowledge of the target language when delivering a speech. To conclude, this graduation work has been shown to be valid and transferable, becoming able to be applied in the educational field.

Key Words: Public Speaking, English language learning, verbal communication skills.



RESUMEN

El objetivo principal de este trabajo de graduación es el uso del discurso para mejorar las habilidades de comunicación verbal en los Primeros de Bachillerato en el Colegio Rosa de Jesús Cordero. Para descubrir la validez de esta propuesta, se siguieron tres pasos: 1) la administración de una encuesta inicial a un centenar de estudiantes para analizar su interés hacia la inclusión del discurso dentro del sílabo de Inglés: 2) la presentación de un discurso de las alumnas sin ninguna preparación guiada, y 3) la aplicación de una segunda encuesta para examinar su experiencia después de la intervención. A lo largo de este estudio, se encontró que las estudiantes están ansiosas de expresarse de una manera estructurada con el fin de transmitir un mensaje en público. Además, fueron conscientes de que la preparación y la práctica constante podrían superar los sentimientos negativos que el hablar en público puede causar. Por último, los estudiantes han demostrado su capacidad para consolidar sus conocimientos de la lengua extranjera al haber presentado su discurso. Para concluir, este trabajo de graduación ha demostrado ser válido y transferible, siendo capaz de ser aplicado en el campo de la educación.

Palabra Clave: Discurso, aprendizaje del Inglés, destrezas verbales comunicativas.



TABLE OF CONTENTS

Abstract 2
Introduction 14

CHAPTER I: THE PROBLEM

1.1. Purpose 15
1.2. Problem 15
1.3. Justification 15
1.4. Research Question 16
1.5. Objectives 16
 1.5.1. General Objectives 16
 1.5.2. Specific Objectives 16

CHAPTER II: PUBLIC SPEAKING TO ENHANCE VERBAL SKILLS

2.1. Definition 17

2.2. Theoretical Background 17
 2.2.1. Hymes' theory: Communicative Competence 18
 2.2.2. Bygate's theory: An approach to developing the oral
 skill in the language teaching..... 18

2.3. Elements of Public Speaking 19
 2.3.1. The Audience 19
 2.3.2. Types of Speech 20
 2.3.2.1. The Introductory Speech 20
 2.3.3. Preparing a Speech 20
 2.3.4. Delivering a Speech 22
 2.3.5. Ethics in Public Speaking 23



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CHAPTER III: METHODOLOGY

3.1. Method	24
3.1.1. Participants	25
3.1.2. Data Gathering	25

CHAPTER IV: RESULTS – ANALYSIS AND INTERPRETATION

4.1. Presentation and analysis of the first survey results	26
4.2. Presentation and analysis of the second survey results	33

CHAPTER V: PROPOSAL

5.1. General Consideration	39
5.2. Suggested Division of Time	39

CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions	44
6.2. Recommendations	45

WORKS CITED

BIBLIOGRAPHY

APPENDIXES



TABLE OF CHARTS

Chart 1: Public Speaking definition 26

Chart 2: Situations to speak in public 27

Chart 3: Speaking in public experience 28

Chart 4: Public Speaking uses 29

Chart 5: Reasons to avoid speaking in public 30

Chart 6: Types of Speech 31

Chart 7: Future Speakers 31

Chart 8: Speakers Training 32

Chart 9: Experience 33

Chart 10: Formal or Informal language 34

Chart 11: Audience’s reaction 34

Chart 12: Purpose of the Speech 35

Chart 13: Speech Preparation 36

Chart 14: Speech Structure 37

Chart 15: Structure’s difficulty 38

Chart 16: Speech Presentation 39

Chart 17: Expert Training 39



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TABLE OF APPENDIXES

Appendix 1: Survey 1: “General knowledge of Public Speaking” 48

Appendix 2: Survey 2: “Pro Delivery Experience” 51

Appendix 3: Expert Interview 54



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DEDICATION

This project is dedicated to our families as a demonstration of love, perseverance, and success.



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INTRODUCTION

Public speaking is certainly a need that humans have had throughout the course of history and development of societies. Good orators have always been highly recognized by their skills in expressing and conveying a message effectively to a crowd. A primary reason for choosing this topic as a subject of study is the need perceived from capable students to enhance and develop their oral communication skills at a different and more advanced level.

However, since it has been demonstrated that the fear of public speaking is common in most people, it is well understood that most students prefer not to speak in public even when it could have represented an important opportunity for an academic or personal achievement. In order to avoid or lessen the panic of speaking in front of an audience for a specific purpose, people should understand that enough training, preparation and practice is the basis for the presentation of a successful speech that will increase self-confidence, provide experience, and help overcome unnecessary fears.

Therefore, the aim of the proposal presented in this graduation work is to analyze the use of public speaking as a tool to enhance verbal communication skills of students of the Eleventh Grade at “Rosa de Jesus Cordero” High School, since their English B1 Intermediate level allows them to develop bases that can be helpful in their future academic and professional lives. The analysis, results, and conclusions that are shown in the following chapters have been developed through the use of surveys, research, and an interview of an expert in an effort to prove that such training of the aforementioned group of students could be possible and positive as a new approach in the educational field.



I. THE PROBLEM

1.1. Purpose

This graduation work attempts to enhance communicative skills of students of the Eleventh Grade at Rosa de Jesus Cordero High School through the use of public speaking as an EFL learning tool.

1.2. Problem

The teaching of English as a foreign language seems very often to be a difficult task for most English teachers. Previous experiences have shown that many high schools in Ecuador face a lack of enough intrinsic motivation from the students, especially when learning a foreign language. This may be the biggest reason of why enhancing communication skills in EFL students sometimes represents a great challenge for English teachers.

However, at Rosa de Jesus Cordero High School, students live a different reality. The students' educational and cultural background allows them to more easily develop both intrinsic and extrinsic motivation in the study of English since they are often traveling abroad and updating technology devices which connect them to the outside world.

The reason for choosing this topic deals with both, the fact that Rosa de Jesus Cordero High School qualifies as a bilingual institution in which enhancing English communication skills is essential, and the idea that students are ready to go beyond their established English syllabus.

1.3. Justification

Public speaking is, in fact, a subject likely to take place at some point of every educated person's life. Events such as representing a high school internationally, an exchange program closure, a graduation speech, wedding toast, or even a presentation at work might motivate people to be prepared. Public speaking is a useful tool for developing fluency and confidence since it requires great consideration of how to speak as well as what to say.



Consequently, if students are reinforced in their public speaking skills in an early stage, they may develop further skills in their road to become successful public speakers in the foreseeable future. Although, it is not an easy mission, for many people standing up in public to speak represents one of their greatest fears; and this is perhaps why public speaking is considered their ultimate challenge.

However, according to research, the appropriate development of public speaking skills, along with enough training, could help intermediate level students overcome the difficulties involved and explore some techniques for making their speeches as impressive as possible.

1.4. Research Question

How could public speaking be an EFL tool for enhancing communication skills in students of the Eleventh Grade at Rosa de Jesus Cordero High School?

1.5. Objectives

1. 5.1. General Objective

To enhance verbal communication skills through training students to deliver speeches successfully.

1. 5.2. Specific Objectives

- To analyze the student's main concerns before, during, and after speaking in front of an audience.
- To examine the definitions, theories, types and elements involved in the process of structuring and presenting speeches.
- To determine the students' interest in a future application of public speaking in the classroom.



II. LITERATURE REVIEW

2.1. Definition

Speaking in front of an audience has been one of the oldest duties in human's history. Since philosophers of the ancient Greeks used a set of skills and techniques to convey a message in an agora with a specific purpose, public speaking has had a long and deep trajectory. Later in history, the Roman's modified the Greeks structured speech, but still they used a set of skills to convey effective messages to a crowd.

Public speaking is an art that develops the most powerful tool for humans' speech, and which also has the capacity to adjust people's way of thinking. Great orators of the world did not regard eloquence as simply an endowment of nature, but applied themselves diligently to cultivate their powers of expression. However, even trained professionals know that public speaking is not just a natural ability, but it is a study that requires practice as an essential component of this art.

Nonetheless, to have a more qualified view about public speaking, the Merriam-Webster Dictionary defines it as the process of making a speech for a public, or as the art of conveying an effective message to an audience (Merriam-Webster Dictionary).

2.2. Theoretical Background

Speaking is a productive skill that incorporates human inherent features, and at the same time, represents the main social interaction via. Therefore, a theoretical background should be analyzed in order to understand the relationship between public speaking and its communicative component. Hymes' and Bygate's theories are the frame of reference that will explain this process in depth.



2.2.1. Hymes' theory: Communicative Competence

“Communicative Competence” is a term used by Dell Hymes to contrast Chomsky’s theory of competence whose focus was to “characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language” (Bagarić). Hymes contrasted this theory by stating that “such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture” (Bagarić).

Hymes approaches the performing side of the oral skill. The focus of this theory deals with the appropriate use of the form and function of the language for the social interaction. There are two main questions that Hymes presents along with the communicative competence approach: “how” and “when” to speak (Gumperz)

Thus, public speaking is a process that is directly involved with social interaction, the natural speaking ability and the correct use of the language.

2.2.2. Bygate's theory: An approach to developing the oral skill in the language teaching.

In the process of teaching a foreign language, developing the speaking skill often represents a great challenge for most teachers. Since speaking means oral production, many students learning English as a foreign language conceive of it as a skill hard to cultivate. Nevertheless, speaking itself, regardless of the language used, is essential because of one vital reason: communication.

Martin Bygate, professor of Applied Linguistics at Lancaster University, in his book *Speaking* states “Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions... perhaps then, the teaching of speaking merits more thought...”(n.p.) Bygate proposes a study of the mechanism of speaking in students of a second



language by describing the factors, conditions and features that influence the process of developing the oral skill for the social interaction and the speech.

He divides speaking as a production skill into two particular branches: The first one is related to the oral production skill that helps people speak and sound natural thanks to “facilitation and compensation” (Bygate 36). The second one deals with interaction skills, in which Bygate states that “the speaker not only needs to speak appropriately, but also to be an efficient communicator” (37).

The relationship between Bygate’s studies of speaking and public speaking is direct. Speaking is indeed a skill that must be developed integrally for communication purposes. Hence, public speaking is only achievable if the learning of informal speaking in the class has been successful. The teacher is the one responsible for using the correct methodology according to the principles and mechanisms of the teaching of speaking in a foreign language (Bygate 40).

2.3. Public Speaking Elements

2.3.1. The Audience

As stated by Hymes and Bigate, oral communication is not a one-way process. Since public speaking involves social interaction, the audience is a crucial part of the speech. In a speech, an audience is not just a passive group of people that gathers to listen to an orator. The speaker must analyze, with priority, indispensable factors as the audience beliefs, attitudes, age, education level, job functions, language, and culture in order to determine what is going to be said and how is going to be done (Adams). Therefore, after considering all factors, the receiver is the most important element of the discourse, and it is the reason of the speechmaking itself (Steven).

Dr. Tyrone Adams, PhD Professor of Journalism and Communications at the University of Louisiana, Lafayette, said “The more you know and



understand about your audience and their needs, the better you can prepare your speech” (n.p.). The speaker should analyze the audience especially for two reasons: first, analyzing the demographics will generate the connection between the speaker and the audience, and second, understanding the audience will allow the accomplishing of the speaker’s goals or purpose (n.p).

Hence, the audience nonverbal cues like eye contact, facial expressions and restless movements will determine how well the audience is responding to the message (Steven).

2.3.2. Types of Speech

There are different types of speeches; such as the expository, the persuasive, the informative, and the introductory speech. However, in order to acquaint the students with public speaking, the introductory speech, which represents an uncomplicated, enjoyable experience while at the same time utilizing all the principles of public speaking, has been selected as the only type of speech to be developed for the purpose of this graduation work.

2.3.2.1. The introductory speech

This type of speech is used to introduce oneself or another person or relevant group to the audience with its main objective being to establish a link between the two parts. In order to create this mentioned link, the speaker needs to learn information about the person or group to be introduced such as his/her resume, personal background, and the reasons to be involved with the targeted audience. Even if this person or group is well known, it needs to be introduced formally in a speech form (Thangavel).

2.3.3. Preparing a Speech

Preparing the speech is undoubtedly the most important part of the public speaking process since a good public speaker does not improvise, nor make up the speech right before delivering it. A successful public speaker enjoys the process of creating a speech, prepares it in advance, investigates content, revises it, edits it, and finally, dominates it. In order to create a



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successful speech, the writer should consider these main aspects: information gathering, outline structuring, script writing, revising, editing, and polishing.

Information gathering is one aspect of speech preparation that must be carefully carried out since it requires the writer to look for accurate, reliable, and relevant information which will shape the whole message of the speech. Gathering the right information for a speech has direct relationship with the topic and the aim or type of speech. The author is responsible for the content of the speech, so the sources to be used in the speech should be dependable. Similar to writing an essay, writing a speech should use academic sources if the topic of the speech demands it; that is, if the topic is not to entertain an audience, to narrate an experience, or to give a toast, where in the writer may not need to do research.

After gathering the right information, outlining a speech requires the writer to think about organizing this information in major and sub points that will illustrate and support the main idea and purpose of the speech, in other words, a formal version of a brainstorming. Thus, the writer should think of the outline as only the skeleton of the speech, not as the whole script. The purpose of outlining a speech is to assist the writer in organizing his or her ideas followed by the writing of a clear script.

The writer should structure the speech in three main parts: introduction, body and conclusion. It should be considered that the script is not going to be memorized word by word, but rather will be used as a guide for presenting an extemporaneous speech which will reflect the writer's dominion of the subject/message to be conveyed through delivery.

The length of the script has to be arranged according to the time given for its delivery; if the writer has been given 20 minutes for presenting the speech, then the length of the script has to be adjusted to no more than twenty minutes of presentation, regardless of the topic's complexity or simplicity.



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In addition, the script has to follow one of the following ordering types which will depend directly on the topic and type of speech: spatial, logical, chronological, or topical. Finally, the content of the speech needs to be accurately and interestingly developed, according to the message needs, always considering ethics, the audience, the topic, and the purpose of the speech.

Finally, as in any other text-writing process, the script of a speech has to be revised, edited and polished. The writer should be aware of common issues that writing a script may present such as grammar, wording, cohesion of ideas, coherence, and correct use of examples and quotations. If all the above issues have been revised and edited, as a final step, the writer can improve the script through the elimination of either irrelevant words or phrases.

In conclusion, it is mandatory that the preparation of the speech incorporates the above features both in the outline and the script. The good public speaker starts with this process consciously and cautiously, and well in advance of the actual delivery.

2.3.4. Delivering the Speech

Delivering a speech might be the most exciting or distressing part of the whole process of public speaking; however, if the speaker is well prepared, it will minimize insecurity. The delivery of the speech reflects the dominion and preparation that the speaker has achieved for the presentation. In order to deliver an effective speech, one must have timed the speech accordingly, given it logical progression, arranged the use of visual and other resources useful for the presentation, rehearsed and practiced it thoroughly. In addition, the speaker should take into account the following aspects.

1. The space in which the speaker will perform. The resources available; if there is a podium, then how to use it, whether there is enough light, if the acoustics require a microphone, and if the space is large enough to hold the number of participants.



2. Presence. The effective public speaker projects authority and elegance in a simple and modest way both in the way he or she looks and in performance itself. The speaker should make use of simple make-up and clothing that will not distract the listeners.
3. Body language. It is imperative that the speaker knows how to employ the right gestures during the delivery. Gestures and body movements will also help demonstrate the authors' enthusiasm and emotion towards the topic. It is essential that the speaker makes use of eye contact because it catches and keeps the audience's attention.
4. Negative Issues. Common tics, unnecessary movements and slang should be avoided. Practicing and rehearsing is the only way to get rid of these negative details that can be major distraction when delivering a speech.

2.3.5. Ethics in Public Speaking

Ethics play an important role in the academic and personal fields in every person's life. Public speaking is no exception. The speaker needs to be aware of the ethical principles that take place in the public speaking process.

The ethical guidelines for public speaking relate to honesty in what is being said but also in the preparation of the speech. The speaker needs to be fully prepared to give a speech; improvising and making up content while performing demonstrates the lack of professionalism and interest in the topic. In addition, the speaker has to make sure that what is being said is truthful and that abusive language is avoided. On the other hand, while preparing the speech, both in outline and script, the writer has to make sure that the information provided does not copy other authors' ideas, or does not plagiarize. It is important to bear in mind, that plagiarism is illegal and that it might bring serious and irreversible consequences in both the personal and academic life of the plagiarizer (Lucas 50).



III. METHODOLOGY

3.1. Method

The methodology used in this graduation work is based mainly in qualitative research; however, quantitative research has also been required to find specific data provided by the students who have been studied. Hence, the methodology has been framed in the question stated below which has been the point of reference for collecting and processing relevant data:

- How could public speaking be an EFL learning tool for enhancing communication skills in students of the Eleventh Grade at Rosa de Jesus Cordero High School?

The qualitative part of this research has two main points:

1. The administration of a survey based on the student's attitudes towards public speaking.
2. The observation of the analyzed students.

The quantitative method involving statistics based on:

1. The tabulation of the survey questions regarding the acceptance of public speaking into the English curriculum.

The transferability of this proposal lies on the analysis of general characteristics of the students belonging to the Eleventh Grade, regarding academic and personal interests that can be used with students at this level from any other institution.

Moreover, the results obtained from the active participation of the students, along with the administration of surveys, and enough researched literature have substantially contributed to the triangulation, and thus the establishment of this project's credibility in an effort to offer a reliable proposal.



3.1.1. Participants

The methodology used addressed a group of 100 out of 125 students who form the Eleventh Grade at Rosa de Jesus Cordero High School. The Eleventh Grade's English syllabus includes 10 hours a week, allowing space for the inclusion of public speaking into the English syllabus.

For these students ranging in ages from 15 to 16 years old, academic competence and challenge are essential. They are constantly looking for ways to create, improve, and explore new subjects, and they are eager to learn. These features have inspired this graduation work, which aims to enhance verbal communication skills in EFL advanced levels.

Importantly, the institution's infrastructure and principles provide an environment which encourages the development of talents and skills of the students to the maximum. Also, the use of technology in the classroom is one of the main factors that contributes to the academic growth of all its learners. In addition, resources such as textbooks, video-conference programs, and triple-A teachers contribute to the quality of education that the institution offers.

3.1.2. Data Gathering

In order to analyze the students' position towards public speaking, an eight-question survey was administered to 100 students. The survey aimed to evaluate the students' general knowledge about the topic as well as to identify their interest in the training process of public speaking. The second step in the research process was to challenge the students to present a speech without any guided preparation. Finally, the students who delivered a speech were asked to fill in a survey in which they had to answer nine questions regarding their experience as public speakers.

The results of the data gathering which are explained in detail in the following chapter have shaped the development of a proposal that consists in the implementation of public speaking into the English syllabus.



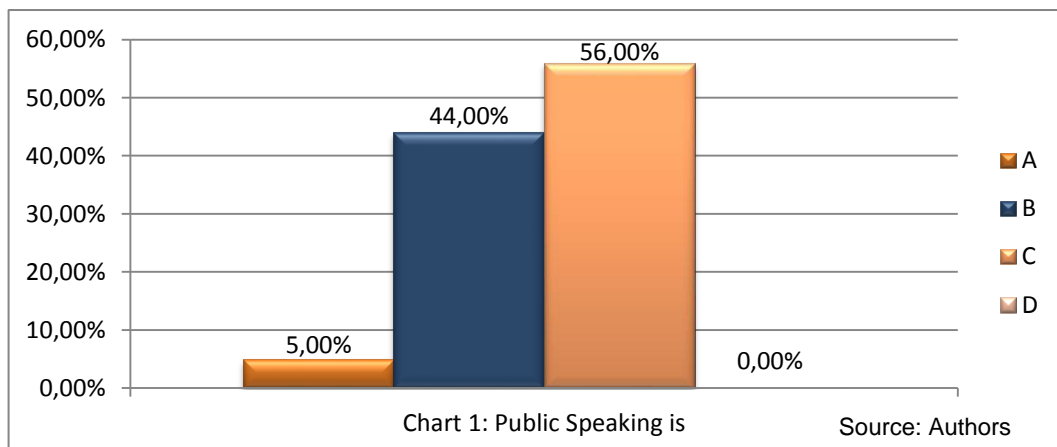
IV. RESULTS – ANALYSIS AND INTERPRETATION

At this stage, 100 out of the 125 students who form the Eleventh Grade were asked to fill in a multiple-choice survey regarding on their general knowledge of public speaking and whose purpose was to collect information that might support the possibility of implementing public speaking into the English syllabus. The survey consisted of eight questions and whose results are interpreted in option order.

4.1. Presentation and analysis of the first survey results

Question 1: Choose an option that best matches your definition of Public Speaking.

To know the students’ understanding about public speaking, more than one option was allowed. Among the choices of this question, 5% said that public speaking means only speaking in front of an audience. Forty percent of the students answered that public speaking is an art that includes a set of skills and techniques for presenting successful speeches. However, option “C” received 56%, representing that Public Speaking means speaking in public without fear. Finally, none of the students gave another possible definition of the topic.

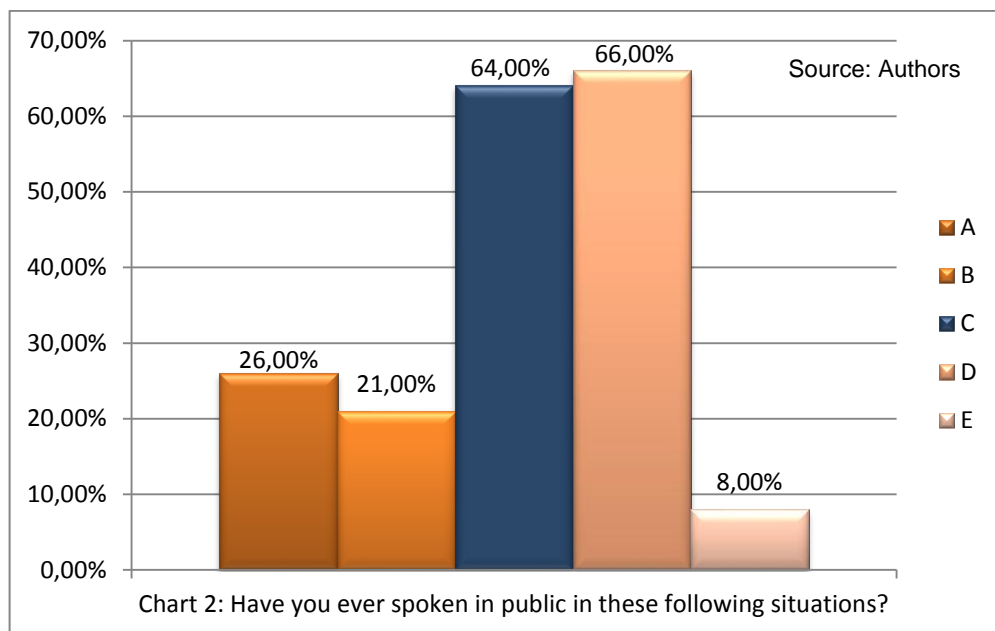




As illustrated in the chart, the two highest scores belonging to options B and C show that the students have a wide understanding about the subject. However, students need to know that public speaking means not only speaking in public without fear, but it also includes a set of skills and techniques that make it become an art.

Question 2: Have you ever spoken in public in the following situations?

More than one answer was allowed. In option A, for instance, 26% of the students answered they have participated in a toast. Twenty-one% percent of the students have spoken in an inauguration or opening ceremony. In option “C”, 64% of the students affirmed that they have spoken in public to try to convince an audience to do something. The highest number belongs to option “D” with 66% percent answering that they have used public speaking to explain or demonstrate how something works. Finally, 8% gave the question a different answer with 5 of the students saying that they have spoken publicly in school activities and three of them saying they have never spoken in public.

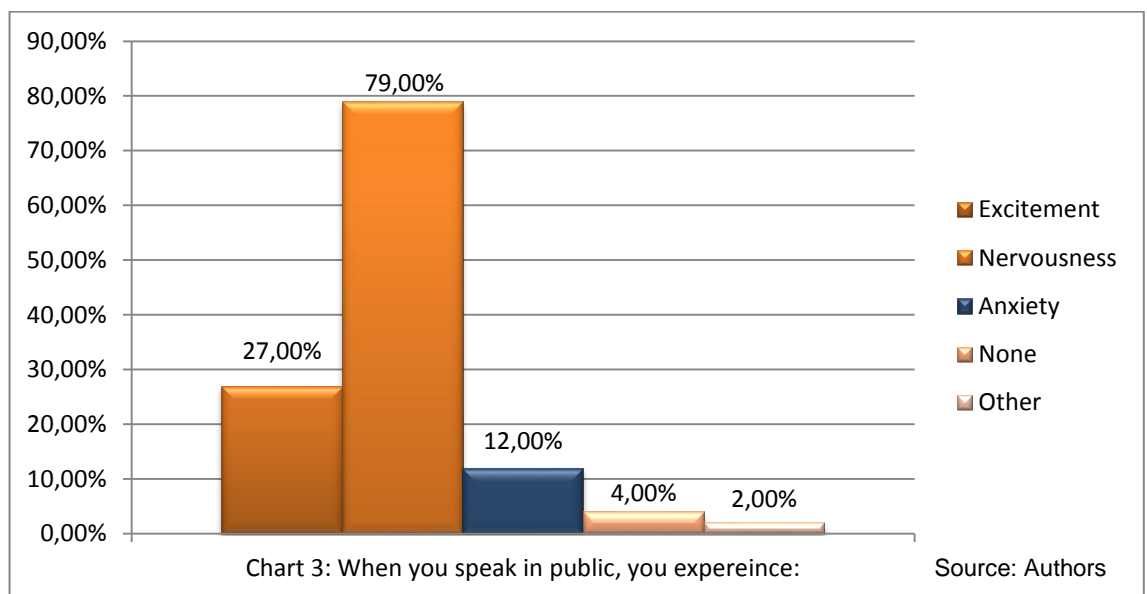




According to the chart results, one can appreciate that the majority of the students have spoken in public in more than one situation. Only three out of one hundred students surveyed said that they have never spoken in front of an audience; this answer could be due to the fact that they have not had the opportunity, or they have not received appropriate training to do so. However, a wide majority of the students are prone to speak in public again in the future.

Question 3: When you speak in public, you experience:

This question also allowed more than one option. Therefore, 27% of the students said they felt excited. The highest number hits option “B” with 79% who admitted that they felt nervous. Twelve percent % answered that they felt anxious. Four percent affirmed that they did not experience any feeling. Finally, two percent which represents two students gave a different answer. One said she felt happy when speaking in public and the other said she experienced different sensations depending on the situation.

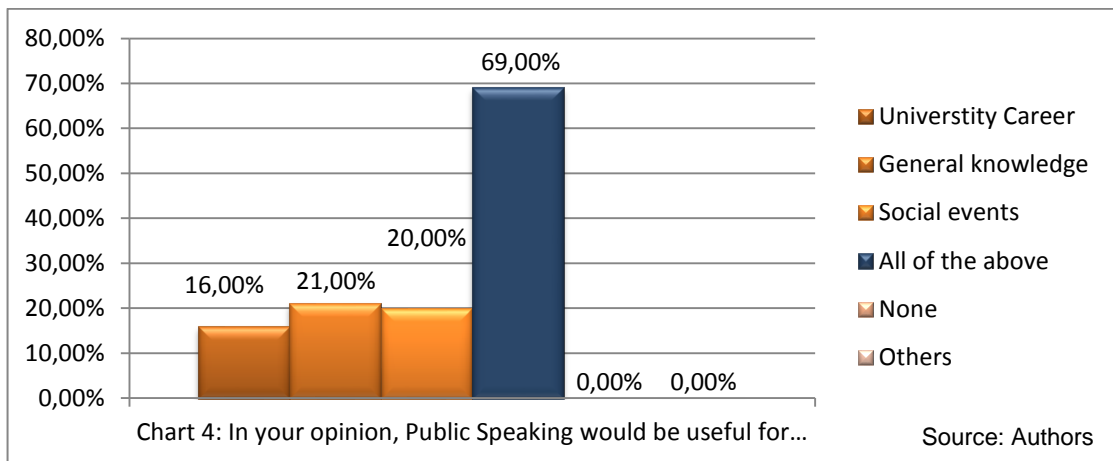


Speaking in public is a difficult task even for a trained specialist; however, to have a considerable percentage of students responding positively opens an important gate to this graduation work.



Question 4: In your opinion, Public Speaking would be useful for:

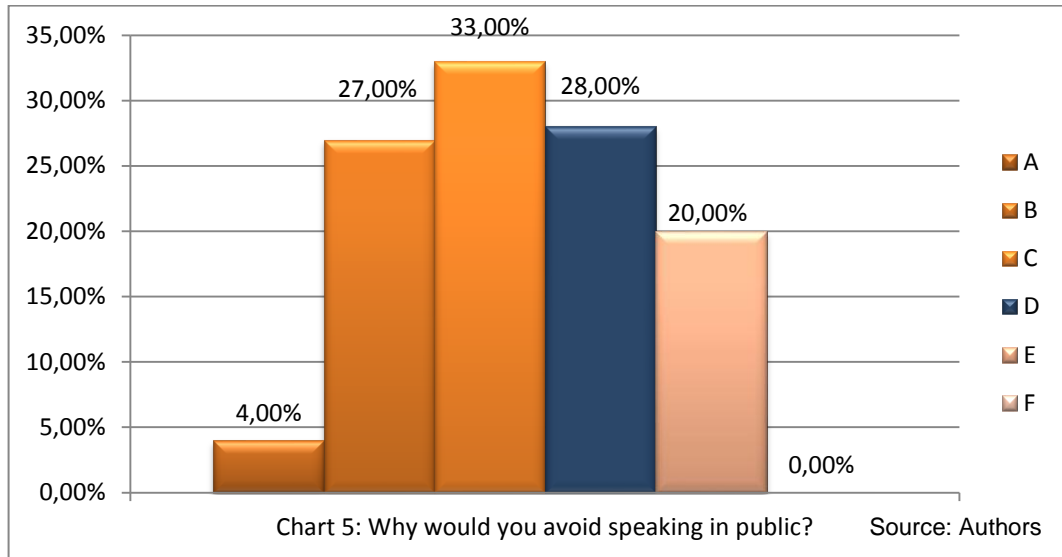
Students could choose more than one option. Option “A”, for instance, received 16% meaning public speaking would be useful for a professional career. Twenty-one percent of the students said it would be useful for general knowledge. Option “C”, belonging to social events, received 20%. However, 69% said that public speaking is useful for all of the above options. None of them said that it would not be useful at all. Lastly, none gave the question a different answer.



According to the chart, most of the students agree that public speaking would be useful in both academic and personal situations. The answers also show that the students have a positive perspective towards the topic.

Question 5: Why would you avoid speaking in public?

According to the chart, 4% of all the students chose “embarrassment”, while 27% chose “nervousness”. In addition, 33% of the students hit “insecurity”, 28% picked “fear”; 20% chose having no problem to speak in public and finally, nobody chose option F, which represented “other”.



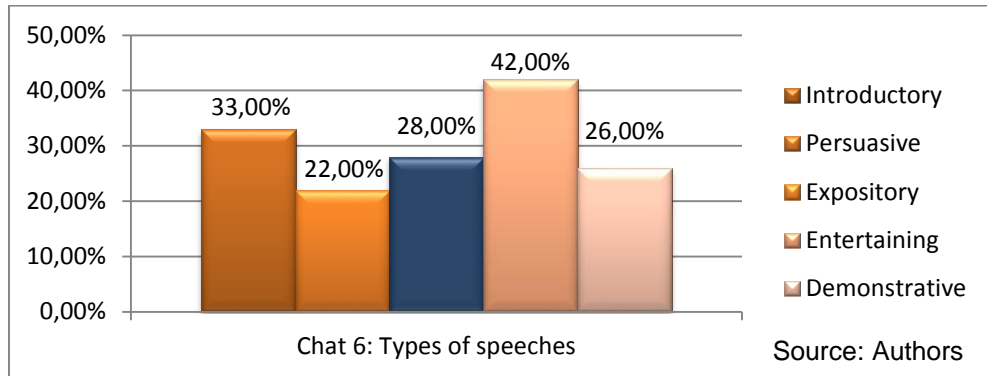
The results provided by the students make it clear that “insecurity” is the main reason why most students prefer not to speak in front of an audience. “Nervousness” and “fear” also follow this result. These feelings are directly related to the dominion of the topic, and to the preparation of what is going to be said, but mostly to public speaking skills development. If the student does not know how to convey a message orally, it would be certainly result in being uncomfortable to do it publicly.

Question 6: Which one of these types of speeches calls your attention the most?

This question presented five options including the following types of speeches: introductory, persuasive, expository, entertainment, and demonstrative. The results are the following: 33% of the students chose introductory speech, 22% chose persuasive speech, 28% of students picked the expository speech, while 44% selected the entertainment speech, placing the highest rate. Finally, 25% of the students chose demonstrative, the last option.



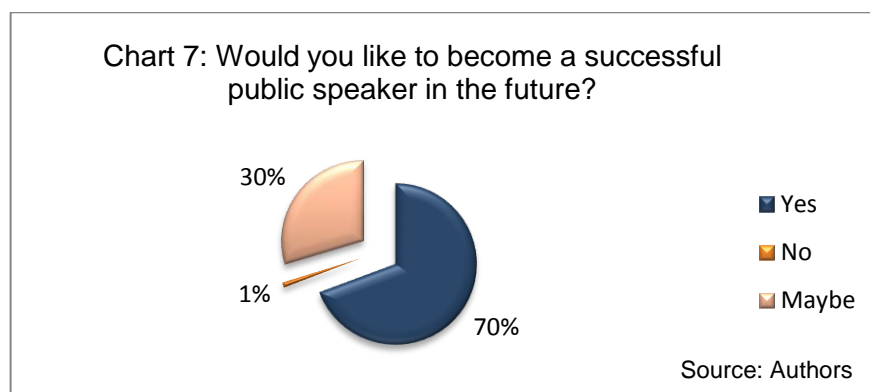
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The results show that the students' interest in public speaking relies in the entertainment factor. They are more willing to express their ideas in a way that everybody would enjoy. However, other high percentages show that the students are also interested in speaking for the purpose of introducing and presenting a topic to an audience. Finally, a minor percentage shows that to persuade and to demonstrate are types of speech likely to call the students' attention as well.

Question 7: Would you like to become a successful public speaker in the future?

This question had three option responses. The first option received 70% in which the students answered "Yes", while 30 % of the students chose "Maybe" and finally only 1% corresponding to one student chose "No".



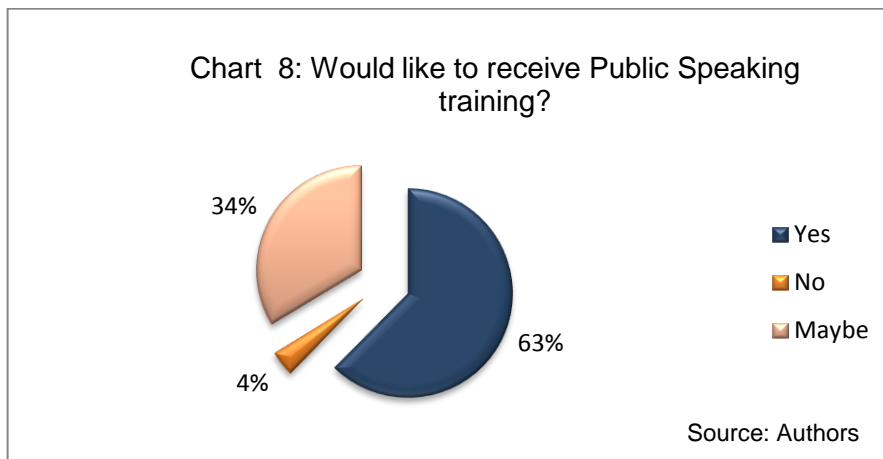
The affirmative response gives this proposal an aim of study. Students are prone to constantly learn new things and they would like to add training of public speaking to their academic and personal lives. Only one student showed indifference to the idea of becoming a successful public speaker in



the future. This last result is probably due to the lack of knowledge about the importance of public speaking in any area of an individual's professional and personal life. The lack of motivation about public speaking can be the result of a previous negative experience that can only be overcome with preparation, practice, and confidence.

Question 8: Would you like to receive public speaking training?

Question eight was the last question of this survey and had three options to choose from. Option A, "Yes" received 63%, the highest percentage among the choices. Option B, "NO", had four percent. And finally, 34% said that they would "maybe" like to receive public speaking training.



Once more, the students' responses support the proposal presented in this project. The implementation of public speaking into the syllabus has a wide acceptance among students. The four percent of students, who chose "no", can probably be motivated to consider a willingness to learn to develop their public speaking skills in order to improve their possibilities of becoming better speakers, and to open the possibility of getting better jobs in the future.

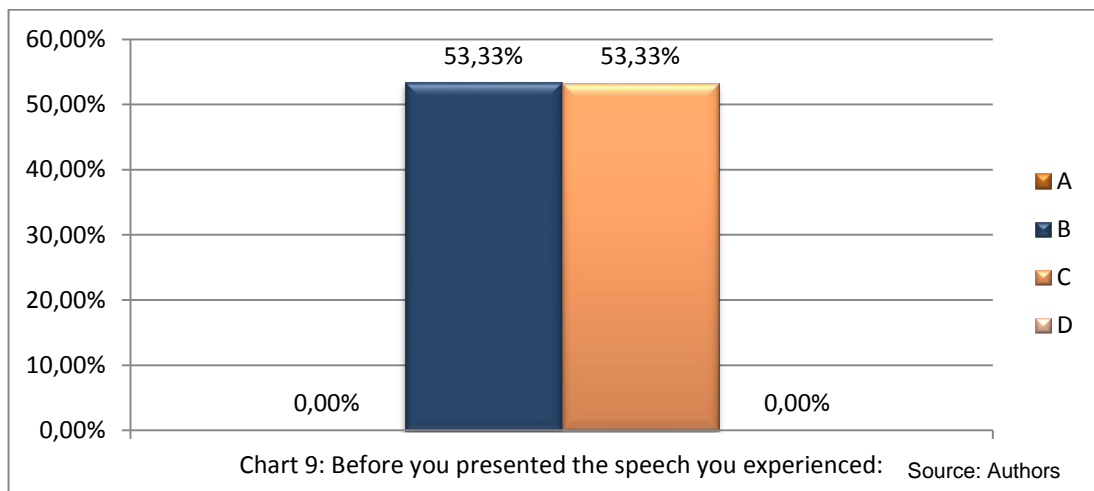


4.2. Presentation and analysis of the second survey results

After analyzing the students' acceptance towards public speaking, three students volunteered to present a speech without any guided instruction. In order to obtain a final report from the learner's experience, a second multiple choice survey was applied. The survey consisted of nine questions. The results were the following:

Question 1: Before you presented the speech you experimented:

More than one answer was allowed. In option A, none of the students said that they felt "excited", representing a zero percent. Options B and C got 53.33% of the answers as students affirmed feeling "nervous" and "insecure" before presenting their speeches. Finally, none of the students responded that they did not feel anything.

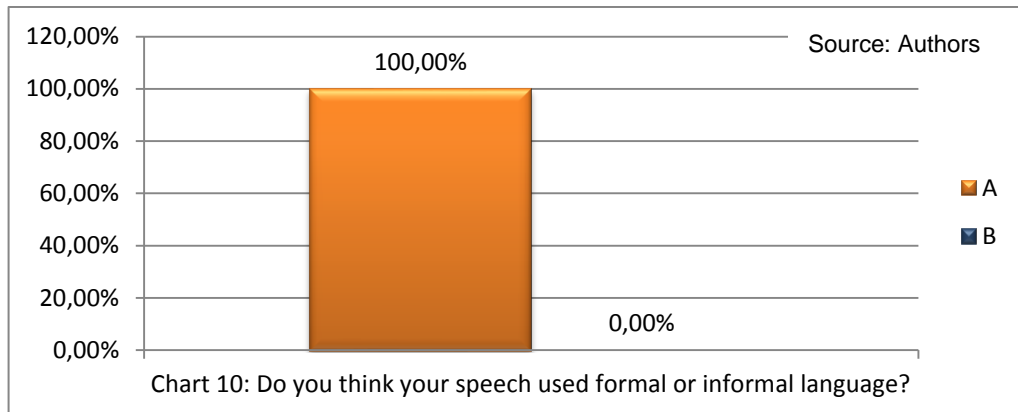


According to the chart results, it can be seen that, in spite that the students were eager to be trained in public speaking, they felt nervous and insecure minutes prior to their performance. This graduation work intends to train students to organize a well-structured speech and to acquire the confidence necessary to speak in public.



Question 2: Do you think your speech used formal or informal language?

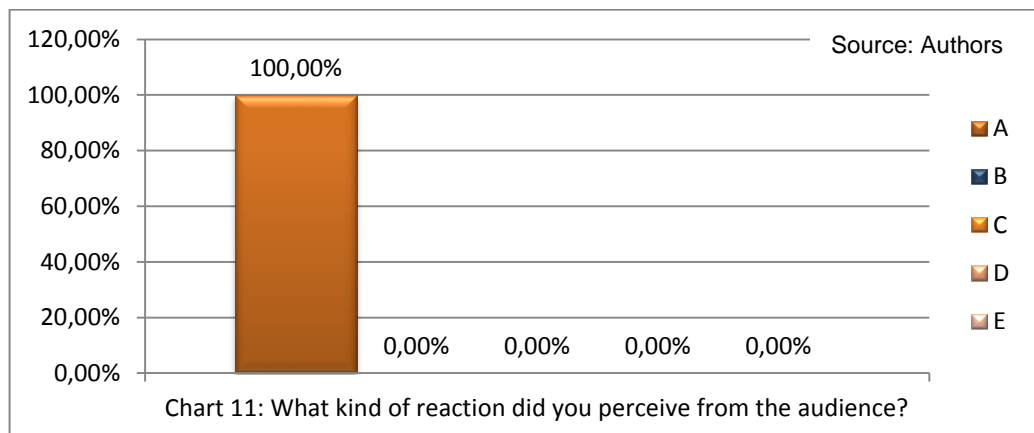
Question two contained options A and B corresponding to formal and informal language accordingly. Option one, received the total rate of responses meaning 100%; meanwhile, option two received no answers.



Students' speeches were related to the School Astrophysics Program. For this reason, some teachers and parents were invited to attend the presentation. Students worked alone in their speeches, and all chose formal language to convey their message.

Question 3: What kind of reaction did you perceive from the audience?

Question three had four options: positive, negative, neutral, and other. Option A, for instance, received all the students' choice, representing 100%.



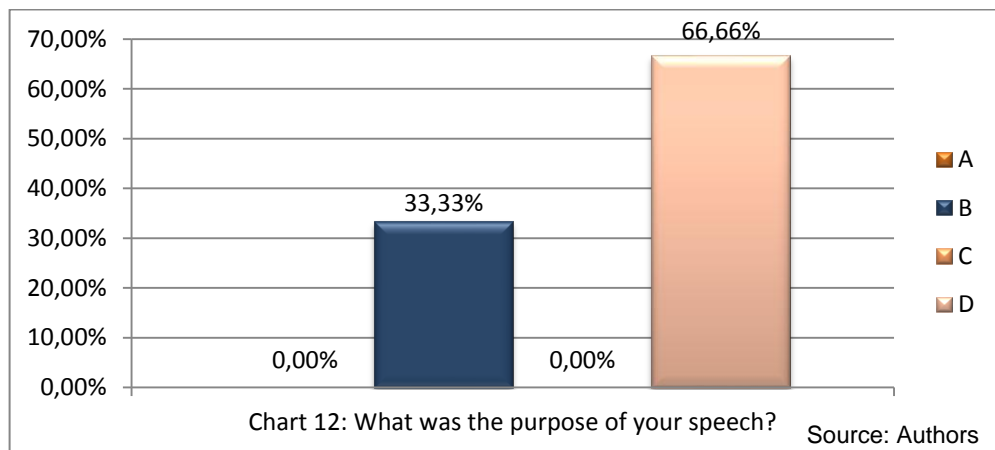
The aim of this question was to make the students aware of the audience. The audience is one of the most important factors when giving a speech. The



audience’s reaction will demonstrate to the speaker how well the speech went.

Question 4: What was the purpose of your speech?

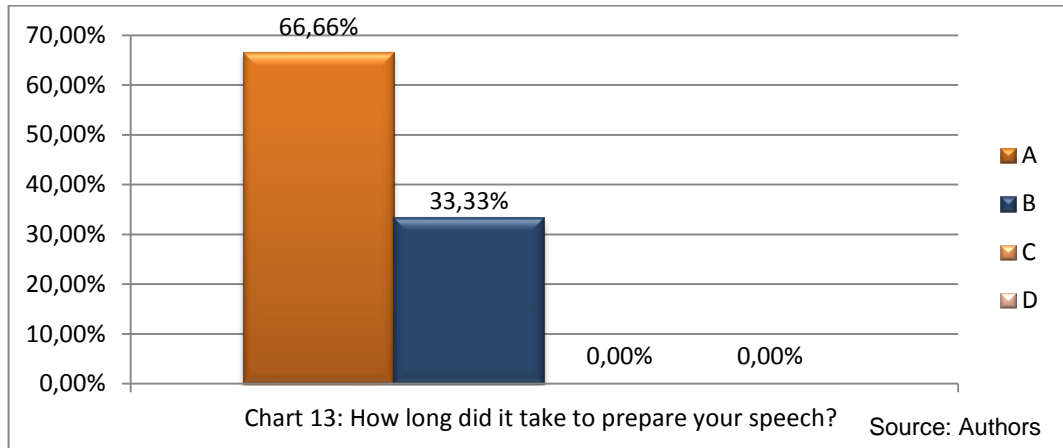
The current question was administered to identify which type of speech the students chose. “To introduce someone”, which was the first option, received 0%. “To inform” received 33.33%. Nobody answered having chosen “to persuade...” Finally, 66.66% percent of the students gave a different answer, such as “To describe and persuade”, and “To express what I think about something”.



According to the chart results, it can be seen that the students have a clear understanding of the situations in which they had to speak in public. These responses show that the public speaking training can be based on the students’ interest.

Question 5: How long did it take to prepare your speech?

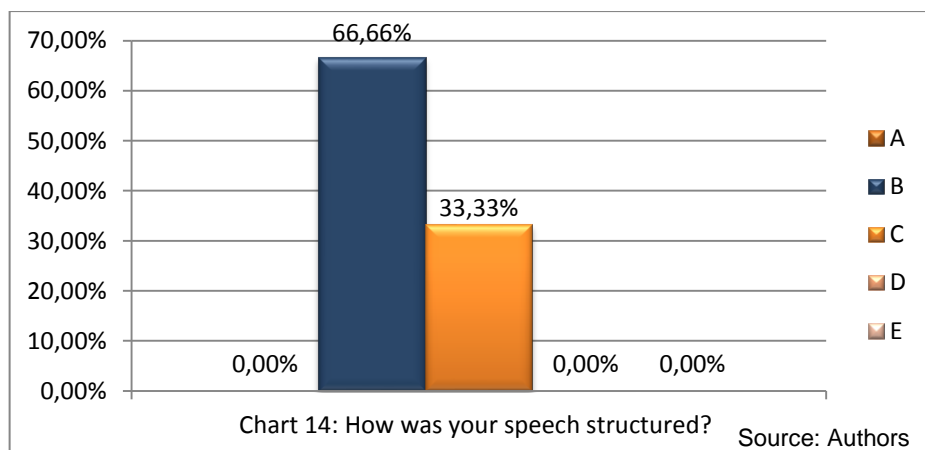
Question five contained four options regarding timing. Thus, option A, received 66.66% of the answers, which represents a range of time from 1 to 2 hours to prepare the speech. None said the preparation took between 3 to five hours. Besides, no one said it took more than 5 hours, nor less than one hour to organize and finish the speech.



By analyzing the results, it can be seen that students did not need a long time to prepare a successful speech.

Question 6: How was your speech structured?

The aim of this question was to analyze if the students were aware of the structure of a speech. Within the first option, none of the students said they included “main points, minor details, and examples” in the body paragraph. Option B got 66.33%, meaning that the students had an “introduction, body, and a conclusion” in their speeches. On the other hand, option C related to “paying little attention to the structure”, received 33.33%. Nobody picked “having not structured their speeches at all”. Finally, none of them gave a different answer.

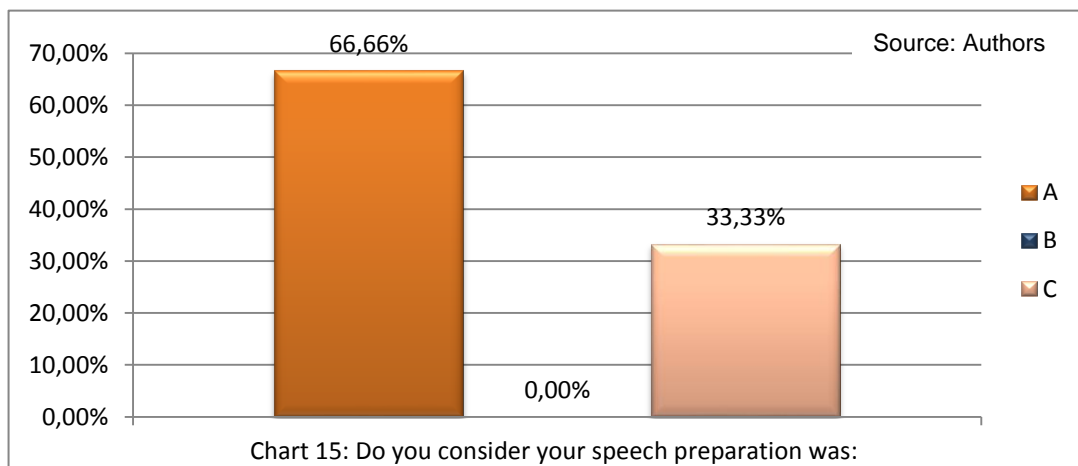


As it can be noted, the students have a clear understanding of the basic form of a speech; nevertheless, they pay little attention to the sentences’ grammar and structure.



Question 7: Do you consider your speech preparation was:

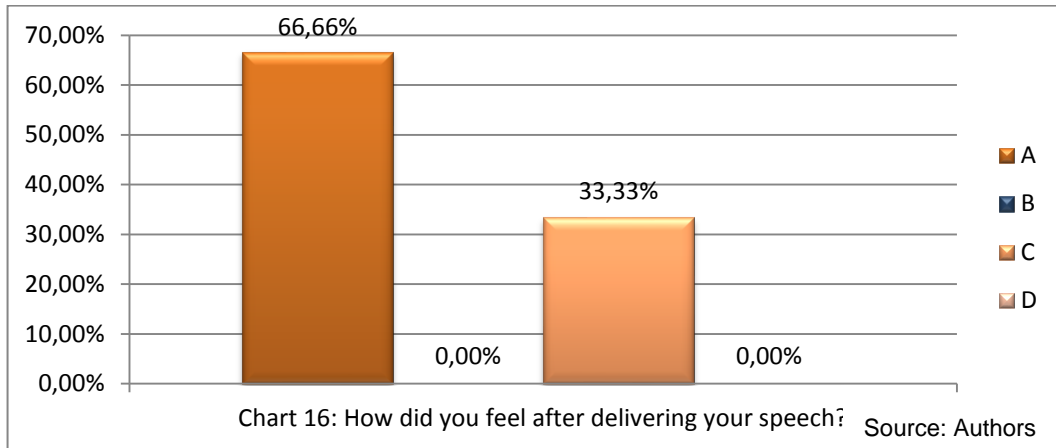
This question regarding the level of difficulty in the preparation of the speech, elicited three options: easy, difficult and other. The majority, 66.66% of the students picked option A (Easy) while 0% of the students chose difficult. Finally, 33,33 % of the students said that although the preparation of their speeches represented for them a lengthy process, it was not difficult at all.



By looking at the results, it can be seen that in spite that the preparation of a speech takes time, it does not represent a complex process for the students. The students affirmed that the level of difficulty in preparing a speech is due to the lack of experience or knowledge about a certain topic.

Question 8: How did you feel after delivering your speech?

The options given in this question were “satisfied”, “it could have been better”, “it was fine”, and “other”. The percentage of students who picked option A was 66.66% saying that they felt satisfied after presenting their speeches. On the other hand, none of the students picked option B, meaning that the students felt that their presentations would not need any improvement, although 33% percent said it was fine.



The results taken from this question show that for the majority of the students, their presentations were successful enough to be satisfied; they felt they did a good job. Although nobody said that their speeches could have been better, some answered that their presentations were fine. Therefore, students are conscious that in spite of doing an acceptable presentation, practice is still needed.

Question 9: Would you have liked to be trained by an expert?

This question offered three options in which 0% of the students chose “No” and “maybe” while a 100% picked “Yes”.



The results taken in this question are relevant for the purpose of this research. None of the students are indifferent to the idea of having an expert who could have guided them in the development of their presentations to achieve a better result.



V. PROPOSAL

5.1. GENERAL CONSIDERATIONS

Public speaking has been chosen as a subject of study for this graduation work in an effort to let students flow in speaking English as well as a tool of motivation and engagement for them to express themselves efficiently in front of different types of audiences. Thus, by the end of the course proposed, the students will have developed specific skills which might be useful at any time in both the professional and personal arenas.

The present proposal's main objective is to use public speaking as a way to enhance oral communication skills through an instructional plan included in the English syllabus in the Eleventh Grade at Rosa de Jesus Cordero High School. Its elements have been carefully selected and organized in a period of ten weeks according to the scholar annual specifications.

Finally, the resources proposed in this plan have been coordinated to the EFL level that students should have reached by the second school term in the Eleventh Grade according to the Common European Framework.

5.2. Suggested division of time

The school year is divided in two periods of five months, and each period is distributed in three blocks accordingly. Each block of study contains specific topics in which the teacher along with the students work together to accomplish common goals. With this consideration in mind, the public speaking workshop is designed to begin in the second period corresponding to the last three blocks in the English syllabus.

During the first three blocks of study, it is the teacher's mission to promote a good communication channel and to stimulate the students to speak about as wide variety of topics as possible. For this reason, blocks four



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and five would be the more appropriate option to motivate the students to learn speaking skills in a more formal manner.

In addition, it is suggested to take three hours per week of the English classes to develop this intended workshop. The training would include 10 weeks in total resulting 30 hours of study.

Approximately, seven or eight hours are designed for the learning of public speaking generalities, with the remaining hours projected to make the students for practice.

A tentative plan for the inclusion of public speaking into the English syllabus has been arranged as follows:



**UNIDAD EDUCATIVA PARTICULAR BILINGÜE
“ROSA DE JESUS CORDERO”
DIDACTIC PLAN No. 4
2013-2014**



AREA:	SUBJECT:	SCHOOL YEAR:	TIME		
English	English - Public Speaking	Eleventh Grade	From 04 /01/2014 To 04/04/2014		
AXIS INTEGRATED CURRICULUM: To make students aware of Public Speaking, types, and definitions.		AXIS OF LEARNING: Public Speaking Definition Types of Speech (purpose) The Audience (ethics) The outline	UNIT: 1 Basic Elements of Good Speaking		
LEARNING OBJECTIVES: To recognize important features of Public Speaking generalities to apply them into practice.					
SKILLS	ACTIVITIES	RESOURCES	EVALUATION		STANDARS
			ESSENTIAL INDICATORS	TECHNIQUES AND INSTRUMENTS	
WEEK 1					
- To internalize Public Speaking definition and importance.	Activating prior knowledge: The teacher elicits answers from students about what they know about Public Speaking and if they have used it sometime previously. Engagement: <ul style="list-style-type: none"> - The students are introduced to the technologies to be used during the workshop. - Students are also presented interactive videos as an introduction to the topic. Consolidation: <ul style="list-style-type: none"> - In groups, students are going to create a graphic representation or a collage of what public speaking and its implications mean for them. 	<ul style="list-style-type: none"> - Lab - Website - Videos - Magazines - Worksheets - Board 	The students assimilate the importance and implications of speaking in public.	The students will elaborate a graphic representation of the definition and implications of Public Speaking through the creation of a collage in groups. Instrument: Collage Evaluation Technique: <ul style="list-style-type: none"> - Observation-analysis. - Orally the students will describe their collages. 	The students recognize the definition and importance of public speaking, and they are able to talk about their own experiences in doing so.



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WEEK 2					
<p>- To establish the similarities and differences between the Types Speech and the different Audiences.</p>	<p>Activating prior knowledge: The teacher makes the students play in the classroom to reduce stage fright.</p> <p>Engagement:</p> <ul style="list-style-type: none"> - Decoding texts (pictures). The teacher presents students pictures through a prezi for the students to identify the types of audiences and the type of language they might use while speaking with to an audience. - The teacher makes the students dress up with different accessories to group themselves according to their outfit. - Afterwards the teacher will explain the different kinds of audiences and the language they should use with each of them. <p>Consolidation:</p> <ul style="list-style-type: none"> - Students will participate by answering an interactive questionnaire in the web blog about how they will present a speech according to the audience. 	<ul style="list-style-type: none"> - Lab - Website - Videos - Magazines - Worksheets - Board - Cloth accessories 	<p>The students identify the similarities and differences between the audiences and the types of speech.</p>	<p>Instrument:</p> <p style="text-align: center;">Decoding text Scenery Construction</p> <p>Evaluation Technique:</p> <ul style="list-style-type: none"> - Dialogue (weblog). 	<p>The students are able to recognize which kind of speech and the appropriate language they would use with each type of audience.</p>
WEEK 3					
<p>- To decode the parts of an outline through a speech sample followed by their own creation.</p>	<p>Activating prior knowledge: The students are going to be presented with samples of some students' speeches to recognize the parts of an outline.</p> <p>Engagement:</p> <ul style="list-style-type: none"> - Students work in small groups along with the teacher to read and highlight specific parts of the speech outline. <p>Consolidation:</p> <ul style="list-style-type: none"> - The teacher presents the students three options for them to create their own speech. 	<ul style="list-style-type: none"> - Lab - Website - Videos - Magazines - Worksheets - Board - Worksheet 	<p>The students show their creativity while working on their outlines.</p>	<p>Instrument:</p> <p style="text-align: center;">(Auto-evaluation) Speech Sample Worksheet</p> <p>Evaluation Technique: (Hetero-evaluation)</p> <ul style="list-style-type: none"> - Observation analysis - Writing 	<p>The students produce and complete their outlines</p>
WEEK 4					
<p>To improve their speech creation to present it.</p>	<p>Activating prior knowledge: Teacher works personally with the students to help them improving their outlines.</p> <p>Engagement:</p> <ul style="list-style-type: none"> - Students correct and edit their outlines. <p>Consolidation:</p> <ul style="list-style-type: none"> - Students prepare their final speech 	<ul style="list-style-type: none"> - Lab - Website - Videos - Magazines - Worksheets - Board - Worksheet 	<p>The student work on the preparation of their speeches</p>	<p>Instrument:</p> <p style="text-align: center;">(Auto-evaluation) Worksheet</p> <p>Evaluation Technique: (Hetero-evaluation)</p> <ul style="list-style-type: none"> - Observation analysis - Writing 	<p>Students successfully conclude the outline preparation.</p>



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WEEK 5					
To present their speeches.	Activating prior knowledge: The teacher creates a nice atmosphere in the classroom for the students to feel comfortable in expressing themselves orally. Engagement: - The teacher begins the class by presenting her own speech. Consolidation: - Students present their final work.	- Website - Board - Worksheet	The students prepare themselves to deliver their creations by listening the teacher's presentation first.	Instrument: Teacher's speech Evaluation Technique: (Hetero-evaluation) - Student's speech	The students are able to present their speeches successfully taking into consideration the public speaking implications.

BIBLIOGRAPHY	OBSERVATIONS PER WEEK			
	Week 1	Week 2	Week 3	Week 4
OBSERVACIONES GENERALES				

NOTA: Se dividen la cantidad de destrezas para la cantidad de semanas, buscando la manera de trabajar una destreza por semana. En la planificación se toman en cuenta las TIC'S, se especifican los materiales didácticos y el uso de espacios físicos concretos. Se utiliza la metodología del inter-aprendizaje. Existirá una visita al docente en el aula, una vez por mes, con la respectiva ficha de visita y retroalimentación. En el desarrollo de cada destreza se deben evidenciar los cinco tipos de evaluación. Con los resultados de visita a docentes y de los resultados de las evaluaciones de las estudiantes se elaboraran planes de mejora continua. Para elaborar los planes de mejora continua participan docentes, jefes de área, estudiantes y dirección académica. Es obligación del docente, en coordinación con el DCE elaborar planes de evaluación para estudiantes con necesidades educativas especiales. Frente a cada destreza trabajada se deben colocar los estándares que se están logrando.

TEACHER	AREA CORDINATOR	ACADEMIC DIRECTOR
Delivery date: / /	Revision date: / /	Approval date: / /



VI. CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions

The application of the surveys along with the students' speech presentations demonstrated the students' willingness to receive appropriate public speaking training. However, in the delivery stage they realized that speaking in public without any guided preparation made them feel insecure about their dominion over a topic.

It can be concluded that public speaking is a complex process that is based on scientific theories of verbal language acquisition as well as the elements that compound it rather than just the empiric experience of speaking in front of an audience. Public speaking is an art that involves a set of skills and techniques that allows a person to convey a message effectively. From this focus, public speaking should be considered as a practice with scientific foundations.

Since the learners' acceptance of a possible implementation of public speaking into the English Syllabus was positive, it opens a gate for an actual development of the proposal. First, it was found that enhancing verbal communication skills through public speaking will give the students a plus in their academic formation by expanding their knowing of the language, organizing clear and specific ideas, and conveying messages effectively. Second, with the acquired skills in public speaking, students are being prepared for a competitive future; a good public speaker is in advantage over his or her peers in any professional field. Finally, it is important that the students grow personally because they learn to express themselves naturally, but at the same time secure of what they are saying and how they are saying it.



6.2. Recommendations

Students of the Eleventh Grade at “Rosa de Jesus Cordero” High School reach an intermediate English level according to the Common European Framework which means that the students are capable to express themselves in the target language efficiently. Nevertheless, to speak English fluently does not mean that they are able to present a speech to an audience. For this reason, the following suggestions are been made:

First, it is recommended that the students are aware of the implications of being a good orator. Characteristics such as ethical principles, preparation, and practice which do not permit public speaking to be improvised, gives it the importance it demands. The students need to know that public speaking takes time and effort that can only be achieved through constant training.

Second, it is suggested that the authorities at Rosa de Jesús Cordero High School analyze the results of this study to consider that the possible implementation of public speaking into the English Syllabus as a tool to enhance verbal communication skills favors the bilingualism program that the institution holds.

Finally, in order to teach public speaking, it is mandatory that English teachers are well prepared in the subject in advance. Only quality instructed teachers generate quality public speakers. Moreover, public speaking trainers should motivate the students by being active participants in curricular and extra-curricular events.



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Appendix 1: Survey Template

The following survey intends to collect information related to the thesis project entitled

Public Speaking: How to enhance verbal communication skills. A study of Public Speaking uses through EFL with Eleventh Graders Students at Rosa de Jesus Cordero High School.

The results will be used as a basis for the investigation of the project.

Age: _____ Class: _____

Multiple Choice Survey:

1. Choose an option that best matches your definition of public speaking.

- a) Public speaking means only speaking in front of an audience.
- b) Public Speaking is an art that encloses a set of skills and techniques for presenting successful speeches.
- c) Public speaking means speaking in public without fear.
- d) Other: _____.

2. Have you ever spoken in public in these following situations?

(More than one option is allowed)

- a) To give a toast.
- b) In an inauguration or opening ceremony.
- c) To try to convince an audience to do something (like your class group).
- d) To explain or demonstrate how something works.
- e) Other: _____.

3. When you speak in public, you experience:

(You can choose more than one option)

- a) Excitement



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- b) Nervousness
- c) Anxiety
- d) None of the above
- e) Other: _____.

4. In your opinion, public speaking will be useful for:

(More than one option is allowed)

- a) University Career.
- b) General Knowledge.
- c) Social Events.
- d) All of the above
- e) None of the above
- f) Others: _____.

5. Why would you avoid speaking in public?

- a) I would feel embarrassed.
- b) An audience makes me feel nervous.
- c) I feel insecure.
- d) I am afraid I would forget what I am going to say.
- e) I don't have any problem to speak in public.
- f) Other: _____.

6. Which one of these types of speeches calls your attention the most?

(More than one option is allowed)

- a) Introduction (A person or a group of people).
- b) Persuasive (Convince people to do or buy something).
- c) Expository (Informing an audience about an event)
- d) Entertainment (Special Occasions: Wedding, Graduation, Toasts).
- e) Demonstrative (Demonstrate a process, showing how something works).

7. Will you like to become a successful public speaker in the future?

- a) Yes



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- b) No
- c) Maybe

8. Will like to receive public speaking training?

- a) Yes
- b) No
- c) Maybe



Appendix 2:

The following survey intends to collect information related to the thesis project entitled

Public Speaking: How to enhance verbal communication skills. A study of Public Speaking uses through EFL with Eleventh Graders Students at Rosa de Jesus Cordero High School.

The results will be used as a basis for the development of the current investigation project.

Age: _____

Class: _____

Multiple Choice Survey:

1. Before you presented the speech you experimented:

(You may choose more than one option)

- a) Excitement
- b) Nervousness
- c) Insecurity
- d) None of the above
- e) Other: _____.

2. According to the topic: your speech was:

- a) Formal
- b) Informal

3. What kind of audience was your speech addressed to?

- a) Teachers
- b) Students
- c) Family
- d) All of the above
- e) Others: _____.



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4. While presenting your speech: How do you consider your audience's reaction?
 - a) Positive
 - b) Negative
 - c) Neutral
 - d) Other: _____.
5. What was the purpose of your speech?
 - a) To introduce yourself or somebody else
 - b) To inform
 - c) To persuade
 - d) Other: _____.
6. How long did it take for you to prepare your speech?
 - a) From 1 – 2 hours
 - b) From 3 – 5 hours
 - c) More than 5 hours: _____.
 - d) Less than 1 hour: _____.
7. How was your speech structured?
 - a) Only body, main points, sub points.
 - b) It had an introduction, body, and conclusion.
 - c) I paid little attention to the structure.
 - d) It was not structured.
 - e) Other: _____.
8. Do you consider your speech preparation was:
 - a) Easy
 - b) Difficult
 - c) Other: _____.
9. How did you feel after delivering your speech?
 - a) Satisfied
 - b) It could have been better
 - c) It was fine



UNIVERSIDAD DE CUENCA

d) Other: _____.

10. Would you like to have been trained by a professional on the preparation of your speech?

- a) Yes
- b) No
- c) Maybe



Appendix 3: Interview transcription

Interview: Mark McCleskey, expert in the Public Speaking field, and teacher at Abraham Lincoln Bicultural Center.

Interviewer 1: What does Public Speaking mean to you?

Mark McCleskey (expert): Public speaking for me is the ability of giving our thoughts in order to connect with an audience of one or more people to convey everything we are thinking in a way that is understandable.

What kind of speeches do you teach?

Mark McCleskey (expert): I teach every kind of speech. I teach formal, classical speeches that are polished and structured. I teach people to speak extemporaneously and every other kind of speech that you can think of: informative speeches, process speeches, etc.

Interviewer 2: I think that you teach mostly these informative, entertaining, persuasive speeches, but which type do you think is most important for your students?

Mark McCleskey (expert): The introduction is very important in a speech, and course the conclusion as well will motivate them when you give your opinion of something, but to me there are many speaking styles. I think the one that is more relaxed; that makes you look more accessible to them; that makes you appear not so polished which can make you seem a little bit out of their reach, less accessible, but when you can connect with the person in a more relaxed level, you get to them.

Interviewer 1: What do you think about your students' attitudes towards public speaking?

Mark McCleskey (expert): At the very beginning they are scared because they know they have to give a speech in front of a lot of people when they graduate, but, I also teach them that with practice they are going to get better every time they gave a speech. If they do the preparation, they are going to be that much better. On the other hand, if they don't practice they won't do a good job and



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they won't pass. But I tell them this is different than coming in the class and answering correctly or not grammatical content of a sentence, or syntax or something like that. They have to know the information well enough to transmit that information to other people without reading it.

Interviewer 1: Do you think all the bilingual students should be trained in public speaking?

Mark McCleskey (expert): Yes I do. Although that is not necessarily always been the idea or theory, but I find that when I become confident to speak the language they are actually using the language for an specific purpose other than to ask where the book is. It is more useful to them because it gives them something practical to do with the language.

Interviewer 2: I agree with you because at some point in people`s life we are going to have to give a speech, for anything.

Mark McCleskey (expert): Most of my students are going to study something where they have to give presentations and they are also going to learn that the same presentation abilities apply to any language they speak.

Interviewer 1: What strategies do you use when teaching public speaking?

Mark McCleskey (expert): My biggest strategy is that I get to know my students very well. The first day of class they also learn about me too. They learn a kind of biography of me, and then their first paper for me is a biography that they wrote. That does a couple of things for me. One, it tells me what their base line is, what their abilities are, and are not, but it also tells me about them. Normally I don't have more than a dozen students maximum, and if I know each one of them, know their personal likes and dislikes. In that way I can appeal to them individually because when you are teaching a communication class, I don't think you can do a good job if you don't know your students pretty well.

Interviewer 1: What do you do to control your students' negative feelings when they have to give a speech?

Mark McCleskey (expert): Well, most of the times their fears are based on their ignorance because they just don't know, and it's true that they are nervous



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all the time. The problem that pulls them back more than anything is their fear of failure, and I usually tell them about mistakes I've made in this language because I am a public speaker in this language here and I've spoken in front of twelve thousand people in Cuenca and I understand. So, the first thing they understand is that I understand their fear, and I know how it is, but I tell them; most people don't get this in public speaking training in any language here. I never tell them they are doing something badly, I only tell them the things they need to work on, but I also find every wonderful thing you did about that speech. So they know that I am not going to pick anything negative from the steps. Always positive.

Interviewer 1: At the end of the school period, what are the most important achievements you can notice in your students?

Mark McCleskey (expert): They become confident in the language. We dedicate at least one day to speaking to complete strangers downtown, finding people who speak English, and by the way, most of the time, they are not from the United States. That impresses upon the students the fact that now there are people out there who are multilingual. Some of them know five or six languages because of necessity, but when they actually put that into practice, and people begin to communicate with them, they say: "I see why this is useful" Then a light kind of goes on in their heads, and they are like "I don't want to go back to class. "Can we stay here a bit longer?" so their attitude changes.

Interviewer 1: That was interesting, thank you.