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Improving Public Speaking: An English Speech Contest Case Study*

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This study explores how an English speech contest program integrates language learning over a 3-month non-regular course. Quantitative analyses were conducted, based on 5-minute video recordings of speeches with 6 participants for the final round of the speech contest program. Public Speaking (PS) courses were provided through the LMS and analyzed to identify speech improvement in various areas of public speaking anxiety (PSA) using a questionnaire, self-report, self-evaluation, and observation activity log. Based on the assessments noted above, the integration of language skills provides effective opportunities to speak. After taking a basic course and an in-depth coaching practicum, chunking-shadowing-windowing strategies had a positive effect on their PS skills strengthening their speaking progress. On the nonverbal side, students had a comparatively high level of PSA and did not feel engaged, or demonstrated a lack of confidence due to nonverbal communication skills they were unaccustomed to. However, participants felt less anxious, acquired the necessary techniques to boost confidence, and improved overall speech skills through participation in the program. Implications for better PS instruction and the importance of structured practice for speech preparation were suggested.

[public speaking/public speaking anxiety/communication skills/strategy]

I. INTRODUCTION

The expansion of personal social group interaction is the primary reason to study a language. One of the most important but most dreaded forms of communication is public speaking, the art of effective oral communication with an audience, and PS does not come

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naturally for most (Arina, 2011). English communication skills have a greater impact on a learner's success, whether an individual or a business. When trying to achieve higher grades, landing a job, promoting upward mobility in a company, raising awareness, or negotiating with others, one must understand the basic concept that PS is the sum of all its parts.

The benefits of being recognized as an effective speaker range from interpersonal and professional relationships to career success. Expert instruction gives learners the tools, knowledge, and guidance to support and develop confidence through verbal and non-verbal communication techniques for EFL learners. In an era where good communication is vital, "being a good public speaker can enhance our reputation, boost our self-confidence, and open up countless opportunities" (Kim, 2017, p. 110).

Using what language learners have learned in a public-speaking arena leverages strengths and improvement in delivery. PS involves many factors such as; pronunciation, speed, pauses, intonation, verbosity, and body language as well as linguistic factors. In regard to language learning for improving overall communication skills, the learner corpus such as formulaic sequences (FSs) and collocations make up the majority of spoken and written discourse (Lewis, 1997; Lin, 2018; McCarthy, 1990; Wray, 2000).

Through FSs, such as collocations and lexical items, learners not only increase vocabulary but also their understanding and productivity of major English skills. Therefore, teachers should focus on multi-word prefabricated chunks which have structural, semantic, and phonological dependencies in the four language skills which can be used or applied to communications immediately (Kim, 2019). When preparing to speak in public, speech composition education should focus on collocation-based bundles of data and larger formulas, not individual words in a chunking manner.

Nonverbal cues underlying a speaker's anxiety before speaking in an audience-friendly environment are; appearance, voice, tone, and body language, including movement and distance. PS demands time-consuming practice (Arina, 2011; Beebe & Beebe, 2015; James, 2002; Lucas, 2009) to overcome social anxiety and boost their confidence. Language learners regard anxiety as one of the most significant socio-affective factors influencing foreign language acquisition (Woodrow, 2006).

The purpose of this study is to design non-regular PS courses for Korean universities which; 1) identify factors that influence EFL students public speaking preparation; 2) investigate the effects of teaching an integrated approach in non-regular classes suggesting practical strategies to improve PS effectiveness. Thus, this study poses the following two questions:

1. What factors impact EFL students′ PS preparation reducing public speaking anxiety?
2. What effects do integrating and enhancing speech have on students′ public

speaking efficacy?

II. THEORETICAL BACKGROUND

1. Public Speaking Contest

Defined by Yamashita and Fuyuno (2015), “Public speaking is the art of delivering a speech with a combination of logic and emotion to a group of people” (p. 215). Starting in Ancient Greece, PS was a highly interactive yet holistic communicative process and has a long and rich history (Hemmert, 2008). Delivering a message to audiences is a holistic way of informing, persuading, and entertaining in a verbal and non-verbal manner. College students, in particular, present and share their ideas through various forms of presentation and competition.

Successful PS programs offer specific practical strategies and methods to help: structure material for the best impact; cope with nervousness; use compelling visual aids and connect with a variety of audiences. Delivering a well-crafted and interesting speech is not the result of some innate talent only a few possess, but a skill anyone can learn. In order to promote professional growth, persuade, inspire, and/or motivate people to follow, a speaker needs to insightfully convey their ideas in front of a group of people in a structured and captivating manner. Arina (2011) claimed “Public speaking is a process, an act and an art of making a speech before an audience. Almost everyone from ages 10 to 90 has found themselves in situations where they have had to speak publicly” (p. 10).

The objectives of the speaking competition are three-fold: 1) Provide learners with practical experience in the fundamental skills of public speaking; 2) Provide a focal point for learning effective communication skills in English; 3) Allow students to confidently express critical opinions on a specific topic. The competition enables college students to test and demonstrate their fluency productively. Overall, a good understanding of the contest process, rules, and resources enhances the contests’ quality in addition to logical, informative, and persuasive writing.

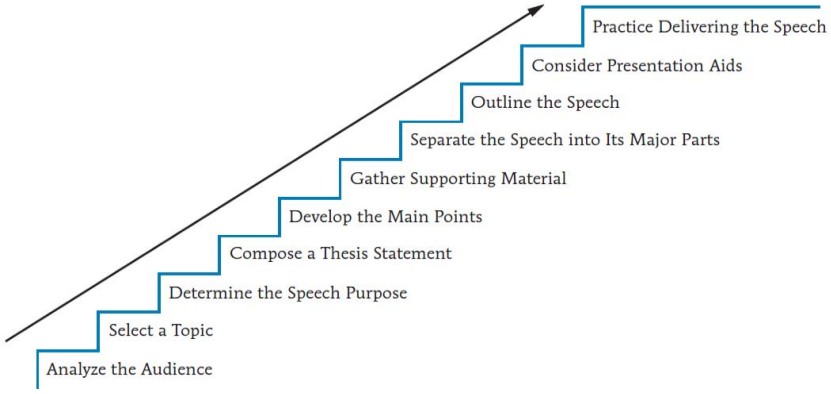
Teachers were challenged to design practical ways to overcome speech apprehension, build confidence, and analyze an audience using well-structured non-verbal and linguistic factors. To master the art of public speaking, speakers need to read speech scripts relevant to their chosen topic, looking at how the introduction, body, and conclusion fit together. Students need to set up speech outline worksheets for different speech types: informative, persuasive, or entertainment. During preparation, learners need to determine the message they want to deliver systematically.

The speechmaking process, shown in Figure 1, requires many steps to manage speech

communication apprehension including; thinking positively, analyzing the audience, clearly organizing the ideas, adapting the language to oral mode, and practicing. In the pre-speech phase, speakers should outline the speech, consider presentation aids, and practice delivery. Throughout the preparation process the speaker may have to manage the whole process in a step-by-step fashion, or perhaps even integrate the necessary process considering who the message is intended for.

The speech contest program covers several holistic pre-speech preparation processes. PS essentially integrates linguistic and non-linguistic factors. Thus, learners engage all language skills, particularly speaking in public, through the English Speech Contest program.

FIGURE 1
Steps in the Speechmaking Process (O'Hair, Stewart, & Rubenstein, 2015, p. 19)



When preparing PS learners for a speech contest, teachers should consider word choices that affect verbal and non-verbal communication. Combinations of individual words are needed in actual situations. A recent shift from grammar to form and multiword lexicon or formulaic language has garnered interest (Wray, 2008). A form of face-to-face communication, PS accompanies certain nonverbal messaging about achieving one's purpose. Unlike verbal communication; which involves words, grammar, and linguistic factors, nonverbal communication is the process of conveying meaning without speaking using multiple codes via body language, gestures, facial expressions, eye behavior, movement, vocal characteristics like paralanguage, time, space, physical appearance, and objective language (Griffin & Bone, 2014; Trenholm, 2014).

2. Integrating and Enhancing Speech Skills

In the field of business and education, speaking competently opens the door to highly

valued and rewarding positions. Many universities offer specialized speech enhancement programs for students who need to prepare for job interviews, debates, or presentations. Thus, public speakers need to understand audience interaction principles and use a variety of delivery speech techniques essential to language use.

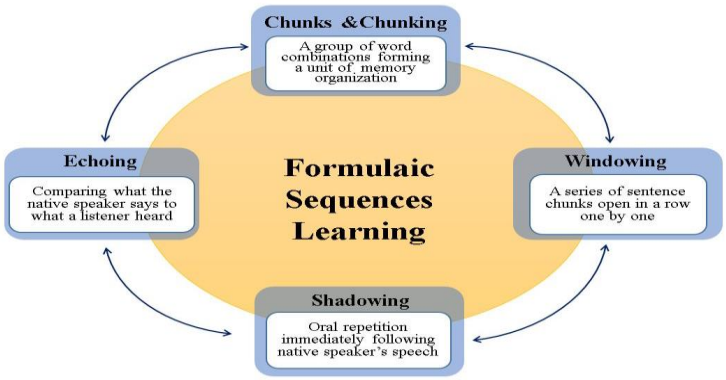
Speakers may feel anxious for many reasons and a person can take several steps to reduce anxiety or nervousness. Most experience a level of anxiety during a presentation. A practicum-based program gives learners the wherewithal to overcome the natural fear of PS.

The program employs a variety of techniques to reduce speaking stress; anticipating a body's reactions, focusing on the audience, and maintaining a sense of humor. In an audience-friendly environment, a speaker or presenter shows linguistic and communicative cues, and all their nonverbal cues such as appearance, impression, voice, tone, and movement (Kim, 2017). With the development of computer technology and corpus linguistics, we can research the learner corpus. The corpus program tool can validate prospective language acquisition theories and methodologies. When preparing a speech script, we utilize unanalyzed whole units as one chunk in a lexical, structural, and phonological way. We also communicate by repeating and extending collocations, defined as two or more word groupings. Combining word chunks is more effective when speaking them in one breath.

Integrating and enhancing speech skills is essential and effective when teaching grammar and boosts students' learning of FSs in English which, combined with word utilization, gives meaning to FSs such as lexical bundles. In constructing sentences and discourse using lexical chunks the corpus-extracted word combinations as building blocks has been increasingly utilized. In turn, learners become accustomed to the pronunciation, speed, pauses, and accent of native speakers through the shadowing strategy (Kim, 2020), considering the melodic and rhythmic features of FSs. To this end, bundling chunks through windowing activities facilitate the identification of FSs leading to phonological information (Lin, 2018).

Figure 2 describes practical communication holistically and integrates four pivotal FS learning strategies. By naturally integrating a vocabulary and grammar approach FSs and lexical bundles are activated through in-class guidance. Figure 2 demonstrates the pragmatic role of FSs in following the prosodic cues of native speakers through interactive holistic storage and retrieval. In addition to these cues are reading, writing, speaking, and listening accounting for the largest percentage of communication in American college students (Janusik & Wolvin, 2009).

FIGURE 2
Formulaic Sequence Learning Cycle (Kim, 2020, p. 556)



In the PS integrative process, prospects should select a topic and purpose to gather necessary materials from a wide range of sources such as; speech scripts, topic-related reading materials, listening to videos of speeches, mimicking others, writing speeches using a template, using speech guidelines or rules, and practicing with cue cards.

III. METHOD

1. Participants

The case study, conducted at one university in South Korea, was comprised of 21 students in a public speaking program. Out of 21 contestants in the PS contest qualifying round, six finalists participated in this case study. All entered the "English Public Speaking Contest", a non-regular program during the Fall semester. In the development of their PS skills and the effects of integrating and enhancing speech skill, select students were given the same anxiety questionnaire survey twice, self-evaluated for reflection, and self-reported to identify main influencing factors.

To ascertain the effects and develop applicable strategies to enhance their PS skills participants were required to write; an outline worksheet, a personal report of public speaking anxiety (PRPSA)[1], a self-report, and self-evaluation assignment after viewing their

[1] Personal Report of Public Speaking Anxiety (PRPSA)'s questionnaire was developed by McCroskey (1970) in order to measure communication-bound anxiety. The researcher used this on pre- and post-tests to compare students' responses.

speech five times. The participant variable is four females and two males. The department breakdown is; (3) Business Administration, (1) Clinical Pathology, and (1) Speech Therapy. The class year breakdown is; (1) Sophomore, (4) Junior, and (1) Senior.

TABLE 1
Demographic Information of Final Round Participants (n=6)

Participants	Gender	Year	Age	Department
A	Male	Junior	24	Dept. of International Business Administration
B	Female	Sophomore	20	Dept. of Clinical Pathology
C	Female	Junior	21	Dept. of Speech Therapy
D	Female	Junior	23	Dept. of International Business Administration
E	Female	Junior	21	Dept. of International Secretary
F	Male	Senior	24	Dept. of International Business Administration

2. Instruments

1) Questionnaire

A survey for this study was administered as a pre/post-test to identify participants' PS anxiety using the quantitative approach. At the beginning and end of the course students filled in an anxiety survey by choosing a number on the 5-level Likert scale included: 1=strongly agree, 2=agree, 3=neutral (undecided), 4=disagree, and 5=strongly disagree to express their thoughts and opinions about PS.

2) Self-evaluation

To identify the students' understandings and perceptions of PS activities, a self-evaluation assignment, watching their recorded video, and answering questions was done five times during the practicum process. Table 2 shows the questions and contents to be answered after each viewing.

Evaluating one's public speaking prowess is easier than one may think. There are many websites offering tips and tricks for all, from novice to experienced. One popular website is https://www.virtualspeechcoach.com, run by Windingland, Diana. This site offers both tools for self-evaluation and tips to improve in many areas. The speech self-evaluation assignment is adapted from: "How to self-evaluate your speech" retrieved from http://www.virtualspeechcoach.com/2012/04/18/how-to-self-evaluate-your-speech/. This has been found to be an effective base, enabling students to self-learn and improve. The methodology has been adapted to meet the requirements of the program and required self-evaluation assignments.

Students were provided with a video recording of their persuasive or informative speeches and instructed to review and respond to the following questions after recording their speech.

This self-evaluation was done five times with six students. One was eliminated due to non-submission of required materials. After the researcher previewed the students' self-evaluation responses, phone-based interviews were conducted in the form of feedback to the self-evaluation questions at the end of the course.

TABLE 2
Self-evaluation Assignment

Viewing #	Questions to be answered
1st Viewing	Watch your video first and answer the following questions: 1) What was your overall impression of the speech? 2) How do you think the audience will respond? 3) Is there anything that particularly stands out, positive or negative? 4) Did your speech fit the audience and context of the event?
2nd Viewing	Listen to your speech again, turning your computer screen around so you can't actually 'see' yourself giving the speech. As you listen answer the following questions: 1) Did you get the audience's attention at the start? And, was your "attention-getter" relevant to the topic? 2) Was introduction clear giving the audience both a reason to listen and a clear thesis? 3) Could you outline your speech just by listening to it? (Was the organization easy to follow) 4) Did you support the main points with examples, stories, statistics, metaphors, and analogies? 5) Did the transitions flow well? 6) Did you ramble or go off-topic? 7) Did you connect with ethos, pathos, and logos during the speech?
3rd Viewing	Listen to your speech again with no visual, focusing on the voice especially. As you listen answer the following questions: 1) Did you vary your vocal pace, pitch, and volume in a way that enforced your message and kept it engaging? 2) Do you need to project your voice more? 3) Did you pause long enough after important points or rhetorical questions or after you said something funny (did you let people have the time to laugh or did you "step-on" the laughs)? 4) Did you enunciate words with correct pronunciation and grammar? 5) Did you too many filler words and vocal pauses (like "Uhs," and "Us")? 6) Did you use rhetorical devices (e.g. simile, contrast, rhyme, alliteration, metaphor)?
4th Viewing	View your speech one last time without the sound. As you watch answer the following questions: 1) Did you make appropriate eye contact with the audience? 2) Did you speak from memorable keywords or look down at wordy notes too much? 3) Did you use sustained eye contact for entire thoughts? Or, did you flit and scan? 4) Did your facial expressions, body language (stance, movement), and gestures distract from or enforce the message? 5) Did your gestures look natural? 6) Was your attire appropriate? 7) Did you move on purpose (or was there noticeable pacing, hand-wringing, etc.)? 8) Was there a sufficient number of visual aids, were they integrated and easy to see?
Final Reflective Question	After having viewed your speech and evaluating it from the criteria listed above, what are the top 3-5 changes that you would make? Why?

3) An Open-ended Self-report

The report was added for students to respond to each question regarding the whole process of their reflection and preparation & practice of PS. Specialized feedback lectures were conducted immediately after the final recorded presentation to provide in-depth follow-up and practical notes.

3. Procedures

As shown in Table 3, in the beginning, the researcher set up a four-step comprehensive master plan for the "English Speech Contest" as a non-regular program of the Liberal Arts College. Following the initial program announcement, qualified participants applied and were accepted. Three native speakers judged the 1st round; a three-minute video speech. After selecting the top 6 finalists, the researcher offered a two-part course on basic, in-depth & practicum to enhance participants' preparation for the final round.

TABLE 3
Course Procedures and Contents

Week	Contents	Remarks
Weeks 1-4	· Speech contest preparation planning and announcements · Speech application and rules · Qualifying round video judging	· Setting the topic and contest notice · Submit the participation form · Make announcements for judging rubric · Submit a three-minute video of the speech for qualifying round judging
Weeks 5–7	· Investigate 1st public speaking anxiety · Public speech preparation through specialized basic course/ lecture · Speech outline template · Professors' personalized coaching	· Submit 1st public speaking anxiety sheet · Basic specialized course about speech contest online · Write a speech outline worksheet · Korean professor's 1st coaching and native speaker's 2nd coaching
Weeks 8-12	· Investigate 2nd public speaking anxiety · Public speech preparation through specialized in-depth and practicum lecture · Public speaking contest for the final round	· Submit 2nd public speaking anxiety sheet · Take an in-depth specialized course about speech contests online · Coach learners' speech performance · Submit a 5-minute public speaking video · Judging the final round
Weeks 13–14	· Self-evaluation and critiques for feedback · Awards ceremony	· Self-evaluation for feedback and awards ceremony · Interview with participants, review critiques of judges for a comprehensive evaluation

When selecting the topic for the qualifying round, participants could choose from the following topics: 1) How can students collaborate on team projects in an online class during a pandemic? 2) What impact do you think the coronavirus has on schools? 3) How do you

think Covid-19 will affect your future employment choices? For the final round, speakers could choose from the following topics: 1) What role does wearing a mask have in social and psychological change? 2) Would you like to telecommute from home as a job choice? Why or why not?

In the 1st course, there are two sections. A basic lecture followed by a 2nd in-depth practicum. Six participants took part in the 2-week basic speech contest preparation program. This course was designed to offer essential information and a range of speaking strategies for beginners. In this process participants filled in a speech anxiety questionnaire after selecting a topic and thesis statement worked on a speech outline template. For evidence, they researched appropriate supporting materials according to types and statistics. Through this process they set up a general speech framework for guided practice/training.

The 2nd step included in-depth and practicum lectures, facilitated by the researcher, who played a coaching role in the learners' performance activity. Coaching enabled the learners' speech activities through the practicum and self-evaluation phases. Session 1 focused on finding credible print and online materials as well as outlining the speech. Session 2 focused on speech development and delivery. Session 3 covered methods of delivery.

The first program was designed to boost the spirit of speech communication and determine who would qualify for the final challenge. From the contest announcement to the beginning of the final round took a month. Six finalists spent two months preparing for the final round.

TABLE 4
Summary of Speech Contest Program

Round	Participants (Department)	Submission Materials	Judges	Specialized Lecture	Duration
Qualifying	21 (10)	3-minute video	Three Native Speakers	Personal preparation	1 month
Final	6 (4)	5-minute video & Speech script	Two native speakers & One Korean	Basic and in-depth & practicum course	2 months

Table 4 outlines the speech contest program. Support, given by a Korean professor in step 1, enabled the preparation for the qualifying round video recordings contestants to reduce their speech communication apprehension. In the second step, based on the speech outline worksheet and other communication techniques, a native speaker provided coaching support as well as structured specialized lectures including reviews of their recorded video to help with the self-evaluation.

Effective speakers must have a solid working knowledge of the topic and support the presentation with facts while unpreparedness is a common barrier. Speakers must sell themselves to an audience before attempting to relay a message. A positive impression will make the audience more receptive to the speaker's message who should consider elements

to consider when making a presentation are; appearance, stance/poise, gestures, facial expressions, eye contact, voice/inflection, vocabulary, and enthusiasm. Table 5 shows the components of the speech contest judging rubric reflecting the whole speech communication process.

TABLE 5
Components of Speech Contest Judging Rubric

Round	Division	Contents	Points		
			A	B	C
Qualifying	Composition	organization, cohesiveness, vocabulary & grammar	20	17	14
	Voice	intonation, speed, clarity, verbosity	20	17	14
	Personal Appearance	neatness, posture/stance	10	8	6
	Communicative Ability	sincerity, getting across thought and meaning, delivery	30	25	20
	Stage Presence	gestures, visual contact, etc.	20	17	14
		Total		100	
Final	Composition	organization, cohesiveness, grammar	20	17	14
	Voice	intonation, speed, clarity, verbosity	20	17	14
	Personal Appearance	neatness, posture/stance	10	8	6
	Communicative Ability	sincerity, getting across thought and meaning, delivery	30	25	20
	Stage Presence	gestures, visual contact, etc.	10	8	6
		Audience Evaluation	10	8	6
		Total		100	

* If the final round will not be administered due to COVID-19 restrictions, the judging rubric will be applied to the same point scale as the qualifying round.

Video presentations should be conducted on the premise audiences face the speakers. Referring to the English speech evaluation, finalists headed to the main round were given the following instruction before presenting their speech. Speech contest finalists must comply with the final mp4 video submission. After watching the practice videos assume there is an audience. It is recommended speakers use both verbal and non-verbal cues.

The following are the guidelines made available and quantitatively analyzed. In ‘Lecture 1’ a questionnaire was posted. In the ‘Basic’ and ‘Special lectures’, scripts were written (original, revised), and selfie videos made for review – 5 times. Self-evaluation followed with reflection papers submitted. Presenters were encouraged to film from a distance, which was inevitable in an open lecture room environment. Shooting without a podium and with a presenter (clicker) developed voice volume and screen stability. Using a 3 slide PPT is suggested while cue cards can be used for backup only and points deducted for excessive use. This study focuses on the integration and enhancement of speech skills related to PS education.

4. Data Collection and Analysis

This study used quantitative research methods. Six students were selected to identify challenges encountered when speaking in public. Five participants were included in the final data collection and analysis, with the exception of one, who did not submit the required evaluation material. For the first research question, several quantitative aspects were utilized to identify the main influences inhibiting the improvement and PS preparation. The collected samples were analyzed quantitatively, based on the PS contest program, self-evaluation assignment, and self-report to ascertain the effects and applicable strategies for improving speaking skills.

A PRPSA questionnaire was utilized to identify the change in apprehension based on basic perceptions, levels, and empirical evidence at the beginning and near the end of the course. Phone-based interviews and a self-report were utilized to identify the effects of integration and enhancement of speech skills. Learners were coached using PS activities to better understand and implement verbal and non-verbal aspects. The surveys distributed to students were quantitatively administered.

IV. RESULTS AND DISCUSSION

1. Main Factors on Public Speaking Preparation

Factors to consider when preparing for PS include; outline worksheet, number of words, contents, verbal/non-verbal communication cues, and change of PRPSA score. The designated time for each speech is 5 minutes. However, participants varied greatly in the total word count for each speech (459 to 598 words) and from 4.1 minutes to 5.5 minutes.

Table 6 indicates the recordings of the five contestants for the requisite final round five-minute video, including an integrative observation activity and speech performance log. The researcher gave the speech submission guidelines beforehand. Influencing factors are as follows: participants' preparation setup, number of words, communication such as - introduction, body, and conclusion, a range of non-verbal communication cues - eye contact, verbosity, gestures, etc. Other possible factors include a change of PRPSA score, topic, and introspection. The following is an excerpt from student B's self-report.

> In the beginning, it was most difficult to make a framework, but the outline provided by the professor was very helpful. It was easier to write the script after setting up the basic framework. Lectures helped correct non-verbal expressions we don't use in

everyday life. The in-depth course and a practicum gave vitality to the boring parts and helped with connecting the dots. It turned clumsy into natural which will catch the audience's attention.

TABLE 6
Integrative Observation Activity Log for Speech Performance Factors

Items		A	B	C	D	E
Outline Worksheet		Well-organized	More prepared	Well-organized	Well-organized	Well-Organized
Video Manuscript		1.5 pages and 459 words	1.5 pages and 483 words	2 pages and 598 words	1.5 pages and 561 words	2 pages and 584 words
Topic		Wearing a mask in social and psychological change	The psychological impact of wearing masks during the pandemic	Working from home in the digital age	Working from home as a job choice	Two stories of telecommuting
Purpose		To Inform	To Inform	To persuade	To persuade	To persuade
Speed and Length (5')		Relative slow: 5' 15''	A little slow: 4' 10''	Normal: 5' 15''	Normal: 4' 23''	A little slow: 5' 50''
Contents: Oral Communication	Introduction	Good thesis statement, a preview of points	Video-good introduction	Fairly normal	Good use of questions	Used himself as an example
	Body	Followed outline	Followed outline well	Minimum supporting material	Some supporting material	Adequate supporting material
	Conclusion	Review of points	Recap of points	Hushed and soft	Summary of points	Good conclusion-questions!
Non-Verbal Communication	Eye-Contact	Tended to look at the front	Looked at the front, left, and right side	Looked down at her notes	Looked at the front and her notes	Staring at the front mostly
	Voice	A little soft and monotonous	Easy to hear, somewhat soft	Easy to hear	Good and vocal variety	Pretty easy to understand
	Gestures	Minimal use of hands	Repetitive and stayed at the center	Twisting fingers and minimal movement	Minimal body movement	Used both hands, looked natural
	Facial Expressions	Unnatural facial expressions	A little strained	Relaxed over time	Natural	Good facial expressions, blinking his eyes
	Other	Used PPT materials erratically	Used PPT materials	A bit of reading	Physically challenged	Self-centered speech
Change of PRPSA Score		123→110	108→106	124→102	123→131	126→114

Of all the utilized speech elements, from the outline worksheet, two were informative and three were persuasive. All participants stayed within the 5-minute time limit with the exception of one. Though some needed more supporting materials, they all tried to stick to

the outline worksheet from their process and delivery coaching. Participants demonstrated quite different gestures, eye contact, voice, and facial expressions from a non-verbal communication aspect. Table 6 shows changes in participants' PRPSA scores between the pre/post-test. According to McCroskey (1970), an anxiety level of 34-84 is low, moderately low 85-92, moderate 93-110, moderately high 111-119, and very high 120-170. Compared to only one student in the post-test Table 6 shows three students scored high anxiety. Students scoring high in anxiety moved to moderate or moderately high. The anomaly shows one student increased from 121 to 131 on the anxiety scale. This student may have felt tense and nervous continuously throughout the speech preparation process. From the general feedback, we find D's self-report response.

> When I first saw my video, I noticed I was very uptight trying to say what I had memorized. As a result, I felt nervous and repeated the modification several times. The audience watches me and thinks I am very nervous. It seems that speaking as if I was reading, rather than natural speech, seems tense to the audience.

In non-verbal communication, speech anxiety is best defined as the nervousness a speaker feels before and/or during a presentation. Common symptoms of anxiety are; sweaty palms, dry throat, difficulty breathing, a shaky voice, and memory loss. Overcoming speaking anxiety and shyness is the most challenging breakthrough on the road to becoming a public speaker (Antony, 2004). James (2002) noted that "according to surveys, many people in America rank speaking in public as one of the greatest fears of public speaking ahead of their fears of financial difficulty, illness, or even death" (p. 15). An understanding of how to deal with any barriers to communication that exists together with practice and relaxation techniques, these fears will dissipate. For the speaker to deliver content naturally and effectively like an architectural blueprint, PS experts stress practice to reduce anxiety (Hemmert, 2008; Lucas, 2009; Marshall, 2013). The anxiety factor has been regarded as one of the most important socio-affective language learning strategies to influence communication skills.

After the first and second script corrections, from both Korean and native professors, participants submitted self-evaluation assignments. Table 7 shows key points from an analysis of the self-evaluation assignment. Speakers submitted their selfie videos through in-depth specialized courses and a practicum before submitting the final script and recorded video file to the program. Through this process, participants took appropriate and effective actions from their self-evaluation feedback to increase their opportunities for better speech.

TABLE 7
Characteristics of the Self-Evaluation Assignment of Recorded Videos

Viewing#	A	B	C	D	E
First Viewing	Stiff, distracted, wordy, filler words, unfocused thesis statement	Nervous, effective visual aids, focused thesis statement, fitting for the context	Body language, unnecessary shaking, focused thesis statement, prep for context	Distracting, positive projection, focused thesis statement, more context	Incorrect pronunciation, focused thesis statement, fit the audience
Second Viewing	Attention-getting question, no visual aids, poor transitions, rhetorical, off-topic, current trends with supporting materials	Relevant attention-getting, the graph for clear organization, support statistics, transitions, rhetorical, powerful conclusion	The attention-getting question, clear introduction, easy organization, support examples, transitions, connected	Relevant, clear thesis, easy organization, story-based support materials, good transitions, rhetorical appeals, a good conclusion	Unclear introduction and organization, poor transitions, unconnected rhetorical appeals, general summary conclusion
Third Viewing	Varied, unnecessary time intervals, appropriate language, correct pronunciation, filles	Varied verbosity, stiff, appropriate language, clear pronunciation, rhetorical devices	Pace and volume, appropriate language, filler words, rhetorical devices	Varied vocacity, formal language, pronunciation, smile and rhyme	No vocal variety, projection, fillers, vocal pauses
Fourth Viewing	Eye fillers, wordy notes, facial expressions, natural gestures, noticeable pacing, hand wringing, better visual aids	Eye contact, natural facial expressions, body language, unnatural gestures, rocking, hand-wringing	Eye contact, memorable keywords, awkward body language, gestures, need appropriate attire visual aids	Eye contact, body language, gestures, rocking, hand-wringing, insufficient visual aids	Inappropriate eye contact, looking down, unnatural gestures, rough speech
Final Reflection Question	Natural speed delivery, confidence, listening practice,	Confidence, stiff, reliable interaction, communicative	Eye contact, body language, vocal variety, and speed	Rigid, awkward facial expressions, eye-contact	Practice speech, good command of English, successful challenge

Table 7 is based on Table 2 and shows the analysis of the multiple viewing and self-evaluation assignment. In the first viewing, participants watch their videos for the first-time answering questions about their general impression, whether their speech is consistent with audience responses and matches the event context and thesis statement. In the second viewing participants only listen, answering questions about communication skills such as; attention-getting, introduction, organization, and supporting materials, three speech rhetorical appeals: ethos, pathos, and logos, and conclusion.

In the third viewing, on the non-verbal side, participants listen to their speech focusing specifically on the voice. Answering questions, paying attention to pauses, appropriate use of language, and rhetorical devices. In the fourth viewing, participants view their speech one

last time without sound, watching the presentation and answering questions about non-verbal communication devices such as; eye contact, memorable keywords, facial expressions, gestures, appropriate attire, and visual aids. In the final reflective question, students evaluate their speech based on the criteria listed above making 3-5 changes. A clip from C's self-report is below.

> The self-evaluation assignment was very helpful. It was a great opportunity to see myself from the audience's perspective, and a great way to know what was going well or what was lacking. In the first viewing, I was monotonous and determined to control my voice. In the second, I noticed my eye contact was awkward so my friend suggested repositioning the camera. In the third, eye contact was still awkward. In the fourth my eye contact was better. In the fifth, I shot the video and spoke more naturally with confidence.

Through repeated self-evaluation and self-reports participants are willing to speak naturally and spur themselves to function at a higher level. The key is to have a firm understanding that training and practice wear away at their stage fright resulting in a higher level of self-confidence.

Thinking clearly while speaking to a group of people is not as difficult as most people believe. The self-evaluation assignment, recorded videos, provides reference material for those who are willing to make the commitment to change. By gradually confronting anxiety-provoking situations with a change in attitude and comfort-zone expansion to cope with rejection, students are able to speak in public with confidence.

Overall, students' responses to the survey and interview suggest there are a variety of factors and barriers to public speaking. Most importantly, teachers need to be facilitators and nudge students to practice every session, remembering Gallo's (2015) remark: Great public speakers are made, not born. Antony (2004) suggested 10 simple solutions to overcoming shyness, social anxiety, and fear of PS. His ten solutions focus on the speakers' willingness to communicate in public.

2. Teaching Integrated Speech Enhancement Skills

PS enables speakers to engage their audience using speech sounds they produce themselves, activating their vocal organs and body language, and using a variety of strategies speakers can employ; speaking proclivity, strategy awareness, and self-evaluation in terms of linguistic aspects. Improving participants' PS skills effectively requires integration of a variety of linguistic factors such as; vocabulary selection, diction, organized structure, and

FSs including the use of useful lexical chunks and euphonic flow of cohesiveness integrating skills and components, both receptive and productive skills. The reciprocal FS structured learning process connection leads to an effective activity in practicing speech by integrating lexical, phonological, and structural aspects when practicing speaking interactively in the EFL classroom.

Table 8 elaborates on participants' opinions and thoughts about chunks & chunking, shadowing, and windowing strategies. This demonstrates the three main language learning strategies used in their PS improvement. Overcoming their fear of speaking in English, in front of others, through effective oral communication practice is the core of the struggle. It shows teachers need to have a clear idea of what is needed to foster an environment in which there is a willingness to communicate (Hodis, Bardhan, & Hodis, 2010).

TABLE 8
Components of Verbal Practice for Speaking Strategies

	A	B	C	D	E
Chunks& Chunking	Helpful for choosing words and memorizing the lexical items	Finding appropriate words and retrieving fitting words	Extended short-term memory, helpful for natural speech	Helpful to combine appropriate words and natural speech	Clear delivery of meaning, stressing specific words
Shadowing	Helpful for accurate pronunciation and natural speech	A natural flow of speech, speaking like a native	Helpful for improving listening skills, the natural flow of speaking	Helpful for natural speech, listening improvement, speech speed	Improving speaking skills, speech speed
Windowing	Reduced stiffness in tone, more natural speech, improve listening	Natural speech and delivery, effective and fluid	Emphasizing thoughts for delivery of effective speech	Natural combinations of word meanings, natural and effective delivery	Speaking like a flowing stream of water, accurate delivery

There are opinions on the benefits of the integrated approach as follows. When using the chunks and chunking strategy, learners choose appropriate words and lexical items, retrieve words that fit, combine appropriate words, and deliver a clear natural speech. Participants improved both listening and speaking skills with accurate pronunciation, the natural flow of speaking, and speed of speech immediately after tracking or shadowing a native speaker's speech more communicatively. Utilizing windowing, students open their speech in a series of sentence chunks, delivering better fluidity. Through chunking, shadowing, and windowing strategies as shown in Figure 2, speakers have, in a meaningful fashion, become accustomed to native speakers' speaking. FS-based lexical strategies enable speakers to follow proposed examples of speech practice by integrating both spoken and written language. The following is an excerpt from a student's self-report on speaking strategies.

> Through chunks & chunking coaching, meaning can be clearer. I was able to finish my speech naturally without relying on the script by expanding my short-term memory. Shadowing helped me to speak naturally and seems to be the decisive reason for my skill improvement. It was also helpful in improving my listening skills. In this course, I had no firm concept of public speaking. Through windowing practice, the way I talk was like opening a window, giving me fresh air, a speaking skill used in any public situation. The windowing effect helped focus my thought, delivering them to others in a chunking manner. (Excerpt from E's self-report)

Informative and persuasive speeches with two speakers are, in a sense, like an enlarged conversation. Group discussion and classroom debate are constructive learning activities to improve critical thinking and oral communication skills. Other benefits of debate include mastering the course content, boosting confidence, overcoming stage fright, and improving overall speech skills. The following is an excerpt from a student C's self-report in the specialized lecture course.

> It was difficult joining lectures and getting individualized instruction. The basic lecture was most helpful in particular, to have several examples given of how to communicate my opinions effectively. The 2nd student guidance coaching was helpful in writing the script and accenting speech patterns and style emphasis. The in-depth lectures and practicum were very helpful in building confidence. I think confidence is most important in speech-making.

From a speech framework, designed in the 'Basic' course, participants added appropriate supporting materials. However, students had particular difficulty finding supporting materials for their thoughts and opinions. All students, however, used a step-by-step approach to set up a general speech framework such as; outlining, individual coaching by two Korean and one native professor, various in-depth courses including a practicum, self-evaluation after many-sided reviews, and a reflective report. An excerpt from a student's response to the self-report and the process of writing a script is below.

> It was helpful to learn how to write a speech script better in an Introduction-Body-Conclusion way. I used this way when I wrote the final script. Even at the time of the presentation, it was easy to know when to control the voice. The first individualized instruction had an impact on the script completion. Because the professor set up a "story frame" to enrich my speech, I was able to write a more appealing speech. (Excerpt from D's self-report)

Best activities include self-evaluation and correction after reviewing the selfie videos and participating in a practicum. Adding more creative speech without outside stimuli came when students recorded speeches for individual evaluation. This activity required them to ask and review themselves from different perspectives with and without sound incorporating new ideas. Through individual coaching sessions, in the practicum stage, they notice how everyone has to master the general techniques and reconsider what they do. Students completing this course developed an understanding of oral and written communication strategies for professionals, context and rhetorical. Through systematic step-by-step instruction and coaching, participants enhance the understanding of PS and the preparation process from beginning to feedback. The following is an excerpt from a student B's self-report on general feedback.

> When I compared the draft, I wrote before the speech and the manuscript coached by the professors, I could see the difference between a simple reading text and one that persuades and focuses the audience. As I compared several self-videos, I was able to speak easier to understand. I could also adjust the speed of speech promptly. I realized that I cannot speak confidently unless I practice and memorize. Moreover, I should use words that are easy for my audience to understand. Through several helpful coaching courses, I build my confidence and self-directed learning as well as public speaking skills.

A recent PS study shows students who practiced in front of small audiences received significantly higher evaluations in their classroom speeches than students who did not practice (Beebe & Beebe, 2015; Colombo, 2007). Although practicing did not directly produce less anxiety, overall performance outcomes for those who did practice suggest even the more anxious students were better able to control their anxiety (Kamridah, Yassi, Arafah, & Imran, 2016).

Improving public speeches in EFL situations requires the activation of word combinations. When learning English speech through chunking, shadowing, and windowing strategies, students frequently try to learn the most common new lexical items as unanalyzed chunks to use in class or free-talking activities appropriately. (Kim & Brent, 2011; Lee, 2015; Lewis, 1997). Their responses imply they built up confidence in speaking and writing through trial and error overcoming their fear of making speaking mistakes.

V. CONCLUSION

Speech communication is ranked highest among the 'must have' skills for graduates

entering the work force. The purpose of this study was to identify the main influencing factors and investigate the effects of teaching an integrated approach on the EFL students' speech preparation process, suggesting viable and practical strategies to improve PS skills.

Regarding the first question 'What factors impact EFL students' PS preparation reducing public speaking anxiety?' The dominant factor impacting PS, from self-reports and observation, was the students' comparatively high level of PSA. Students did not feel engaged in PS with confidence due to nonverbal communication skills uncustomary to them. Students monitored their speech from a variety of perspectives, acquiring the necessary skills and techniques, through repeated self-evaluation assignments. Demonstrating a lower level of anxiety after the program, students developed their speech style through a multileveled self-evaluating process overall.

On the integrated speech enhancement side, students responded to the question, 'What effects do integrating and enhancing speech have on students' public speaking efficacy?' Students shared common benefits from three pivotal strategies and learner corpus, combing for words to convey a specific meaning improving PS by interchangeably functioning as basic spoken or written discourse building blocks, facilitating the acquisition of FSs. Based on students' self-reports and speech analysis, chunking-shadowing-windowing strategies were helpful and had a positive effect on their public speaking skills and efficacy when delivering a speech.

Teachers need to make an all-out effort to use integrated strategies, self-reflection through self-evaluation for selfie videos, public speech enhancement skills, and appropriate audience-friendly environments. In short, integrated speaking strategies had a positive effect on students' fluent public speaking skills, effectively delivering a more natural speech.

This paper was limited to a three-month non-regular intensive program 'Speech Contest' at one Korean university with the top 6 finalists as a case study. The results of this paper are limited, but have been generalization for broader application.

The implication is to overcome PSA, teachers who are tasked with PS classes or programs, need to design a wide variety of speech communication platforms. Applying real language skills by seamlessly connecting verbal with nonverbal communication components will build confidence and be applicable as a possible integrated approach in real language situations.

Further studies are needed to determine effective speech communication environments and explicit representation for educational applications dealing with social anxiety and shyness. Expanding the duration of the study would better determine the efficacy of the methods used. Residual effects from one semester are limited and cannot be determined long-term.

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Examples in: English
Applicable Languages: English
Applicable Levels: Tertiary

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