วารสารอิเล็กทรอนิกส์
ทางการศึกษา

การนำเสนอหลักสูตรวิชาการพูดในที่สาธารณะสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 2
โรงเรียนนานาชาติแอสคอต
A Proposed Public Speaking Course for Year 8 Students
at Ascot International School

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาความต้องการของนักเรียนชั้นมัธยมศึกษาปีที่ 2 โรงเรียนนานาชาติแอสคอต ใน
ทักษะการพูดในที่สาธารณะ และนำเสนอหลักสูตรวิชาการพูดในที่สาธารณะ ผู้เข้าร่วมงานวิจัยประกอบด้วย นักเรียนชั้น
มัธยมศึกษาปีที่ 2 โรงเรียนนานาชาติแอสคอต จำนวน 26 คน ซึ่งเทียบเท่ากับ นักเรียนชั้นมัธยมศึกษาปีที่ 2 ของโรงเรียนไทย
รูปแบบของงานวิจัยครั้งนี้เป็นงานวิจัยเชิงคุณภาพและปริมาณเพื่อระบุความต้องการและปัญหาของผู้เข้าร่วมในงานวิจัยและ
สำรวจพฤติกรรมการเรียนรู้และเนื้อหาการเรียนรู้ที่น่าสนใจของผู้เข้าร่วมวิจัย ผลของงานวิจัยมีดังนี้ 1) นักเรียนชั้นมัธยมศึกษา
ปีที่ 2 โรงเรียนนานาชาติแอสคอตต้องการพัฒนาทักษะการพูดในที่สาธารณะ 2) เนื้อหาเรื่อง "ประสบการณ์ที่น่าจดจำ",
"สถานที่ที่ชื่นชอบ" และ "การแนะนำตนเอง" เป็นเนื้อหาการเรียนรู้ที่น่าสนใจมากที่สุดสำหรับนักเรียน งานวิจัยนี้ทำให้ได้
หลักสูตรรายวิชา Extra-Curricular Activity (ECA) ซึ่งเป็นวิชาเพิ่มเติม สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 2 โรงเรียน
นานาชาติแอสคอต โดยวิชานี้มุ่งพัฒนาทักษะการสื่อสารด้วยพูดและความสามารถทางการพูดในที่สาธารณะ

คำสำคัญ : รายวิชาทักษะการพูดในที่สาธารณะ, การสำรวจความต้องการ, ความสามารถทางการพูดในที่สาธารณะ

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Abstract

   The objectives of this study were to explore the needs of Year 8 students at Ascot International School in public speaking and to propose a public speaking course. The participants of this study were twenty-six Year 8 students at Ascot International School, or Matthayom 2 students in the Thai school context. The instruments were a semi-structured interview and a questionnaire. This study employed both qualitative and quantitative methodologies to identify the needs and problems of the participants and to explore their learning preferences and topics of interest. The key findings of this study revealed that: 1) The Year 8 students at Ascot International School need to improve their public speaking skills; 2) The top three most interesting topics are A Memorable Experience, A Favorite Place, and Self-Introduction. This study provided another optional extra-curricular activity (ECA) program for Year 8 students at Ascot International School, which would improve their oral communication skills and public speaking ability.

Keywords: proposed public speaking course, need, public speaking ability

Introduction

   Many previous studies which have been conducted showed that public speaking has been developed and studied since humans first developed the ability to talk. It is impossible to avoid making a speech at some point in human life (Griffin, 2006). Learning how to speak effectively in public will increase confidence, make one feel more comfortable with other people, and improve one's verbal and written communication skills (Miculka, 2007). Furthermore, people also need to learn how to be better consumers of speeches, and how to get the most from those speeches. Simmons (2009) stated that the skills developed by learning the art of public speaking can boost one's performance and value. Learning to master public speaking early in life is a great way for students to perform better in college, as well as offering them greater opportunities to be accepted into their top choice schools (Carnegie & Pell, 2006).

   According to the Basic Core Education Curriculum which was announced by the Ministry of Education (2008), the indicators state that Matthayom 2 students should have the ability to express their feelings and opinions, effectively present data, information, concepts and views about various matters through speaking and writing, and have the capacity to interpret what has been heard and read from various types of media, along with the ability to express their opinions with proper reasoning. All those abilities are very important parts of

public speaking. Therefore, public speaking ability is important for Matthayom 2 students, who are the Year 8 students in this study.

Ascot International School is a British-style international school located in Ramkhamhaeng, Bangkok, for students aged from 18 months to 18 years, with around 400 students and 60 teachers. Sixty percent of the students are Thai. According to the whole school curriculum and language policy, English is the main language of instruction and the school aims to ensure that all students can access mainstream lessons for all subjects delivered in English. Students are expected to speak in English throughout the duration of the day in every subject, which means that all learning activities require students to demonstrate their English speaking ability and presentation skills in order to finish the learning tasks. However, while the students learn in English, it is not the mother tongue for a majority. In total, approximately sixty percent of students at Ascot speak English as an additional language. According to the headmaster (G. Booth, Personal Communication, 2017), sixty percent of the students at Ascot have problems in terms of speaking skills. The students at Ascot have interpersonal communication skills and can exchange information through verbal messages, and perform face-to-face communication. They have no problem sitting in class and answering questions. However, when it comes to speaking activities and presentations, the students do need to improve their skills to deliver their speeches effectively (M. Renie, Personal Communication, 2017).

Based on the problems the researcher found at Ascot, and in accordance with the effectiveness of needs analysis, Hutchinson and Waters (1987) distinguish between target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn), the target needs can further be divided into the following subcategories: necessities, lacks and wants. In this study, the necessities are the national curriculum and language policy at Ascot, the lacks are limited speaking skills and presentation skills, the wants are students' and parents' desirable oral communication ability. Therefore, the researcher explored the learning needs in public speaking and proposes a public speaking course based on the needs analysis questionnaires of this study. Moreover, Ascot regularly holds an extra-curricular activity (ECA) program in order to provide activities suited to the ages and abilities of the school's students, which runs every Monday to Thursday from 15:00–16:00. Based on the interview of several foreign teachers regarding

the proposal of a public speaking course as an EAC course, the feedback was very positive; they agreed that public speaking skills are important and that it would be good for students if they had the chance to attend such a course. The Head of Department, (M. Renie, Personal Communication, 2017), stated that a public speaking course would improve students' confidence and communication skills, and would provide good preparation for their future studies.

With regard to proposing a public school course, principles need to be decided in order to guide and lead the researcher in designing the course. A course refers to the principles driving actions and processes that guide and foster significant learning experiences. It is a planned, thoughtful, and deliberate course of actions that ultimately enhance the quality and impact of the learning experience for students (Nation & Macalister, 2010). Course development can be described as an intensive and continuous process. There are many models of curriculum development, and a number of them continue to evolve. The development process of the proposed course in this study is based on Graves' curriculum design model (2000) and the comparative analysis of Graves' model of curriculum design (2000), which has eight stages (see Figure 1): Analyze the environment; principles; needs analysis; formulating goals and objectives; developing materials; designing an assessment plan; content and sequence, and course evaluation. All those stages run as a continuous process.

Figure 1

Model of curriculum design
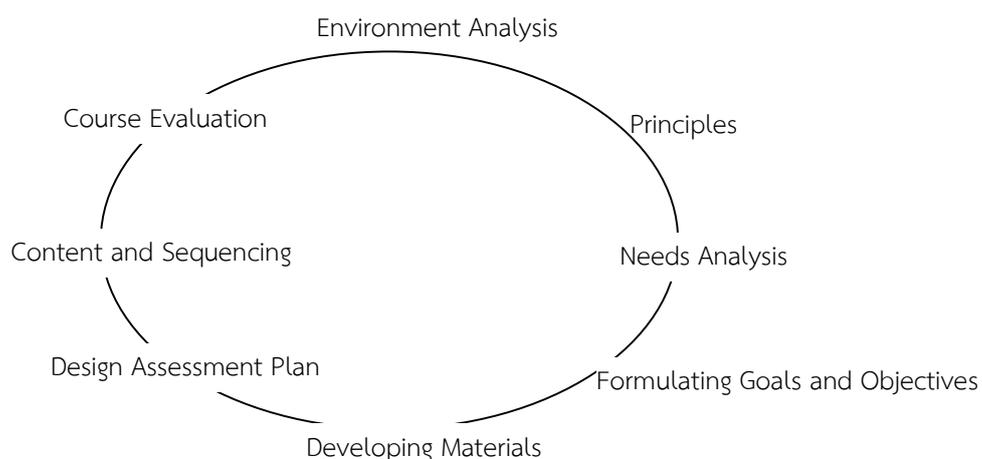
Objectives

In this study, there were two objectives as follows:

1. To explore the needs of Year 8 students at Ascot International Students in public speaking.

2. To propose a public speaking course for Year 8 students at Ascot International School.

Methodology

There were two phases in the process of proposing a public speaking course for Year 8 students at Ascot International School. Each phase was explained as follows:

Phase 1: The process of conducting needs analysis to explore the needs of Year 8 students in public speaking ability.

Participants

There were two groups of participants.

Group One – Four foreign English teachers from Ascot International School: The Headmaster; Head of Secondary; Head of Department; Literacy Coordinator. Some parents from Ascot International School were also interviewed.

Group Two – The main participants of this research were twenty-six Year 8 students at Ascot International School. Twenty-three of them were Thai, two were British, and one was Australian.

Instruments

There were two instruments used to explore the needs of the Year 8 students in public speaking, which were: 1) a semi-structured interview, and 2) a questionnaire.

The semi-structured interview was conducted with several foreign English teachers to assess the target needs – students' lacks, necessities, and wants (Hutchinson & Waters, 1987). It consisted of five open-ended questions. The questionnaire was conducted to explore the learning needs of the Year 8 students at Ascot International School.

The Semi-structured Interview

The semi-structured interview was designed to assess the lacks of Year 8 students at Ascot. Lacks refers to the existing problems in speaking of Year 8 students and the desirable English oral communication ability in terms of public speaking. It consisted of students' needs and the topics of interest which should be included in the course in order to meet

their needs, and the speaking skills that should be emphasized in order to enhance their presentation skills.

The Questionnaire

The questionnaire was conducted to explore students' basic information and their desirable learning contents, including the topics in which they were interested. The proposed course would then be developed based on the preferred topics and the important skills the students needed. The questionnaire included three parts as follows:

Part 1: General information, i.e. age, gender, nationality, English level and speaking ability;

Part 2: Learning preference, in order to analyze their current problems in terms of delivering oral speech and their preferred teaching methods;

Part 3: Topics of interest, twenty topics in this part were provided as options for students' learning topics. Students were asked to write the numbers 1-20 to indicate their preferences.

The semi-structured interview and the questionnaires were analyzed by using the Index of Item-Objective Congruence (IOC) to have the panel members check the validity of the content and the objectives of the questionnaire, to check whether the items were well constructed as well as to provide comments for further revising the process. The validity of each item was evaluated by three experts in the field of language teaching. After the instrument was validated and revised, it was distributed to the participants to collect the data.

Data Collection

Data collection was carried out by using the semi-structured interview and the questionnaire. The interview was conducted with four foreign teachers in the first phase in order to identify the needs and problems of Year 8 students at Ascot International School. Then, the questionnaires were distributed to twenty-six Year 8 students and all data collected would be employed to create the course syllabus in the next step.

Phase 2: The process of developing a public speaking course included three steps. The first step was to review the literature and frameworks needed to develop a public speaking course syllabus for Year 8 students at Ascot International School. The second step was to explore and collect the data obtained from the needs analysis to find out the three most important and preferred topics for the students. The last step was to design the course syllabus.

Results

The objectives of this study were to explore the needs of Year 8 students at Ascot International School in public speaking and to propose a public speaking course. According to the research, the key findings revealed that 1) The Year 8 students at Ascot International School need to improve their public speaking skills, and 2) The top three most interesting topics for the students were A Memorable Experience, A Favorite Place, and Self-Introduction. In the process of proposing the course syllabus, the results from both qualitative and quantitative methods were applied to design the public speaking course syllabus.

Since there were two objectives, two instruments were employed to serve these two objectives. The instruments were a semi-structured interview and a questionnaire.

Objective 1: To explore the needs of Year 8 students at Ascot International School in public speaking.

The semi-structured interviews were conducted with several foreign English teachers at Ascot International School to assess the students' lacks and the desirable English oral communication ability in terms of public speaking. The interviews comprised five open-ended questions. The first question was "In your opinion, do you think public speaking ability is important or not?" The answers from the foreign English teachers were very positive; they all agreed that public speaking is important since we cannot avoid the situation of speaking in front of a group, especially at Ascot International School. There are many activities which require the ability to deliver a speech effectively, and this is the reason why the teachers always encourage the students to "speak up". The second question was "Do you think public speaking is important for Year 8 students and why?" The feedback from the teachers explained that: "Year 8 students are a special group, most of them are Thai, and they do have problems in terms of speaking and communicating effectively. So they need the opportunity to improve their oral communication ability and presentation skills". The third question was "What are the benefits for Year 8 students of taking a public speaking course?" The responses suggested that it would improve students' oral communication ability, increase their confidence, and develop their presentation skills, especially as they would be starting their IGCSE courses in Year 9, so this would represent very good preparation for their further studies. The fourth question was "What topics would Year 8 students like to learn if there were a public speaking course?" The data show that it should be a topic related to their own lives, and one they were interested in and would like to learn. The last

question was "What teaching methodology or strategy could help Year 8 students learn public speaking, and do you think cooperative learning helps?" The interviewees suggested that teachers could play an active role to assist the students in class, and they also agreed that cooperative learning is a good way to help students to thrive under pressure.

Objective 2: To propose a public speaking course for Year 8 students at Ascot International School.

The questionnaire was distributed to the twenty-six Year 8 students at Ascot International School to explore their desired learning contents, including the topics in which they are interested. The questionnaire included three parts as stated earlier in the study. The general information was collected to cover student backgrounds, and then the data from "learning performance" and "interesting topics" were collected and analyzed by SPSS, before being used to create the course syllabus. The course syllabus as follows was developed based on the most preferred topics and important skills.

Course Syllabus

Course Title: English Public Speaking Course

Course Type: Extra-Curricular Activity (ECA)

Course Periods: 16 one-hour periods (4 Weeks)

Course Time: 15:00 – 16:00 Monday – Thursday

Participants: Year 8 students at Ascot International School

Instructor: TBA

Course Description:

This course is designed to be part of the ECA program for Year 8 students at Ascot International School, and will run every Monday to Thursday from 15:00 – 16:00. The aim of this course is to improve students' oral communication skills and public speaking ability. Students will not only gain confidence but will also improve speaking ability through taking this course. In addition, it will provide excellent preparation for their future studies.

Course Objectives:

Students will be able to present information, ideas and opinions in a coherent and organized way. Students will be familiar with useful tips to deliver their speeches effectively. Students will be able to use supporting materials during their speeches and keep listeners interested. Students will be able to speak more confidently in public.

Methods of Teaching and Learning:

Cooperative Learning / Group Work / Peer Rehearsal / Individual Presentation

Learning Materials:

Instructional Materials

Video clips

PowerPoint

Worksheets (including audio program)

Instructional Equipment

Personal computer

Smart phones

Assessment

Students will be assessed based on:

(1) Group Discussion   15%

(2) Worksheet   5%

(3) Speech Draft   30%

(4) Presentation   50%

Table 1

Criteria

Excellent (9-10)	Good (7-9)	Fair (5-7)	Poor (0- 5)
Students use eye contact, facial expressions, and gestures quite often. Students deliver the message effectively. Students can clearly clarify the topic. Students can control the time properly.	Students use eye contact, facial expressions, and gestures sometimes. Students almost deliver the message. Students can clarify the topic somewhat. Students can control the time somewhat.	Students use eye contact, facial expressions, and gestures rarely. Students deliver the message more or less. Students can clarify the topic in some way. Students can control the time more or less.	Students cannot use eye contact, facial expressions, and gestures. Students deliver the message poorly. Students clarify the topic slightly. Students control the time poorly.

Note. Adapted from P*ublic Speaking in American English: A Guide for Non-Native Speakers*, by N. G. Hemmert, 2008, Pearson Education Inc.

Table 2

Course Schedule and Learning Contents

Units	Topics focused	Time	Learning Activities	Language Focused	Skills Focused
Week 1	Getting Ready- Introduction to Public Speaking	3:00-4:00 p.m. Monday 3:00-4:00 p.m. Tuesday 3:00-4:00 p.m. Wednesday 3:00-4:00 p.m. Thursday	Doing the survey to get to know students better An introduction to what a good presenter does Learn about the steps for a presentation Warm up the vocabulary, grammar, pronunciation, and intonation knowledge.	*Vocabulary* Instrument; Nerves; Audience; Body; To brainstorm; Conclusion; Detail; Introduction; Outline.	1. Skills of communicating and cooperating with peers, knowing them well, make a preparation for the future learning. 2. Skills of preparing the speech, and writing an outline. 3. Skills of delivering the speech effectively, including speaking loudly, making eye contact, stressing important words, etc. 4. Strategies for reducing the pressure and anxiety.
Week 2	Self- Introduction	3:00-4:00 p.m. Monday 3:00-4:00 p.m. Tuesday 3:00-4:00 p.m. Wednesday 3:00-4:00 p.m. Thursday	*Warm-up* (10 mins) *Presentation* Stage 1 Material Preparation (30mins) Stage 2 Group Work (20 mins) *Practice* Stage 3 Speech Draft (30 mins) Stage 4 Peer Rehearsal (30 mins) *Production* Stage 5 Deliver the Speech 1 (60 mins) *Production* Stage 5 Deliver the Speech 2 (50 mins) *Wrap-up* (10 mins)	*Tone in the speech* Yes/no question: Your voice goes up at the end of the utterance. Wh-question: Your voice goes down at the end of the utterance. *Vocabulary* Greeting; Gesture; To stress;	1. Skills of delivering the message, e.g. eye contact, facial expressions, and gestures. 2. Skills of presenting information, ideas and opinions orally in a coherent and organized way. 3. Skills of using supporting materials during their speech and keeping listeners interested.

Table 2 (continued)

Course Schedule and Learning Contents

Units	Topics focused	Time	Learning Activities	Language Focused	Skills Focused
Week 3	A Favorite Place	3:00-4:00 p.m. Monday 3:00- 4:00 p.m. Tuesday 3:00-4:00 p.m. Wednesday 3:00-4:00 p.m. Thursday	*Warm-up* (10 mins) *Presentation* Stage 1 Material *Preparation* (30 mins) Stage 2 Group Work (20 mins) *Practice* Stage 3 Speech Draft (30 mins) Stage 4 Peer Rehearsal (30 mins) *Production* Stage 5 Deliver the Speech 1　(60 mins) *Production* Stage 5 Deliver the Speech 2 (50 mins) *Wrap-up* (10 mins)	1. Amusement park ,club, cozy, messy, neat and tidy, old-fashioned, shopping mall, bench, view 2. Frequency expressions: Once a week, twice a month, three times a year, etc. 3. To get out of the house, to window shop, live music, to get away from it, to get some fresh air, 4. It is /has .... 　I go there to.... 　I like...I love... 　It's important	1. Skills of describing places, talking about how often they go there, and activities they like to do. 2. Skills of creating outlines for public speaking. 3. Skills of using gestures to describe size and shape. 4. Skills of giving a presentation about a favorite place.
Week 4	A Memorable Experience	3:00-4:00 p.m. Monday 3:00-4:00 p.m. Tuesday 3:00-4:00 p.m. Wednesday 3:00-4:00 p.m. Thursday	*Warm-up* (10 mins) *Presentation* Stage 1 Material Preparation (30mins) Stage 2 Group Work (20 mins) Practice Stage 3 Speech Draft (30 mins) Stage 4 Peer Rehearsal (30 mins) *Production* Stage 5 Deliver the Speech 1 (60 mins) *Production* Stage 5 Deliver the Speech 2 (50 mins) *Wrap-up* (10 mins)	*Vocabulary* 1. embarrassing/ Embarrassed 2. Frustrating/ Frustrated 3. Scary/Scared 4. Award: Regret 5. Smooth seas *Grammar Tip:* -ing -ed adjectives	1. Skills of describing places, talking about when and where they had an experience, describing how they felt, and telling the story. 2. Skills of using intensifiers, word stress and emphasis in the speech. 3. Skills of completing and creating the outline of a public speech.

Discussion

The objectives of this study were to explore the needs of Year 8 students at Ascot International School in public speaking and to propose a public speaking course. According to the research, the key findings revealed that: 1) The Year 8 students at Ascot International School need to improve their public speaking skills, and 2) The top three most interesting topics are A Memorable Experience, A Favorite Place, and Self-Introduction. In the process of proposing the course syllabus, the results from both qualitative and quantitative methods were applied to design the public speaking course syllabus.

This study focused on the development of a public speaking course for Year 8 students at Ascot. This proposed course depended on the needs of the target students in terms of public speaking. In this study, the researcher adopted the terms of learning needs by Hutchinson and Waters (1987) to assess the needs of learning for public speaking. The necessities are national curriculum and language policy at Ascot, the lacks are limited speaking skills and presentation skills, the wants are students' and parents' desirable oral communication ability. The leaning needs are determined from the data collected and analyzed from the needs analysis questionnaires.

To propose a public speaking course, conducting needs analysis is crucial. It is important to choose and apply the appropriate framework and principles. In this study, the researcher used Graves' curriculum design model (2000) and the comparative analysis of Graves' model of curriculum design (2000). There were eight stages of language curriculum development. The first stage was to analyze the environment. The aim of environment analysis is to consider the factors and situations of English language learning. It is important to consider the natures of learners and language teaching situations. The second stage was to decide the principles of language learning which guide the teaching and lead us in course design. Principles involve the nature of language and language acquisition which can guide the choice of what to teach and how to sequence it. The third stage was to assess the needs in language learning in terms of necessities, shortcomings, and wants. The fourth stage was to set the goals of the course from needs assessment in the third stage. The goals are vital to decide what contents students should learn and how students should be taught in order to achieve the goals of the course. The fifth stage was developing materials, in accordance with Graves' comparative analysis model. This is the process of format and

presentation, selecting teaching and learning activities suited to the contents which can lead students to the goals, and to design the lessons to have students learn language efficiently. The sixth stage was designing the assessment plan. It is also the process of monitoring and assessing the students' learning during the course to indicate how well students achieve the goals of the course. This can be done by tests, checklists, and learners' diaries, but in this study it was done by individual presentations. The seventh stage was to select and sequence the contents of learning. This stage helps the curriculum developer to choose what language items for students to learn in accordance with the specified goals, and guides how the contents can be suitably organized in the course syllabus. The eighth stage is to evaluate the course. This stage is to decide if the course is effective or not. It is not only evaluated by students' achievement in learning but it is also evaluated by many other sources of information such as learners' satisfaction, sponsors' satisfaction, teachers' satisfaction, quality of teaching, quality of learning, and quality of curriculum design. This evaluation can be performed through a number of different instruments such as interviews, self-reporting scales, questionnaires, and observations.

Recommendations

There are several advantages of the public speaking course designed inductively by having the students explore the language. First of all, students' oral communication skills and public speaking ability are improved; Students will not only gain confidence on stage but will also become better prepared for their futures. Secondly, the course provides another optional ECA program for students at Ascot International School, and gives English teachers one more skill to teach in their classrooms to enhance students' oral communication ability.

However, there are some limitations in this study. 1) This paper does not deal with teaching materials, so further studies could be focused on designing these. 2) The course is proposed for just four weeks, so only three topics are included in the course. For further studies, more topics could be included from the needs analysis questionnaires of this study. 3) There is a chance that the instructor of this proposed course may not be the researcher; this depends on how the school chooses to arrange the course.

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