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Presentations for English for Specific Purposes

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English Public Speaking: Presentations for English for Specific Purposes

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Abstract: The purpose of this study is to explore current approaches to English Public Speaking (EPS) in today's postgraduate students, who should be committed to continuously enhancing their communication skills through ubiquitous lifelong learning education as twenty-first-century professionals. Communication requires input and output techniques. Moreover, delivering oral presentations in a foreign language and with specific vocabulary applied to postgraduates' research projects entails not only having a dominant lexis approach, but also the motivations to perform accurately when presenting communications. This article focuses on the oral presentations built by different postgraduates of English for Specific Purposes (ESP) in the field of telecommunications engineering during three consecutive years. The content and context of their twenty projects were analyzed with a focus on the professional vocabulary application, the collaborative learning process, and the communicative delivery strategies used in their oral presentations. Findings showed that collaborative and self-directed EPS approaches can be implemented to improve confidence and to convey meaning by and for learners, who become the builders of their own knowledge in an ESP global scenario. Additionally, this article could contribute to design ubiquitous learning programs focused on creativity, effective EPS, and international professional English set in higher education.

Keywords: English Public Speaking (EPS), English for Specific Purposes (ESP), Ubiquitous Lifelong Learning, Vocabulary

Introduction

Noam Chomsky (1959) described the linguistic competence as a creative language in progress, while the sociolinguist Hymes (1972) coined the term *communicative competence* as the ability to appropriately use language in different social interactions, considering not only grammar but the use of the language in different contexts and situations. English language communicative input (listening or reading) and output (speaking or writing) proficiencies are crucial in this rapid transformational culture in which we live. Emerging technologies and skills are constantly being renovated and should be closely associated with emerging pedagogies (Gros 2016). This is so education can keep up with society and learners (Coady and Huckin 1997; Krashen 1989). At present, global English communication is often needed among international speakers. As Avgousti (2018) pointed out, the focal point is not only to communicate accurately in English as a foreign language, but to become effective intercultural speakers. Byram (1997) also underlines that performance and autonomy contribute in learners' intercultural competence.

In this global world it is doubtless that English Public Speaking (EPS) is a twenty-first-century skill claimed in education and the workplace and, obviously, an advantage for today's professionals (García-Sánchez and Burbules 2017; Lucas and Villegas 2013). A competent English Public Speaker should successfully face a well-structured presentation or a job interview combining verbal and non-verbal communication skills in front of an audience. Oral presentations, which Spanish higher-education learners deliver in their mother tongue from the very first year of their studies are, today, common tasks in most tertiary education subjects. There is an extra challenge for learners of English as a Foreign Language or English for Specific Purposes (EFL or ESP) subjects. They must not only produce a specific content talk, but they also have to add foreign language communicative skills to their performance.

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Professional ESP vocabulary linked to EPS was the target orienting this research, which is guided by the following research questions:

- Which EPS techniques have these postgraduate learners used in their oral presentations, and how have their performances been assessed?
- How has the relationship between receptive and productive ESP vocabulary been explored by learners under the scaffolding of a ubiquitous and global communicative learning ecosystem?

Multimodal English Public Speaking Presentations

Public speaking is a concept that implies dealing with effective communication skills that have an intention to an engaged audience. It requires interaction between the speaker and the listeners in a short period of time. Today, it is mostly multimodal because different forms of verbal and non-verbal communication are used in the delivery of the spoken content (Moreno and Mayer 2007). Public speaking belongs to the science of rhetoric, and it addresses different purposes depending on the talk: informative, persuasive, ceremonial, or entertaining (Harris 2017; Hughes and Reed 2016; Schreiber, Paul, and Shibley 2012). Most oral presentations could be both informative and persuasive if the speaker is combining both set of strategies in the same formal talk.

Public speaking needs to be practiced and trained so that it becomes less traumatic and more natural and effective, especially if the speakers are using a second language such as English. On the one hand, public speaking is linked to the speaker's individual identity, since he or she could be timid and may be more confident in other forms of communications (online or writing, for example). On the other hand, public speaking addresses the collective identity of the speaker, who is constantly interacting with his or her (inter)cultural values. Even though society has become more global, there is an individual personality that is projected on the speaker's presentations, and there is a changing cultural personality that emerges from their upbringing, motivations, and (inter)cultural contexts. If one becomes bilingual, both cultural backgrounds also affect the linguistic style one is continuously building to "highlight or diminish social boundaries" (Bailey 2007, 31).

Standing in front of colleagues to express one's project or facing an audience's comments or questions could be an apprehensive task for some tertiary education students. Spanish secondary education has not been popular for offering public speaking competitions or training at high school. Higher-education learners must face this deficiency when studying a degree, since they have to speak in public to present oral presentations about a variety of specific topics linked to their professional field. In addition, some postgraduate learners quite often need to address an international audience so that their oral presentations need to be delivered in English. Speech anxiety seems to be a common feeling in learners who suffer from "physiological arousal (e.g., increased heart rate), aberrant physical responses (e.g., trembling), and negative self-esteem" for those students who see themselves in low scores for their lack of confidence when public speaking (Hanna 2018, 39). Some studies have implemented different techniques such as reciting a poem out loud, self-talk frequency, or the performance of non-verbal communication skills to help learners face fear and anxiety when public speaking (Hanna 2018; Fuyuno, Komiya, and Saitoh 2018; Shi, Brinthaupt, and McCree 2015). Additionally, when learning a foreign language, speaking is often the skill that provokes more anxiety in learners (Cheng, Horwitz, and Schallert 1999). It is estimated that about 85 percent of native speakers develop some apprehensive feelings before presenting a talk (Burnley, Cross, and Spanos 1993), so the percentage must be higher when the speakers are non-native because they must also control other accurate abilities dealing with the language itself.

In order to contextualize English Public Speaking (EPS), it is necessary to draw the scope and comprise different variants such as English as a Foreign Language (EFL) and English as a

Lingua Franca (ELF), since "speakers of two or more linguacultural backgrounds use English as a contact language" (Dewey 2014, 14). Equally, EPS embrace the discourse of ESP (Malmström, Pecorari, and Shaw 2018; Shih 2010), which is defined as a collection of presentations delivered with the purpose of strategic communication, in a clear, consistent, and convincing way (Lucas and Villegas 2013).

Professional researchers and teachers of EFL should be aware of a ubiquitous lifelong learning approach and implement oratorical and communication skills for students to improve their confidence, motivations, and anxiety when public speaking in English (Zhang and Ardasheva 2019), both face-to-face and online. To do so, there must be a goal for achieving such appealing, engaging, and enjoyable presentations by motivated learners. Although students encounter the foreign language linguistic, paralinguistic, and sociolinguistic challenges for verbal and non-verbal communication, together with cultural differences, they must adapt to the English language communicative approach (L2), which will be different than their native language (L1) regarding pronunciation, intonation and body language, to name a few. Once L1 and L2 verbal and non-verbal communicative differences are identified and celebrated, learners could embrace unique and successful presentations in EFL and ESP.

The (audio)visual documents and the time set for oral presentations can also be paramount at the time of succeeding when communicating formal talks, since they are more effective when the audience is fully engaged. Some studies have reported that between ten and twenty minutes is the time presentations should last, considering the attention span of the audience (Ingram et al. 2017; Medina and Avant 2015; Tavares et al. 2016; Wilson and Korn 2007). Coskun (2017) and Murugaiah (2016) have demonstrated that the PechaKucha PowerPoint presentations offer an attractive and creative format for slides to be delivered in an attractive way. PechaKucha comes from Japanese and it means "chit chat" (Coskun 2017). It implies to rehearse in order to convey a presentation in 6.40 minutes instead of forty minutes and with twenty slides, which is also an advantage since learners learn to be both precise and concise with the content presented. The PechaKucha method encourages frequent rehearsing and training so that learners can express their messages in the short-allocated time of their talks and pinpoint the exact content needed for the twenty slides. This type of presentation approach seems to have improved students' confidence and organization of ideas by means of communications technology since the twenty slides are presented in twenty seconds each (Coskun 2017; Murugaiah 2016).

All these decisive ingredients of verbal and non-verbal communication skills used by the EPS/ESP speakers together with the visual aids, the structures and the vocabulary implemented to contextualize the topic and engage with the audience, are utmost to succeed with the content delivered (Zhang and Ardasheva 2019). Practice, rehearsing, and training are key to accomplish this essential task of EPS both face-to-face and online, and once accomplished, the motivations are thoroughly solid in learners.

Contextualized ESP and Ubiquitous English

The expectations demanded by higher-education learners should correspond with the rapid transformations of society. English-language learners have become more participative in educational programs that respond to their real needs, promoting their knowledge-building and delivery in different multimedia formats. English, like any language, is constantly changing with new concepts and adaptations from other languages. Higher-education students must be conscious of a ubiquitous lifelong learning environment, in which vocabulary acquisition of English terms used in the contexts of English as a Foreign Language (EFL) and in English for Specific Purposes (ESP) are essential for any professional.

Recent research has delved into the topic of ESP for professional contexts, since English remains the language for science and technology (Dashtestani 2016; Spence and Liu 2013; Winn and Beck 2018). This implies that participatory learners must research and arouse critical-thinking abilities. Active vocabulary requires previous reading and the contextualization of the

new term so that learners understand its meaning and context together with its pronunciation in order to be actively produced later. Receptive actions are followed by productive actions. Consequently, learners can naturally use the new lexis in various interactive situations that are not just limited to the classroom setting but to their professional background. Although teaching ESP "is essentially norm driven" (Dewey 2014, 15), communication requires many other abilities for an ESP course to succeed. It is not just accurate grammar but other skills such as vocabulary, sentence constructions, collaboration and confident participants what is needed for them to communicate in written and spoken forms. Malmström, Pecorari, and Shaw (2018) argued about the lack of productive and receptive vocabulary EFL learners have when facing English for Academic Purposes (EAP) tasks properly. Other researchers have explored some effective strategies for vocabulary production such as mnemonic keyword techniques, picture and sound integration, words, rhymes and songs (Esfandiari and Hezari 2017; Mačianskienė and Bijeikienė 2018; Marzban and Firoozjahantigh 2018; Ozturk 2015).

Evidently, higher-education learners must be effective at the time of delivering their work. The next question is whether they communicate that original-planned content accurately in front of an international audience, especially when public speaking in English. Students should not only master their content; they also need to target their body language and oral communicative skills in English when delivering their oral presentations. Oral communication requires adequate pronunciation, intonation, fluency, and body language, which can be measured with performative (instead of summative) assessment in order to address how verbal and nonverbal communication are delivered.

Jurado Bravo's study (2018), for instance, revealed the importance of vowel quality and vowel length for intelligible communication in Spanish speakers if they want to succeed in a globalized communication using English as a Lingua Franca (ELF). Other studies have argued the motivations behind information seeking together with the necessary link between the vocabulary used in research and everyday practices (Briggs 2015). During the process, higher-education participants should develop the skills of selecting ubiquitous knowledge that can be accessed inside and outside the classroom followed by researching, citing, and producing new information accurately. The second step is to persuasively structure that distinctive idea so that EFL/ESP learners can communicate it effectively to an engaged audience.

Method and Materials

This qualitative exploratory research was conducted during three consecutive academic years (2016–2017; 2017–2018; 2018–2019) with twenty postgraduate students of the ESP subject "English for Telecommunications Engineering" (ETT) offered in the last semester of the master's degree program in telecommunications engineering at a university: seventeen males and three females in the age range of twenty to thirty-four. This subject was chosen because it is a postgraduate-level course that includes a program dealing with different strategies for politeness strategies, intercultural communication, public speaking, and delivering oral presentations in English. The professional core content and experience of ETT focuses on communication skills in written and oral forms, which facilitate this participatory, qualitative, exploratory research. Moreover, the students were postgraduates with a more responsible commitment to perform well in public speaking and who had experienced some previous training in their degree.

The data collection used for this analysis were spontaneous vs. prepared individual presentations, the techniques implemented by participants, the EPS/ESP PowerPoint presentations, the audio recordings of the formal talks students performed at the end of the course in the form of a conference program, and the vocabulary learners employed on their research communications. Students' learning practices and final delivery regarding EPS and ESP vocabulary were registered in their speeches and observed during the learning process, and team and individual feedback were provided to improve students' performance and communicative skills before their final EPS task.

The instruments used in this study were the researcher's observation of learners' performance during the planning process and during the delivery of the oral presentation. The expected items added in the assessment rubric for the oral presentation were also considered (see Appendix). This rubric was presented by the instructor once the oral presentation task was explained so that participants could anticipate their skills and consciously participate in their performance. Once the EPS/ESP oral presentation was delivered, every student completed the rubric with their self- assessment performance.

Phases and Process: EPS/ESP Vocabulary and Presentations

This participatory and performative oral task coincides with the five steps in the design of an interactive multimodal learning environment, supported by Moreno and Mayer (2007): guided activity, reflection, feedback, control, and pretraining before the final delivery of the oral presentations in English. Before the target EPS/ESP PowerPoint presentations, students used target ESP vocabulary as part of the course program and of their final master's thesis. Similar collaborative vocabulary learning strategies were shared during the three years of this study in which participants selected key words from their presentations, paying attention to the category, the definition, the pronunciation and the word in context. During the first two years of this study, these vocabulary approaches were addressed by the teacher in class so that learners could individually consider identifying significant terms in their individual glossaries during the creation of their oral presentations. In the last academic year of this investigation (2018–2019) the collaborative online project glossary was implemented so that the data would be used collaboratively (see Table 2). Although individually added, this team glossary was shared by the seven participants on the *google docs.* platform during the academic year 2018-2019, with terms addressing the seven titles of their academic projects (Table 1). In the last column of the collaborative glossary (Table 2), students were also asked which resources they used to acquire the vocabulary of the course (from individual or team glossaries; from academic articles; from library resources; from multimedia material; from external websites, or from other resources that they would specify). In the two previous academic years, these actions were asked and noted down by the researcher in class but there was not a document shared that would register this collaborative process.

Table 1: Students' EPS/ESP Oral Presentations

Students' Research Projects (2019)	Students' Research Projects (2018)	Students' Research Projects (2017)
Design, characterization and implementation of a novel optical camera communication system	Specific UVM environment for a hardware-defined digital image encoder	Design of a prototype for drone identification by means of AIS system
Alzheimer's disease study using voice	Classification of multispectral and hyperspectral images to generate thematic maps in Maspalomas	Three-dimensional representation of spaces using lidar technology
System for the acquisition and correlation of subjective and objective acoustic indoor noise	Study of the transfer rate of the IOT redbear duo device in BLE communications	Automatic heart pathologies recognition system from phonocardiograph signals
Development of a UVM Framework-based verification environment	Automatic recognition system of cardiac pathologies from phonocardiograph signals	Design of a power-line anti-collision system for UAVS
Automatic detection and location of loud vehicles on road traffic	Quantum teleportation	Study of the viability of V2X long-distance communications
Integration of the sensor board ThunderBoard Sense 2 in IoT applications		Design and development of an underwater radio communications system
Military application of the digital transmission modem in HF		Narrow band VHF-KU mobile communication systems for rural environments emergency network
		Development of an electronic system of monitoring sports training based on inertial units and pressure sensors in footwear

Source: García-Sánchez 2019

Table 2: Example of Glossary Used for Each EPS/ESP Topic

ENGLISH TERM	DEFINITION	PRONUNCIATION
	1. Design, Characterization and Implementation of a Novel Optical Camera Communication System	
Region of interest (n)	Noun: It comprises the samples within a data set that are identified for a particular special purpose.	/ˈriːdʒən/ /ɒv/ /ˈɪntrəst/
Synchronization (n)	Noun: The effect of two events happening at the same time.	/ˌsɪŋkrənaɪˈzeɪʃn/
Beacon (n)	Noun: A special signal used in communications to announce a device or network.	/ˈbiːkən/
Binarization (n)	Noun: The action of converting a value into a top or bottom number.	/ˈbaɪnər.ɪzeɪʃn/
Flickering (n)	Noun: A situation where the light brightness undergoes slight variations that could be detected by a human eye.	/ˈflɪk.ərɪŋ/
Skew (adj)	Adj: Not straight or symetric.	/skjuː/
	2. Alzheimer disease's study using voice	
Alzheimer (n)	A disease of the brain that mainly affects old people and results in th egradual loss of memory, speech, movement, and the ability to think clearly.	/ˈælts.haɪ.mər/
Processing (v)	The use of a computer to collect, store, organize, and use information.	/ˈprəʊsesɪŋ/
Recognition (v)	The fact of knowing someone or something because you have seen it , heard him or her or experienced it before.	/ˌrek.əgˈnɪʃ.ən/
Speech (n)	The activity of talking or a piece of spoken language.	/spiːtʃ/
Voice (v)	To produce a sound by making the vocal cords move very quickly.	/vɔɪs/
	3. Improving the Customers Satisfaction in a Restaurant.	
Captive Web Portal (n)	Captive Portal allows administrators to block the Internet access for users until they complete a defined process.	/ˈkæp.tɪv/ /web/ /ˈpɔː.təl/
Microphone (n)	A device that records sound or increases the loudness of sounds by changing the sound waves into electrical waves.	/ˈmaɪ.krə.fəʊn/
Audio Procesing (n)	Audio signal processing is at the heart of recording, enhancing, storing and transmitting audio content.	/ˈɔː.di.əʊ/ /ˈprəʊsesɪŋ/

Source: García-Sánchez 2019

Finally, learners had to meet the process of preparing a title, abstract, keywords, and their research oral presentations in English so that specific content was built and expressed not only in written form but in the delivery of their formal talks, which had the format of a short conference run during two consecutive days. Before the final performance, the task was prepared with some guidance, reflection, feedback, control, and rehearsing. Learners were positioned as conference

presenters and as such a conference program was created with the title, name of presenter, institution, abstract and keywords. The EPS/ESP presentations were delivered in the time set of eight-to-ten minutes, allowing some extra time for audience comments or questions. Adequate academic and descriptive vocabulary was practiced in a reflective class so that learners could have the instruments to depict their content. Some strategies to open, develop, and close successful presentations were also examined with the intention of building learners' motivation, confidence and their public speaking skills in English. Instead of promoting a traditional presentation structure with the presenter's name and topic and a table of contents, followed by the main content and the conclusion (this style was often used for their undergraduate degree), learners were prompted with more engaging strategies such as the rhetoric question, the exposition of a fact/data, or an anecdote that connects their personal and professional fields to help them interact with the audience. Attention to non-verbal communication (posture, eye contact, hand moving, visuals, etc.) in front of an audience was also self-reflected and analyzed.

The oral presentation was provided for evaluation once self-directed and collaborative learning approaches were accomplished by these postgraduates. Before the final product (EPS/ESP oral presentation), students had the opportunity to create and modify the title of the project together with the keywords and the abstract, considering peer to peer feedback in class and on the course virtual learning environment. Only the analysis of the formal talks and of the content implemented in the twenty oral presentations generated during their delivery would be discussed in the results and discussion sections, paying attention to the two research questions proposed in this article.

Results

Which EPS Techniques Have These Postgraduate Learners Used in Their Oral Presentations and How Have Their Performances Been Assessed?

To examine the most common EPS techniques used by the postgraduates of this study, their real-time delivery performances together with their audio recording and their PowerPoint presentations were examined considering some of the techniques proposed for verbal and non-verbal communication and, especially, those used to interact with the audience. After analyzing their PowerPoint presentations, the number of slides used for the eight-to-ten-minute presentations had a wide range. They were between six and thirty-five, including the title slide and the thank-you and questions slides. The average was between fifteen and twenty-three slides, which seems to be a similar proportion to the PechaKucha style of twenty slides. There has been some progress in the quality of the PowerPoint presentations during these three years, resulting in having more effective presentations with more visuals and graphics and less redundant text on the slides. In the first period (2016–2017), particularly, a few presentations contained quite a lot of writing and not many graphs or visuals. This fact has been improved over the last two years, which must also be linked to the instructions and the feedback provided by the teacher.

With regards to verbal communication, the use of an appropriate technique to open their presentations and to, successfully, connect with the audience was explored. Around nine talks used the rhetoric question, followed by the statistics or fact strategy used by five speakers to interact with the audience. One student chose the approach of opening his speech with a problem that would be solved during the delivery of his presentation, while two speakers opted for combining the anecdote and problem to solve methods to open up their presentations. There were three presentations that used a more traditional academic style, introducing the speakers' name, the title of the presentation, and the table of contents or structure of their oral presentations. The results determined that learners were challenged to innovate the introductory section of their presentations and, as a result, most of them felt confident with implementing other more engaging techniques to start their formal talks rather than introducing their names, title, and and table of contents, which can be shown without including it on the introductory slide. Most

learners were challenged to experiment with other techniques to convey their idea and catch the audience's attention.

The second part of their oral presentations focused on the main content delivered, which required the correct use of ESP vocabulary and structures in English. This main part responded to the problem or question(s) offered in the introduction. Equally, students applied the method of going backwards and forwards with the intention of linking information said with new data provided. This technique was explained and illustrated in class with examples, mostly extracted from TED, so that participants could respond to the target goals orienting their presentations. The visuals chosen for this middle section, particularly, contained graphics and pictures that illustrated the method, the key concepts, and the results of their projects. Except for a few presentations from 2016–2017, participants followed the advice including less text and more graphics and visuals in their slides instead (Figure 1). Moreover, these learners explained key words, abbreviations, or acronyms that were necessary for the audience's attention and, in most cases, they considered accurate pronunciation as well. These EPS/ESP participants also described the data provided in graphs using the vocabulary introduced in the course (slumped, rise, went down, etc.), and interacted with the audience by responding to their comments and questions. This interaction with the audience was quite assertive. Participants demonstrated confident and fluent responses when required by the audience.

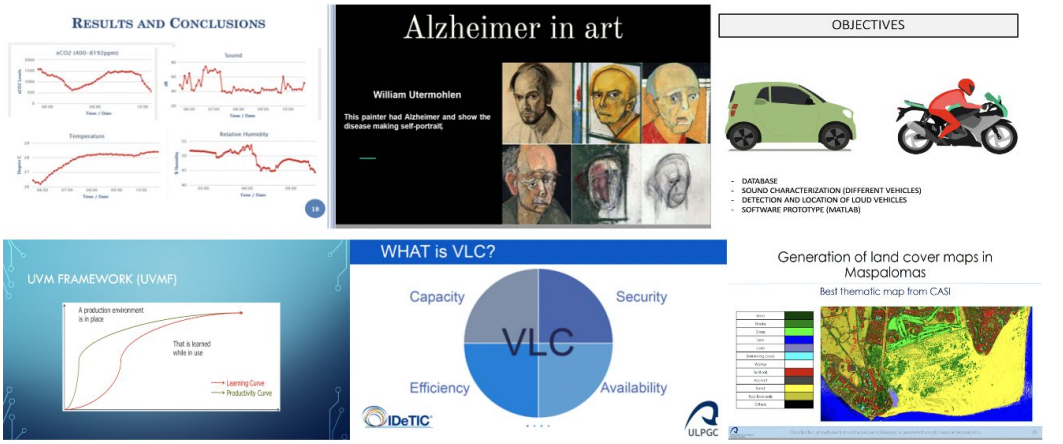

Figure 1: Examples of Visuals Used by the EPS/ESP Learners of This Study
Source: García-Sánchez 2019

Some other strategies were implemented by these twenty participants during the delivery of their presentations. A few students used handouts (4) with keywords and acronyms, with questions to be answered or with graphics, while a few students used realia and real-time experimentation (2) regarding their research. Even though these tactics may not be original for some readers of this study, they were innovative for these postgraduates who challenged themselves with the possibilities of engaging with the audience in a variety of formats and in an ESP context at an upper-intermediate level of English. In the last year of this study, instead of using the classroom as the setting of their communications, the conference room was booked so that students were positioned in a more suitable scenario for this EPS/ESP performance. It was a satisfactory experience for them all.

Regarding non-verbal communication, the exploration was devoted to an effective delivery method considering posture, gestures, movement, eye contact, enthusiasm and vocal variation. Around sixteen learners projected their oral presentations, meritoriously, with adequate postures, significant eye-contact, and assertive gesticulations that contributed to engagement with the spectators. None of the speakers of this study used a seated position to deliver their presentations, which seems to be positive since they were trained to be upright but natural and standing up with

some "controlled" movement in the EPS scenario of their presentation delivery. Learners interacted with the audience by referring to their projected PowerPoint presentations so that they could link the content with the visual aids provided in their slides. A minor number of participants visually exhibited some nerves during their formal talks, which was also linked to their poor presentation organization, their fluency and vocal variation, and their inaccurate pronunciation in English. Even though there were clear signs of anxiety in these minor cases (4), these participants also improved their confidence by rehearsing their presentations further, by holding a pen as a controlled technique, by being aware of eye-contact communication, and by adding the necessary pauses during the delivery of their talk. In general terms, and compared to their undergraduate presentations in English, these postgraduates achieved the minimum standards for an adequate EPS presentation.

It seems that learners' training during the rehearsing of their oral presentations and of their spontaneous individual and pair work talks contributed to build their confidence in English Public Speaking. This practice, implemented in class, improved students' commitment to engaging with the audience and avoiding reading slides, which could cause failing marks. During these training activities, general and individual constructive feedback was offered so that the teacher could identify at least one positive comment and one item for enhancement. As a result, participants understood the importance of preparation and rehearsing to improve their confidence when public speaking in English. These postgraduates used some of the methods proposed in class because they structured their slides adequately and disseminated their formal talks to an open audience following some of the strategies modelled in the course: recording their communications with their mobile phones, rehearsing in front of a mirror so that they could also pay attention to their body language, or speaking up in front of another colleague so that they could have some peer-to-peer feedback. Delivering their presentations in front of a family member or a friend who was not linked to their ESP field was also advised so that they could make sure the content was adequately disseminated and understood by those who would represent society or the world in general. The most common types of presentations were informative (12), followed by a combination of informative and persuasive presentations (6) and the introductory presentation (2) for those proposals that did not have results yet. Memorizing their formal talks was not recommended, but rehearsing their oral presentations paying attention to verbal and non-verbal communication with some prepared notes if necessary.

The commented results dealing with the performance of these postgraduates' EPS/ESP presentations are linked to the rubric used for that purpose (see Appendix). It is proved that most students planned their ESP/EPS presentations considering the three main blocks of the rubric: organization and content, presence, and delivery and grammar. Different descriptors (for example, "Appropriate Introduction with a Technique") compiled each section with the standards of "Poor," "Average," or "Excellent," and the possible punctuations for a summative outcome. There were almost identical or quite similar results in the students' self-evaluation and the teacher's assessment, so this practice participated in a conscious learning approach of knowledge delivery and performance of communicative skills in ESP/EPS with the oral presentations.

The accurate pronunciation and spelling of key ESP terms were essential in these postgraduates' oral presentations so that correct, meaningful utterances were built. According to the data collected from the collaborative project glossary, which was implemented online only during the last academic year of this research (2018–2019), students selected the academic articles as the most common resources they used to acquire vocabulary. This extra column, which has been deleted from Table 2 due to its extension, provides positive evidence that proves the right paths to pursue research by tertiary education learners. As a second option, these learners chose external websites and multimedia material (videos from TED, YouTube, podcasts, etc.) followed by library resources and individual-team glossaries. This question was enquired in class during the previous two academic years without providing any options for the participants, and the responses were similar because both academic articles and the multimedia resources on

the internet were the most common sources used by these postgraduates to acquire ESP vocabulary. In Table 2, there is an example of the online collaborative glossary shared by the participants with key terms together with the definition and pronunciation, which they were suggested to confirm with a monolingual dictionary. This is the reason why they added the phonemic symbols. Each topic marked in blue corresponds with their EPS/ESP presentations and precedes the selection of key words added by these postgraduates of the master's degree in telecommunications engineering.

As established in the course instructions, these learners also linked their research work with the world, since their ESP topics established a dialogue between the purpose of their projects and their impact on society. It was suggested that the content was presented to a less specialized audience so that they had to adapt the content and language used to properly disseminate their work. Learners went beyond the walls of the classroom and participated in a communicative and global ecosystem, making a dialogue between local and global spheres with regard to their studies. This productive process of preparing and delivering their oral presentations, of lifelong learning input and output, of receiving and producing ESP vocabulary for their formal talks was unique and individual for each one of these postgraduates, since every student had a different topic to deal with and a different way to present their work.

Another important result was the formation of possible questions the audience could ask them. To improve their confidence, students were asked to create three possible questions related to their presentations so that they could intentionally omit some data to elicit questions from the audience or reflect upon possible enquiries the audience would highlight during the interactive session. These three questions were posted on the course platform after their presentations were delivered, together with their PowerPoint and their self-recorded audio of their presentations. Because questions can be a sign of anxiety for some speakers, students were prompted with this strategy. Learners formulated correct and attention-grabbing questions related to their projects so that they could be reassured of the content prepared. This would also improve their self-assurance regarding content and delivery when facing an audience and after delivering an ESP presentation. With these outcomes, learners could access everyone's questions (posted either on the course platform or on the collaborative glossary, after their presentations were delivered). Figure 2 shows ten examples of questions learners created in relation to their EPS presentations.

ACADEMIC RESEARCH PRESENTATIONS: SELF-CREATED QUESTIONS
1. What is the maximum data rate achieved at this moment and how can your system rearrange in that scale?
2. Can commuting high loads generate noise in the mains. Is there any technique to avoid this situation?
3. The picture looks darker as you decrease the exposure time, allowing only to see the lamp source. Is that a limitation when using this system with surveillance cameras?
4. Are there other diseases being studied by using voice?
5. Which software have you used to make the stadistic study?
6. How do you distinguish parts with voice and parts without voice in your study?
7. Do you think it is possible to use this project in another establishment?
8. Is recording people's conversations in a restaurant legal?
9. Why is SystemVerilog used for verification instead of more popular object-oriented programming languages like C++?
10. What are the fields which are being more impacted by functional verification advancements right now (or will be in the near future)?

Figure 2: Sample of Questions Some Presenters Prepared
Source: García-Sánchez 2019

Discussion

In line with Dewey's (2014, 15) arguments, this study has not exclusively focused on accurate grammar "as a precondition for communication," but it has centered on the production of EPS informative talks in an ESP context by non-native speakers of English having in mind their professional field in telecommunications engineering and the link with a global communicative ecosystem. For these learners, ESP vocabulary needed to be activated, known receptively, and used productively in their presentations and projects, having in mind a ubiquitous lifelong learning environment that can be accessed anywhere and at any time. The analysis indicated that this ubiquitous lifelong learning ecosystem must consider motivation and a comfortable setting in (and outside) class as necessary to achieve language input and output, which Krashen (1989) describes as the "Effective Filter Hypothesis," as cited in Li, Gao and Zhang (2016).

The data suggest that training on oratorical communicative skills and the specific context of these ESP Spanish postgraduates' presentations contributed to having a positive motivation for them to perform well, since these learners identified the needs behind their field of expertise, and the encouragement to successfully speak in English in a public setting. In conversation with Lucas and Villegas's study (2013), these multimodal products would vary depending on the speaker and the ESP context, which varies with the English language itself. Moreover, a performative assessment, which can exemplify and meet the communicative skills previously trained and finally delivered in the task of their oral presentations, was also positive, since students needed to understand the performance of these skills and not just the linguistic achievements. In this line, a self-reflective participatory learning approach has been stimulated. These results go in line with Zhang's and Ardasheva's (2019) exploration of the importance of persuasive verbal and non-verbal skills for self-efficacy in English public speaking for Chinese adult learners.

The findings address that public speaking requires interaction with the audience, organization of speech and adequate words to convey the idea proposed. The communicative competence can be explored creatively and in different settings, depending on the topic, the audience and the formality of the oral presentation. As in other studies by Hanna (2018); Fuyuno, Komiya, and Saith (2018); or Shi, Brinthaupt, and McCree (2015), this research has participated in the enforcement of verbal and non-verbal communication strategies to improve foreign language students' anxiety when public speaking. García-Sánchez and Burbules (2017), for instance, claimed that a communicative learning approach should determine clear instructions and the implementation of "critical thinking, communication, ICT and creativity" (9). English Public Speaking (EPS), linked to an English for Specific Purposes (ESP) ubiquitous lifelong learning environment, requires the implementation of those skills. This has been the proposal of this study. Avgousti (2018) claimed, in line with EPS, that intercultural communication implies the exchange of information and maintaining relationships between the sender and the receiver(s) of the message. That constant and engaging dialogue between speakers and listeners is key in EPS.

It is not about using a PowerPoint document creatively, which Murugaih (2016) argued as the most common software used by students, but how the idea is presented by the speaker what makes the difference on an audience. Concerning the measures for the performative assessment of English Public Speaking oral presentations, this group of learners demands planning, researching, and conveying the message in a successful way, using the adequate ESP content with words, visuals and the body language performed by the speakers. It is believed that the performance of satisfactory verbal and non-verbal communication strategies, which also entails the implementation of multimodal communication, has helped these EPS/ESP learners and future professionals to face a well-conveyed message in their oral presentations. Since a multimodal learning environment uses at least two different modes to represent knowledge, this research contributes to supporting interactive multimodal learning environments, which Moreno and

Mayer (2007) described as having different formats of communication (words, photos, graphics) depending on the learner's actions and, I would add, personality and intercultural communication.

Conclusions, Limitations, and Future Directions

This research, first, aimed at dealing with the necessary communicative competence of English Public Speaking (EPS) in the setting of collaborative and self-directed approaches. Secondly, it pointed out that a ubiquitous learning program focused on creativity, effective EPS, and international professional English in a higher-education setting can enhance confidence and convey clear messages by and for learners, who become the builders of their own knowledge in an English for Specific Purposes (ESP) global scenario.

The current research has several implications that could be applied to other EPS studies worldwide, oriented to improve the performance of international learners or professionals whose second language is not English. It has explored how EPS can be projected in an interactive multimedia context with different resources used to communicate properly. Today, access to worldwide presentations is available for these ubiquitous learners, and TED talks have been common examples to share and reproduce because of their effective and affective methods to worldwide audiences (Anderson 2016; Leopold 2016). Autodidactic, immersive lifelong learners can enhance their oral presentations by imitating and updating strategies and by constantly practicing their formal talks. Either way, engaging thematic verbal presentations that correspond with visuals and non-verbal communication seem to be more appealing since there is a "physical" connection between the speaker and the listener by means of nodding, smiling, eye-browsing, applauding, or surprising oneself with the data provided. This necessary interpersonal multimodal interaction is what English public speakers of EFL or ESP should successfully accomplish when performing their oral presentations worldwide.

This study has some limitations. The first one corresponds with the sample of the ESP oral presentations analyzed. Even though the comparative study was planned in a valuable period of three years' time, the number of postgraduate participants could be extended for a deeper research. Also, this study has focused on the ESP field of telecommunications engineering. The research would grow its impact if the study addressed other ESP/EPS presentations in areas such as physical sciences and other engineering, social sciences, humanities, and life sciences. Further research would also require gender differences at the time of delivering ESP/EPS presentations. Last, but not the least, progress on performative assessment rather than summative assessment should be developed so that learners' skills and abilities (and not just knowledge achievement) can be measured competently in higher-education programs.

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APPENDIX

EVALUATION RUBRIC: A PROFESSIONAL (EPS/ESP) ORAL PRESENTATION

Presenter: _____ Title: _____

Organization and Content (45%):	**Poor**		**Average**	**Excellent**	
Appropriate Introduction with a technique (Rhetoric question, anecdote, statistics or problem to solve)	1	2	3	4	5
Clear Thesis/Aim / Purpose	1	2	3	4	5
Presentation Organization	1	2	3	4	5
Adequate Support for Ideas (Weighted 2x)	2	4	6	8	10
Definite Conclusion	1	2	3	4	5
Visual Aids (Appropriateness & Effectiveness)	1	2	3	4	5
Q & A Session-Knowledge of Topic & Interaction with Audience	1	2	3	4	5
Use of Allotted Time (6-8 mins)	1	2	3	4	5
Presence (15%):					
Physical Appearance, Clothing & Tidiness	1	2	3	4	5
Posture, Gestures, and Movement	1	2	3	4	5
Eye Contact	1	2	3	4	5
Delivery and Grammar (40%):					
Enthusiasm and Vocal Variation (not monotone)	1	2	3	4	5
Preparation and Knowledge of Materials	1	2	3	4	5
Effective Delivery Method	1	2	3	4	5
Vocabulary and Use of Appropriate Words	1	2	3	4	5
Use of Linking Words and Signposting	1	2	3	4	5
Pronunciation, Fluency, Intonation, and Clarity	1	2	3	4	5
Grammar & Use of English (Weighted 2x)	2	4	6	8	10

Grade: _____/ 100 points (SUMMATIVE ASSESSMENT)

Comments (PERFORMATIVE ASSESSMENT):

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