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指導教授：黃怡萍教授

Advisor：Yi-Ping Huang



探索演講比賽的挑戰與收穫——以一所台灣的高中為例
Exploring the Challenges and Personal Growth from Speech Contests:
A Case of a Senior High School in Taiwan

研究生：黃毓培 撰

Name: Yu-Pei Huang

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To Prof. Yi-ping Huang

獻給我的恩師黃怡萍教授



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國立政治大學英國語文學系碩士班

碩士論文提要

論文名稱：探索演講比賽的挑戰與收穫—以一所台灣的高中為例

指導教授：黃怡萍 博士

研究生：黃毓培

論文提要內容：

本研究旨從台灣高中生的觀點探討準備英語演講的過程中所遇到的挑戰與其相關對策以及個人成長收穫。本研究採取質性個案研究，研究對象為兩位有不同語言程度的台灣高一學生。分析資料由多重管道蒐集，包含與學生的半結構式訪談，練習時的觀察記錄以及其他相關文件，最後經由對比原始資料得出研究結果。

研究結果顯示，兩位研究對象所面臨的挑戰可分成四大類，分別為單句內的問題、跨句間的問題、口語表達與演說焦慮，其中又以口語表達與演說焦慮為兩大首要挑戰。以語言焦慮而言，焦慮的確對口說有負面影響，然而，它也能對於學習者的表現有正面的影響，如能促使學習者更認真面對比賽。此外，焦慮程度也與語言熟練度有關，擁有較高語言程度的學習者傾向擁有較低程度的焦慮。以口語表達的挑戰而言，兩位學習者所面臨的挑戰皆是與非語言方面的困難，例如站姿、手勢、聲音與面部表情等。此外，學生的個人收穫分別如下所列：(一) 開拓眼界的經驗；(二) 成就感；(三) 其他同儕的認同感；(四) 自我實現。研究者根據這些發現，提出相關教學建議及未來研究方向，以期對未來有興趣參與英語演講的師生更多建設性的研究貢獻。

ABSTRACT

This study aims to examine what challenges would be confronted, how those challenges were dealt with and what personal growth reaped during the process of preparing for an English speech contest from the perspectives of high school students in Taiwan.

A qualitative research method was employed in this case study. Two first-year high school students with different proficiency levels were invited to be the participants of this study. Data were collected through multiple sources, including semi-structured interviews with students, observations of each practice, and other related artifacts. Data were analyzed by constant comparative method.

The results showed that the challenges the two participants faced could be divided into four categories, including the intra-sentence level challenges, inter-sentence level challenges, oral delivery and anxiety. Among these challenges, the top two challenges they faced were anxiety and oral delivery. In terms of language anxiety, anxiety did have debilitating effects on speaking; however, it can also have some facilitating influence on learner's performance such as compelling the participant to face the contest more seriously. Also, the degrees of anxiety have to do with language proficiency. Learners with higher proficiency tended to have lower degree of anxiety. As for the challenges in oral delivery, what the two participants faced is associated with other non-linguistic aspects of speaking, such as posture, gesture, and voice and facial expression. In addition, the personal growth gained from such experience can be listed as below: (a) horizons-broadening experience, (b) a sense of achievement, (c) a sense of recognition from his peers, and (d) a sense of self-actualization. Based on the findings, pedagogical suggestions and direction for future research are provided. It is hoped more insights could be offered to both

instructors and students who are interested in taking part in English speech contests.



CHPATER ONE

INTRODUCTION

1.0 Introduction

The introduction section provides an overview of the present study, including background of the study, the purpose of conducting the study, and two research questions.

1.1 Background and Rationale of the Study

Nowadays, there has been an increasing popularity in English learning in Taiwan (Krashen, 2003). Due to the effect of internationalization and globalization, English has been widely recognized as a global language for international communication (Chen & Hsieh, 2011). Also, it has been viewed as a valued resource that enables learners to have the upward mobility and gain access to a higher socio-economic group via employment. Thus, having a good command of English is not only a symbolic and economic capital but also an unstated qualification for a person's success (Pan & Block, 2011).

In particular, to have a better capacity for international communication, oral proficiency in English is an essential prerequisite for seeking employment in job marketing in the twenty-first century (Hadley & Reiken, 2001). The importance of English speaking is also based on linguistic theories. For example, in first language acquisition, children develop their language proficiency through the exchange of conversation with adults and them (Halliday, 1975). Likewise, second language learners will be assisted by interaction with expert speakers. By doing so, they can pay attention to their speeches and produce the language to be more approximate to their more competent interlocutors (Hatch, 1978). Both first and second acquisitions

are involved with the mode of input-feedback-output. They will be firstly exposed to the target language and adapt their language afterwards through the negotiations for meaning from the capable speaker. Thus, they can articulate the comprehensible output with others (Goh & Burns, 2012). With the help of pushed output (Swain, 2000), language learners would strengthen their awareness of meeting linguistic feature of a language, and achieving a higher standard of speaking such as accuracy, coherence and appropriateness of an oral discourse. In short, the significance of speaking is not only based on learners' pragmatic needs for their future but also its advantages for boosting learners' overall language proficiency.

However, the importance of speaking is basically derived from the interactions in daily message exchanges. The speaking addressed in this study refers to the “decontextualized oral-language use” (p23.) (Goh & Burns, 2012) This speaking ability indicates the capacity to deliver the information explicitly and coherently to the listeners beyond the instant context of interaction. Such speaking skills require more sophisticated and precise language to make information understood to the listeners than daily message exchanges since the listeners share limited background knowledge with the speaker. Similar activities often take place in school curriculums including presentations, storytelling and so forth. These speaking tasks can not only better learners' fluency but also improve their phonological and grammatical accuracy.

Owing to the importance and advantages of public speaking, many educational administrative organizations and even private institutes host lots of speaking-related competitions to arouse students' interest in speaking English and to increase language proficiency. For example, National Sat Yat-Sen University and American Institute in Taiwan have collaborated to organize an annual oral-speaking competition for both university students and senior high students since 2014. The university students are

required to deliver their presentation with the aid of PowerPoint, and the senior high students are asked to provide a prepared speech within a given topic. Also, the Rotary Club has hosted the English speech contest for university students annually for sixty years. The contest asks contestants to present a 5-minute prepared speech in the first round and a 3-minute impromptu speech in the second and final round. Moreover, the Language Training & Testing Center (LTTC) hosted an English speech contest in 2011 for both university students and senior high students. From these examples, it is clear that the English speech contest has prevailed in Taiwan over years.

Despite the popularity of speech contests in Taiwan, only a few studies have been conducted to explore the speech contests from the perspectives of the challenges participants confronted and personal growth they gained (Huang, 2007; Hsieh, 2006; Lin, 2011; Lo, 2011). According to the existing research, the difficulties students confronted could be categorized as the linguistic problems and the affective problems. The former ranged from the correct vocabulary and sentence patterns to the coherent organization and ideas proposals. The latter referred to the different level of anxieties during the delivery onstage. These data mostly employed quantitative or mixed methods which failed to provide more detailed information about the instant responses the students reacted to the difficulties and the detailed pictures of their struggles in each practice they engaged in. Secondly, only scant studies have taken the senior high school student as the emphasis for further examination. Most of the studies adopted university students as their participants (Bradley, 2009; Fang, 2005; Hsieh, 2006; Huang & Lu, 2007), who have more flexible schedules, compared with high school students who only have lunch breaks and the time after-school to accept individual trainings for speech contests. Although some studies did focus on junior and elementary students (Lin, 2011; Lo, 2011), senior high student have better

proficiency and high maturity may have different reactions to difficulties and hence they deserve further research.

1.2 The Purpose of the Study

Given the vacancy of explorations on senior high students' experiences of participating in speech contests by using a qualitative study approach, this study focuses on the English speech contests that have been hosted annually by a local high school (further details in Chapter Three) and the Department of Education in Taipei City. It aims to understand how the students faced difficulties, if any, and solved their problems in the process of preparation for the speech contests and also what the personal growth they would reap after the participation. By doing so, the current study can provide insights to the practical assistances for in-service teachers and future students who need to prepare for the English speech contest.

1.3 Research Questions

Based on prior statements, the present study intends to investigate the following two research questions:

1. What challenges did the two high school students face during the process of preparation for the speech contests? How did they cope with the challenges?
2. What personal growth did the students gain from such experience?

It is hoped that this study may depict a holistic and detailed picture of how these two participants faced and solved their problems on the journey of preparing for the speech contest. By knowing their descriptions and reflections, more insights could be offered to both instructors and students who are interested in taking part in English speech contests.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the relevant literature concerning the present study in the following sections: (a) challenges students faced, (b) personal growth students reaped, and (c) identifying the research gap

2.1 Challenges Students Faced and Related Coping strategies

This section will focus on studies that illustrate the challenges that students faced (Hsieh, 2006; Huang & Lu, 2007; Lin, 2011; Lo, 2011). During the preparation for a speech contest, the difficulties that students have faced can be classified as these four aspects: (a) intra-sentence level (Hsieh, 2006; Huang & Lu, 2007), (b) inter-sentence discourse (Hsieh, 2006; Lo, 2011), (c) oral delivery (Hsieh, 2006; Huang & Lu, 2007), and (d) language anxiety (Hsu, 2012; Lin, 2011; Liu, 2006; Ohata, 2005; Öztürk & Gürbüz, 2014; Suleimenova, 2013). After the introduction of each challenge, it will be followed with some coping strategies that were either provided from the teachers or employed by the more competent contestants.

First, for challenges within the intra-sentence level, the correct usage of vocabulary and the grammar is the most common concern for students (Huang & Lu, 2007). Regarding vocabulary, many college students found it difficult to transfer their ideas into comprehensible English forms since the limited range of vocabulary kept them from fully expressing themselves; also, due to the lack of grammatical knowledge, even if they had looked up the unknown words in the dictionary, they still did not know how to put these words into comprehensible sentences in English.

To deal with challenges of vocabulary and grammatical errors, Hsieh (2006) directly asked college students to memorize the words in context since it took the majority of time for them to discuss and brainstorm over the topics for the speech contest. In addition, college students were also required to do heavy reading including issue-oriented books, English magazines and newspapers, and make sentences with the newly-learned words. However, grammatical errors were not ranked as the top problem to be dealt with because participants had to assemble and organize what to say and how to deliver it, and those tasks had already occupied so much of their minds that they barely had time to take care of grammar and structure. Therefore, concerning the challenges in grammar, the teacher only corrected the grammatical mistakes that hindered listeners' comprehension.

Second, for many university contestants, it was an overwhelming task to construct a well-organized structure of a speech which includes an attention-grabbing introduction followed by supportive evidence, and ended with concise conclusion if they want to articulate their notions persuasively (Hsieh, 2006; Lo, 2011). Because of different discourse structures between Chinese and English, it troubled many contestants to arrange sentences into convincing modes of language following the norms of coherence and cohesions. Moreover, lacking the capacity of critical thinking overwhelmed many students in college as well since under the atmosphere of authoritative educational backgrounds, students would mostly follow teachers' instructions, instead of insisting on their own opinions differing from teachers'. Therefore, their obedience may lead to passivity and inaction when it comes to brainstorming the content (Hsieh, 2006).

To cope with the inter-sentence level challenges, Hsieh (2006) proposed several methods to help her college students. First, to raise her students' awareness of English

discourse, the first method was to show students examples of well-organized speeches, which could guide them to arrange their ideas in an appropriate English manner. In addition to the help from teachers' instruction, the more competent contestants also displayed better knowledge concerning discourse strategies. In Fang's (2005) study, he found that the most common strategy for the successful contestants was asking a rhetorical question which can trigger audience's interest in the beginning and address the importance of the speech at the same time. Besides, unlike their counterparts, the successful contestants paid more attention to incorporate and used more varieties of steps in the introduction and conclusion to make their speeches more convincing and tactful.

The second method suggested by Hsieh (2006) was two-six-two time allocation, which means two minutes to calm down and analyze the theme of the topic, six minutes to write an outline and the last two minutes to review and memorize the outline. These outlines could be served as the "map" for participants to deliver their speeches.

As for the challenges of lacking the ability of critical thinking, Hsieh (2006) stated that asking 5Ws and 1H questions (such as who, when, where, what, which and how) could facilitate the college students devise supporting descriptions to better develop their individual perspectives and therefore produce better persuasive speeches .

Thirdly, pronunciation, intonation and fluency dissatisfy many college students during the preparations (Hsieh, 2006; Huang & Lu, 2007). A fluent delivery cannot be complete without accurate pronunciation and adequate intonation and can only be done through large amounts of input and practices. However, insufficient time for preparation would result in scant practices, which may cause frustrations for

contestants.

To improve learner's pronunciation and intonation, the imitation method was recommended by three English majors who won nation-wide speaking contests (Ding, 2007). Imitation compelled them to listen to how the native speakers spoke in the tapes and thus improved their pronunciation and intonation. Furthermore, they later on have formed the habit of attending to language in details through the practice of text memorization and imitation.

To compensate for fluency, less successful contestants in university used fillers and repairs the most during their speech. The great use of fillers may be out of apprehensions and be viewed as strategies for contestants to gain extra time to retrieve their ideas and verbalize them. Thus, it is suggested that the formulaic expressions alone cannot engage the audience to their speech (Fang, 2005).

Fourth, speaking in English has been perceived as an anxiety-provoking booster for many college students in the process of language learning (Öztürk & Gürbüz, 2014), and thus many studies have investigated language anxiety. In general, research has shown that language anxiety has both negative (Hsu, 2012; Suleimenova, 2013; Öztürk, 2014; Liu, 2006) and positive effects (Suleimenova, 2013) on learners' speaking performance.

Most research has shown the deliberating effect of language anxiety. Among all of the speaking activities, it is speaking in front of a group of audience in a formal setting that makes students anxious the most since not being able to prepare for the speaking is a significant cause for students' speaking anxiety (Liu, 2006; Öztürk & Gürbüz, 2014; Suleimenova, 2013). Their anxiety may be derived from the perfectionist attitude, the fear of making mistakes, and the negative reactions of other peers (Öztürk & Gürbüz, 2014). Many learners hope to deliver such a perfect speech

that they can barely tolerate the mistakes they made. Once they encounter some difficulties during delivering the speech, such as limited vocabulary and incorrect pronunciation, they would become more anxious. Their anxiety may be attributed to their fear to be looked down upon or laughed at by their peers (Hsu, 2012; Liu, 2006; Öztürk & Gürbüz, 2014; Suleimenova, 2013).

Lower proficiency in English and limited English vocabulary affect the smooth delivery (Hsu, 2012; Öztürk & Gürbüz, 2014; Suleimenova, 2013) because students are not equipped with the necessary structures and word knowledge. Regarding their counterparts, learners with higher proficiency tend to be more confident because of the positive reactions from the audience such as smiling or nodding.

Among different types of students, the female students and those with lower proficiency tend to have a higher degree of anxiety. For example, in Hsu's (2012) study, it exhibited that female students tended to have more preparation time beforehand and experienced a higher degree of anxiety than male students presumably because female students may be more eager to gain good grades and be more afraid of making mistakes in public than male students. Also, female students' anxiety increased more than male counterparts' when they faced unfamiliar audience.

Also, the timing of anxiety strikes at different phases of the speech. In Suleimenova's (2013) study, it suggested that anxiety happened at the pre-verbal stage, since students had to compose ideas and consider what to deliver, and thus anxiety interfered with their speech performance. However, Lin's (2011) study showed her students' anxiety fluctuated within different stages of the competition. That is, their anxiety soared at the anticipation stage, climaxed at the confrontation stage, and finally descended at the release stage. The peak of anxiety may stem from the speech task itself which was regarded as a strong stimulus for most speakers.

Since speaking anxiety affects learners' performance, it is suggested that the construction of a non-threatening environment and a peer supportive atmosphere can facilitate cooperative learning among learners and therefore reduce the risk of having negative evaluation of their proficiency (Hsu, 2012; Suleimenova, 2013).

The above research paid attention to the debilitating effect of speaking anxiety; however, anxiety could have a facilitating effect on students' oral performance.

According to Ohata's (2005) research, their participants stated that a moderate amount of anxiety makes students more alert and careful while speaking. Positive attitudes could also be held for the students who have represented the school for speech competitions or joined Toaster master club before (Hsu, 2012).

2.2 Personal Growth Students Reaped

Although the students may confront many problems while preparing for the contests, they did attain some benefits from the contests. These benefits can be sorted as three main parts: (a) improved language (Fang, 2005; Hsieh, 2006; Huang & Lu, 2007), (b) attitudinal change (Bradley, 2009; Huang & Lu, 2007), and (c) confidence enhancement (Huang & Lu, 2007). First, after attending the contest, many college learners acknowledged that their size of vocabulary expanded and the accuracy of that surged after the instruction, though not winning any places (Hsieh, 2006). Also, through the training of drafting, college learners knew how to express their ideas clearly with the aid of organizational strategies (Fang, 2005). Second, after the completion of speech task, college learners become confident in delivering public speech and be more willing to enjoy some other speaking related activities (Bradley, 2009). Additionally, due to the launch of the contest, the bitters and sweets of the coaching experience became a shared topic among college peers. The common daily

discussion erected the atmosphere of positive learning, and further motivated college learners to be more engaged in preparations (Huang & Lu, 2007).

2.3 Research Gap

As reviewed in this chapter, several studies have been conducted on learners' difficulties during the deliveries of a speech and their related coping strategies. Among these studies, the majority of them took mixed method as their main instruments, recruited college students as their participants, and the number of participants ranged from above ten to hundreds of them (Hsieh, 2006; Hsu, 2012; Huang & Lu, 2007; Liu, 2006). Collected from such large number of participants, many challenges that the participants faced have been addressed, mainly proficiency and anxiety issues. However, the employment of quantitative or mix methods may fail to have a rather comprehensive understanding of how an individual react to his or her challenges and have a comparatively thorough description of their leap after their struggles. Also, senior high students also deserve further investigation due to their different educational system and language proficiency, and thus they may face different difficulties when it comes to preparing for the speech contest. Therefore, only two participants were recruited to closely record their difficulties during the preparation for the speech contests by observations and individual interviews (more introduction in Chapter Three).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section consists of the five parts describing the research methods adopted in the current study. To address the research questions properly, the research design is firstly elaborated. Then, the subsequent sections introduce the context and the participants of the study. Thirdly, the research illustrates how the data were collected via different sources. Fourthly, the researcher would explain how the data were analyzed. Last, the chapter concludes with ways to increase the trustworthiness of the study.

3.1 Research Design

This study is designed to examine what challenges and personal growth would be confronted and reaped during the process of preparing for an English speech contest from the perspectives of high school students in Taiwan. The method of qualitative case study was employed in this study for the following reasons. First, the core value of the qualitative study is to understand how people interpret their experiences and what meaning they attribute to their experiences (Merriam, 2009). Therefore, a qualitative study is served as a platform that enables the researcher to give participants voices over what they will have experienced during the preparation of the speech contests and how they perceive those experiences. Second, according to Yin (2013), case study is “an empirical inquiry that investigates a contemporary phenomenon in depth within its real-life context”(p.16). In this study, the contemporary phenomenon refers to the English speech contest held in a local Taiwanese senior high school.

3.2 Context

Generally speaking, the speech contests in the present study had two phases and thus were situated in two contexts. It initially started in the form of intra-school competition, which aimed to select the most outstanding students in speaking to be the representatives for the school. After the intra-school contest, the final champion of it would be later assigned to participate in the Taipei City Speech Contest to compete with the representatives from other schools in Taipei City.

The intra-school speech contest was held on 21st September 2015, and the contestants were assessed in the form of impromptu speech, which is done through storytelling a comic strip or a picture. The time limits for delivery are confined to two minutes. The proper time duration for delivery is one minute and a half at least to two minute and a half at most. By the form of impromptu speech, according to Ashley (the teacher participant), the most prominent students can be singled out since the story-telling ability requires both good language proficiency and a good plot developmental skill, which are crucial elements for gaining better places in the following interschool competitions.

As for the interschool competition, in this study, I would take the Taipei City English Speech Contest as the research context in the second phase, since it was the contest that Vincent (one of the student participants) participated as the representative of his school. Taipei City English Speech Contest was held in December, 5th in 2015, and both prepared speech and impromptu speech were required for each contestant to complete. The criterion of prepared speech is 40% content, 40% delivery (including fluency and accuracy) and 20% demeanor. The time limit is lasted up to 4 minutes. The impromptu speech also used pictures as stimulus for contestants, who are allowed to use an English dictionary during the preparation. In the end of the contest, the

judges would choose one member for the first place, three members for the second place, and six members for the third place.

To extract abundant data from the participants, the location where student participants from and received training was selected as the research site, which is one secondary school situated in Taipei, Taiwan and has combined departments of junior and senior high with 30 classes. The average academic performance in this school is around intermediate to intermediate high. Over 20 percent of students scored over 700 in the test of TOEIC. Moreover, according to Ashley (the teacher participant), generally speaking, students' speaking capacity is getting better and better in recent years.

3.3 Participant

3.3.1 The Teacher Participant

The teacher participant of the present study, Ashley (pseudonym), is an English teacher who has published several English-related book series. She was invited to the study since she has been instructing students to prepare for the speech contests for around thirteen years. Many students that had been coached by her ranked high in contests, including top six in the national speech contest in 2013 and the fourth place in the speech contest held in Taipei City last year, to name just a few. In addition, she has been the judges for several speech contests; therefore, she can also understand how to evaluate students' performance based on the criteria of judges'.

In the fall semester of 2015, Ashley became the homeroom teacher for an English advanced class in the department of senior high, in which students have been selected with extra thresholds. First, in terms of Comprehensive Assessment Program

for Junior High School Students, students have to acquire at least 3A++, 4A+, or 5A¹, or they shall be disqualified for further tests for not meeting the requirements. In the next phase of test, students have to take both English reading and listening tests and only the top 40 students can be admitted to this advanced class. Also, she also had other three classes, including one class of tenth graders, and two more classes of eighth graders. In total, Ashley would have four classes to teach in the next semester.

Although this study did not investigate the speech contest particularly from the teacher's perspective, she could be another source for the researcher to triangulate the student participants' challenges and improvements. Additionally, since she had many classes to instruct simultaneously, I would further explain how she arranged the trainings for her students (See Chapter 4, Ashley's Introduction).

3.3.2 The Student Participants

As mentioned in the introduction of Ashley, she had four classes in total in the semester; that is, she had nine students to train in total. In this study, I only recruited Jean and Vincent as my participants, due to the following reasons. First, the focus of the research was laid on the senior high students, so the students from junior high school were excluded. Also, they were chosen on account of their willingness to share and elaborate on their own reflections upon the English speech contest. Additionally, the two student participants stand for learners with different proficiency levels, which can be distinguished from the different classes they studied (one is from the regular class, and the other is from the advanced class) and different groups they registered in the speech contest. Although the assigned task is the same, Jean and Vincent may

¹ According to the regulation of Comprehensive Assessment Program for Junior High School Students, A ranges from 88.29 to 93.33, A+ ranges from 94.14 to 95.24, and A++ ranges from 96.2 to 100.

confront similar and different challenges and gain growth during the participation. Hence, these two students were recruited in this study.

Jean was born in the US and brought to Taiwan when she was four years old. Her language proficiency is above-average, based on her previous TOEIC score, 580. She was the first grader in the senior high school and studied in a regular class. She had no overseas experience after the age of nine, so she went to the Group A in the intra-school contest. Her proficiency was above-intermediate but easily felt uneasy when speaking English.

Vincent had studied in Shanghai American School from elementary school to junior high, and hence for him, English is a common language to communicate with others. Due to his years of overseas experience, he is categorized into group B which belongs to those who have stayed in English-speaking countries or American schools for more than two years after the age of nine. Also, his TOEIC scored above 975 and his high-intermediate level in GEPT passed, both of which serve as his evidence for his excellent language proficiency.

3.4 Instruction

3.4.1 Ashley's Instruction

In the part of introducing Ashley's instruction, I would firstly clarify how they were chosen as the contestants of the intra-school speech contest, and next I would briefly illustrate the general procedure of Ashley's training in terms of the preparation for intra-school contest. Finally, I would explain how Ashley arranged trainings for Vincent for Taipei City English Speech Contest.

3.4.2 The Selections of Contestants

This section presents how Ashley selected the contestants from her classes. In the first place, Ashley would like to invite whoever was willing to participate in the contest; however, nobody was voluntary to do so in every class she taught, so Ashley separated the class into different groups for students to act out the play from one of the lessons in the textbook. Based on the verbal performances, she chose the ones with good pronunciation and intonation.

Ashley had two classes of the 10th grader. One is the regular class, and the other is the advanced class. For the regular class, due to the disparity of proficiency level, Jean's performance easily stood out from the others and was chosen to be the participant of the speech contest.

On the other hand, in terms of the advanced class, owing to the general better expertise in English, Ashley even had to request the possible candidates to her office to have another round of selection. To decide whose capacity was better within the shortest time, she directly gave them the same task in the contest — to improvise a story based on one picture alone. Finally, Vincent's general performance made him the final contender for the contest.

As for Vincent's excellence in English, I still remembered the first time how Ashley described Vincent. She said that she has a student from Shanghai speaking incredibly-good English, and his word choice was so amazingly accurate that the narrative of his story was fairly vivid. In brief, it was his vibrant and native-like speaking style that made him pop out from other peers in advanced class.

3.4.3 Training Process for the Intra-school Contest

To have students better prepare for the intra-school contest, Ashley's general training process was to give students ten minutes or so, ask them to come back to the

office after that, and deliver the speech in front of her and other peers. Then, she would provide the individual feedback after each student finished his/her speech. In the end, she would give general feedback to summarize the overall performance on that day.

To better understand their training condition, I would like to start from how Ashley arranged the training syllabus for Jean and Vincent. The earliest inter-school contest (National Speech Contest) was held in November, so the final winner of the school would have to start his or her training from as early as October. Although neither of the participants in this study participated the National Speech Contest, the school administration had to schedule enough preparation time for anyone who may later take part in it. Thus, for better preparation for the next phase of contest, the school administration decided to hold the intra-school speech contest on Sep. 21th, 2015, although the semester started as early as Aug. 31th, 2015. In other words, Ashley had to choose the representatives to participate the intra-school contest on the first week of the semester and had only two weeks left to train her students. (See Table3.1)

Table 3.1 The Schedule for Training of Intra-school Contest

The Exact week of September	Date	Related Training Syllabus
The first week of September	8/31-09/04	The first week of the semester
The second week of September	09/07-09/11	The training sessions
The third week of September	09/14-09/14	The training sessions
The fourth week of September	09/21, Mon	The final day of intra-school contest

Jean and Vincent had four practices in total with each lasting for 30 minutes for

the intra-school contest, due to the limitation of Ashley's busy schedule². Ashley arranged two siestas for junior high, one for Jean and her classmate, and the other one for Vincent and his classmates on the second week of September. For the next week, she arranged two lunch breaks for junior high alone, and the other three practices including both junior and senior high students. The reason why Ashley included both junior and senior high students at the last two practices is to provoke different stimulus for both sides. Senior students can be the models for junior students to learn from and the performances of some junior students can be good enough to pose some pressure on senior high students to further polish their own speeches. In general, Jean and Vincent had 4 practices before the contest (see Table 3.2).

Table 3.2 The Respective Training Syllabus for Jean and Vincent

Date	Students receiving training	Objectives
9/10	Jean and her classmate (2 members in total)	a. To better adaptation to the form of impromptu speech b. To ease their Anxiety
9/11	Vincent and his classmates (3 members in total)	a. To better adaptation to the form of impromptu speech b. To ease their Anxiety
9/16, 9/17, 9/18	Both junior and senior high students (9 members in total) (5 seniors and 4 juniors)	To rouse different spurs for both junior and senior students

² Ashley had four classes to train in total (including two classes in the 10th grade, and the other two in the 8th grade), and she only had two weeks to prepare prior to the intraschool contest; in other words, she only had 9 siestas for her to train students from 4 classes, excluding her workshop on Monday of the second week of September.

3.4.4 Training Process For the Taipei City English Speech Contest

As for the preparation for the Taipei City English Speech contest, Vincent received three times of trainings before the midterm and two times of trainings right after that. The detailed schedule arrangements will be explained as below. Due to various activities and events held in school (See Table 3.3), the time left for extra trainings shrank, especially the contestants had to finalize and submit their speech draft three weeks prior to the Taipei City's contest (once the script is submitted, it's not allowed to modify, based on the contest regulation). After the submission, it seemed that contestants have three more weeks to prepare; however, just one week before the contest, Vincent had to prepare for his mid-term exam. In other words, he had to spare his time wiser since he had to perform the two significant tasks simultaneously, which not only increases the difficulty of preparation but also decreases the time for extra practices. Additionally, based on the grading rubrics on the handbooks from the organizer, aside from 40% points for content, delivery accounts for another 40 % and demeanor also comprise of 20% grades. Therefore, Ashley laid more emphasis on the tone and expression of each sentence to help Vincent further polish his speech. To examine each sentence carefully, the instructions were performed individually for three times at first (on the week before the Taipei speech contest). After the mid-term, Ashley trained intensively both Vincent and Benjamin (another contestant) for better refinement of their deliveries.

Table 3.3 The time schedule for school activities

Date	Related Events
Mon/Sep/21/2015	The Intra-School Speech Contest
Wed/Oct/14/2015, Thu/Oct/15/2015	The First Mid- Exam
Thu/Oct/29/2015, Fri/Oct/30/2015	Training Camp term
Sat/Nov/7/2015	School Anniversary Celebration
Wed/Nov/11/2015	Prepared Speech Script Submission
Tue/Dec/1/2015, Wed/Dec/2/2015	The Second Mid-term Exam
Sat/Dec/5/2015	Taipei City English Speech Contest

3.5 Data Collection Methods

Data was collected via the following methods: (a) individual semi-structured interviews with participants, (b) observations of the coaching process, (c) other related documents. The employment of multiple data collection instruments could be served as a strategy to triangulate the research site and provide a “credibility” (p. 301) and “conformability”(p. 318) during data analysis (Lincoln & Guba, 1985). Each method of data collection would be discussed in the following sections.

3.5.1 Semi-structured interviews

Semi-structured interviews were adopted in the present study because they can elicit in-depth descriptions from participants of their experience in taking part in

the speech contests. They require interview protocols beforehand which provide guidance and directions during the process of the interviews; also, they offer the maximum freedom for participants to elaborate on questions with full developments (Dörnyei, 2007). The interview protocols were designed based on Carspecken's (1996) guidelines, consisting of topic domains served as the focus of the inquiry, lead-off questions to open up a certain topic domain, and follow-up questions to ask for further related details. Also, all the interviews were performed in Chinese, the native language for both the participants and the researcher, for decreasing possible misunderstandings. I conducted an interview with the instructor and had interviews with student participants three times in total, which will be further explained in the following section.

3.5.2 Teacher interviews

Although the research purpose did not particularly focus on the teacher's perspective, I conducted formal and informal conversations with the instructor, Ashley. The formal one was done once in August, 2015 to establish the rapport with her and to understand the speech contest, her previous pedagogical experiences, and the general procedures of coaching for speech contests. The topic domains for the interview included the principles for contestant selections, instructional procedures, allocations for training sessions, and students' challenges and growth from an instructor's perspective. (See Appendix C, for the teacher interview protocols).

Besides, informal conversations with Ashley were also employed in this study to acquire extra information about student participants or re-recognize the problems that students faced. These interviews were done in the breaks before or after the trainings. The questions I asked in including the overall performance of the student's

performance, the reasons of giving one certain piece of advice, or any other related questions.

3.5.3 Student interviews

The function of the student interviews is to give Jean and Vincent a voice over their viewpoints about the speech contests, including the difficulties they met and the personal growth they reaped from the speech contest. I had one interview with Jean after intra school contest and two with Vincent (one after the intraschool contest, and the other after the Taipei City Speech Contest). Each interview lasted for 1.5 hours. These post-contest interviews were conducted to better understand the entire process of speech contests and possible changes of the participations.

In general, the researcher attempted to establish rapport and asked the participants to fill out a short survey about previous learning experiences before the interviews. In the interviews, the researcher would invite students to articulate their reflections upon the instructions for speech contests, growth and internal struggles (See Appendix E).

3.5.4 Observations

The current study aims to investigate what challenges students face and how they respond to those difficulties during the preparations of speech contests; thus, the observations of the instruction allow the researcher to examine which parts of delivery disturbed them the most. Besides, other descriptive contextual information can be gained with the help of observations (Dörnyei, 2007; Nunan & Bailey, 2009). To answer the research questions properly, the stress of the observation was the instructional procedures for speech contests, including students' delivery, teacher's

feedback, students' responses or adjustments, and other students' reactions.

The researcher conducted the observation with each participant five times with different length of instructional time during the intraschool contest and four times to know Vincent's training process of preparing for the Taipei City Speech Contest. In general, observations were conducted in a non-participatory and unstructured manner. That is, the researcher stood quietly anywhere the coaching took place (usually the office room) and was not involved in any instructional interaction. Also, the researcher video-taped the general process of instructions and kept field notes to document details that could not be recorded, such as peer reactions and anxiety fluctuations of the participants. These field notes were used as materials for later interviews after the observations.

3.5.5 Artifacts

In addition to interviews and observations, artifacts including the application forms, prepared pictures for practices or any other materials used in the process of preparation for speech contests were all collected. These artifacts did not just serve as tools for general knowledge of speech contest, but also prompts for the participants to recall what they had done and why they chose to do so.

3.5.6 Procedures of Data Collection

The data collections involved the following three stages: pre-contest, during the preparation, and post-contest. In the first stage, the researcher met Ashley in August, 2015 before the new semester began to understand the schedule of the intra-school and interschool speech contest and how she generally arranged the instructional procedures for students. Also, a one-hour interview was conducted then to understand

her past experience for providing appropriate supports for the speech contests.

As for student participants, once the contestants for intra-school contest were chosen, I asked their permissions to be the participant of the study and arranged for the interview later on.

In the second stage, the preparation for intra-school contest started on 8th Sep. and lasted to 18th Sep 2015, in which I video-taped the instructional processes with some field notes. During the observations, I also jotted down some parts that may be related to the research and planned to explore these issues with the help of interviews after the observations to have a more comprehensive understanding of Jean and Vincent's thoughts or feelings at that time.

Later, on the day of the intra-school speech contest on 21st Sep., I recorded two participants' performance as a possible stimulus for the purpose of further reflections. After the intra-school contest, I would conduct a post-contest interview with Jean and Vincent individually to understand their challenges and personal growth as the third stage of data collection. As for interschool contest, I would perform the similar round of data collection as intra-school contest. I observed the instructional process and later interviewed Vincent to investigate the challenge he faced and the personal growth he gained in preparing for the Taipei City Speech Contest.

3.5.7 Data Analysis

Every interview was audio-recorded and transcribed verbatim for further analysis. Then, the transcripts were analyzed through the constant comparative method (Lincoln & Guba, 1985) to understand percipients' internal growth and challenges while participating a speech contest. The researcher started from a thorough line-by-line reading of the full transcripts. After several times of reading, the

researcher will start to identify the possible patterns within the transcripts, and thus the initial codes emerge. Next, as more and more codes appeared, the researcher re-examined and compared the codes constantly with other parts of transcripts. If new codes failed to possess some of the properties as the old ones, some modifications were made such as creating a subcode, or redefining the original codes and so forth. Finally, if all of the transcripts were scrutinized completely with no more possible codes coming out, these codes were synthesized all together and be presented in a narrative from different participants' voices.

These stages were not done successively but rather recursively. In qualitative research, the process of data analysis begins as soon as the project starts and continues until the final submission of the report (Hood, 2009). Therefore, the researcher went back and forth for these stages in an iterative means to generate insights from the data.

3.5.8 Trustworthiness

To guard the trustworthiness of the present study, three practices would be employed based on Lincoln and Guba (1985). First of all, the data gathered from multiple channels, including interviews, observations, and other related artifacts to triangulate the participants' experience with speech contests, and their challenges and personal growth while taking part in a speech contest. Through the process of triangulation, the possibility of credible interpretation increased since it was confirmed by more than one method. Second, one peer debriefer, who has had previous experiences in carrying out qualitative studies, was invited to provide constructive suggestions to the study such as the interview protocol, and coding schemes. Through the lens of the peer, it is hoped that biases or assumptions could be clarified, and some uncertainties during the completion of thesis would be reduced.

Finally, the last technique is member checking. After the interviews and observations, I provided the participants with a full text of their stories in order to clear up any misinterpretations and to invite them to see whether they would provide additional information. With the help of triangulation, peer debriefing and member checking, it is hoped that the trustworthiness of the present research would be enhanced.



CHAPTER FOUR

RESULTS

Introduction

In this chapter, I would start from the story of Jean to illustrate her difficulties when preparing for the speech contest and the growth she gained from the participation. After the illustrations of Jean would be followed by the story of Vincent, whose story is composed of two cycles of competitions, both intra-school and inter-school contest. Finally, his story will be ended with his personal growth from participating the speech contests.

Story of Jean

Part One—Jean's difficulties

Prior Negative Experiences

Jean participated in one speech contest during her primary days. The speech format then was prepared speech, and she did much preparation for the contest. Also, her homeroom teacher brought the entire class to the stadium to watch her speech. However, once she stepped onto the stage, she was so nervous that she couldn't help but shiver onstage. After delivering the beginning of her speech, she just couldn't remember what to say. Although these contents had been practiced over and over again, they just fell into fragments she didn't know how to pick them up. Therefore, all she could do was stand on the stage and be silent. She felt ashamed then because every single person in the stadium saw her being helpless on the spot, of course, including each of her classmates. From her third grade, delivering speech in public has become her nightmare. Therefore, the negative past experience is one of the difficulties for Jean when preparing for the speech contest. However, now she has become a 10th grader, though intimidated by the past experience, Jean thought she has

been mature enough to face the challenge once again, so she decided to participate in the contest, instead of shunning away from it.

Competition with Superior Peers

In addition to the past negative experience, speaking in front of peers from advanced English class seemed to be an enormous pressure to Jean, since Ashley arranged Jean and her classmate to practice together with peers from advanced class after the first practice. The following excerpts are some evidence of her mental stress.

Excerpt One

R: Hum, so how did you feel when you finished the speech?

J: it's so embarrassing!

R: Why do you think it's embarrassing (to speak in front of peers from advanced class)?

J: Because...cuz...it's like...like...like a professional English speaker watches a kid in the kindergartner speaking English. It's so horrible! (the first interview with Jean)

As previously introduced, students from the English advanced class have been selected through certain criterion; thus, generally, students from advanced class have better proficiency than those from regular classes. However, the proficiency in Jean's mind between advanced class and regular class is even much wider than that of their actual language performances. From excerpt one, Jean viewed peers from advanced class as “*professional English speakers*” and compared her language proficiency to “*a child in the kindergartner*”. This exaggerated expression may not illustrate the actual gap between them but indicate the mental gap that Jean imagined, and more importantly, it became a potential hindrance for her during the competition. Excerpt two below may be another good demonstration of her fright.

Excerpt Two

R: Do you remember the feeling when the first time you saw them (peers from advanced class)?

J: It was so terrifying. I even asked my classmate: “They are not going to compete with us in the same area, right?” “Of course, they do.” answered my classmate. Then, I was to...totally shocked, and I thought “Gosh! Oh, no!”

R: Like a bolt from the blue?

J: Yes. And when I knew, on the day of contest, once the contestant finished his speech, he would appearance is earlier, then everything will be fine. But, unfortunately, my order is right after Benjamin (pseudonym, one superior peer from advanced class), the right next one. He must have already given such a great speech, and I...I am so...(the first interview with Jean)

This imagined mental gap convinced her that she could never win over them so she, in the first place, wished that they wouldn't be arranged in the same area on the day of the contest (which means advanced peers are divided into another group); however, as she knew she had to compete with them altogether, and that came as a shock to her. Next, if she had to compete with them, she hoped that at least her order of appearance could be as early as possible, because she didn't want her speech to be heard by any of those advanced peers. Yet, Benjamin's order was earlier than she, which terrified Jean because her speech would be directly compared with Benjamin's and Benjamin would even pay attention to her less competent speech. Still, the contest hadn't begun, but she already assumed that these peers from advanced class would have delivered such a wonderful speech that her speech couldn't be compared with. Obviously, competing with advanced peers caused an enormous stress to her and became one of obstacles for her preparation.

Language Anxiety Affected Her Speech

Apart from competing with advanced peers, the task of delivering a speech confidently also disturbed her in many ways. Jean admitted that in the entire course of

the competition, her anxiety onstage was the biggest problem for her to overcome. Because of her anxiety, her performances were considerably affected.

To demonstrate how anxiety impacted her speech, firstly, I would like to start from Jean's first practice, and see how she delivered her first speech and what difficulties she met. In the first practice, only Jean and her classmate were present in order to lessen their anxiety and to enable them to adapt themselves to the impromptu speech. In this practice, the following picture (see, Figure 1) was used as the material for Jean to improvise the story, and her first time speech has been transcribed as the follow.



Picture 1 the 1st Practice

Jean's First Practice

Good afternoon, I'm No. 2. My name is Mandy. Today I'm going to tell you a story about ...which I dreamed yes... yester...last night. Um..The story is about a village filled with a lot of animals but all the animals stay in their home. No one came out because there was a monster called Gruffalo who wanted to attack the village. One day, another old goat came to the village, and one turned up one turn up (the picture in her hands fell to the ground and she picked up immediately with an anxious look)

the... the... the... village ..and but so he went into a..a.. home, but after he opened the door, he saw another goat hiding in the edge and and kept shouting, "No, don't kill me. No, Gruffalo, please don't." He suddenly felt too so bad that another animal can, he can let another animal feel so scared, and so he wanted..decided to be a good person, he.. a good goat. He gathered all the villagers and and had made a plan to attack the Gruffalo. That day he he stand in the middle of the village. The Gruffalo is so happy that he can finally get an animal to eat for dinner. Um, After, after all, the villagers saw that they were so angry and and they went to attack, the the Gruffalo still ate the old goat but ,but bur he ran away right after that. The villagers saw the old goat getting sick, he were they were so sad and... and... and... talked to the old goat. The old goat said he wanted to be a nice goat after... after if he can be still alive, but he still died. Um..The villagers were so happy that the old goat helped them, and so they set a grave... grave in the middle of the village to to to remember him forever, and they live happily. Thank you. (2m31s)

The above transcript of Jean's first practice showed that although she tried her best to deliver her speech, there was some room for her to improve. In the following texts, Ashley's feedback was regarded as the evidence of the room she needed improvement and served as the proof of the difficulties she was faced with.

First, Ashley suggested that the opening of the speech be more specific, which means that Jeans might have problems using proper collocations in her language. Jean's opening was "Let me tell you a story which I dreamed last night." However, based on Ashley's feedback, if Jean really wanted to share the dream she had last night, she should put it as "Let me tell you a horrible dream I had yesterday" or "Let me tell you a dream of mine yesterday" since nobody really dreamed a story.

Therefore, Jean was requested to adjust the beginning of the story to be more specific: "like my grandmother or one of my old friend, Jack; even an old book I found in my home." By doing so, audience could feel the story Jean delivered was real instead of being improvised six minutes ago. Using the fixed opening is also recommended, according to Ashley, since that enabled Jean to have some more extra time making up the story rather than worrying about which words to be used in the opening.

Second, Jean's stance and gestures were suggested to be more natural. When Jean got nervous, she would swing her body from the left to the right constantly. The swinging movements emphasized her uneasiness onstage. Hence, Jean was advised not to stand still (but not too stiff like a zombie) and put down her arms beside the body and move them naturally as her talked. The way she moved onstage should be approximate to her daily modes of communication, such as chitchats with friends. With the help of natural stances and gestures, her speech would be more convincing for the audience.

Third, without having enough confidence in herself, Jean couldn't keep her eye contact with the judges, especially when she tried to organize the pieces of her stories and figure out how to put them into reasonable sequences. Therefore, Jean was reminded not to look down at the floor since once her head is down, her voice went down along with it. Her voice should be thrown to the back of the room, so the position of head must be upward. Also, to look around the surroundings and to look right into judges' eyes are helpful for her since they are the ones whom she spoke to. Yet, if she dared not to look into their eyes, she can look at their noses, and the judges would be convinced that she was looking at them.

Fourth, Jean mimicked the voice of another character during the story plot, which is a strategy highly recommended by Ashley. Still, Jean's voice expression was still not vivid enough to fully attract audience's attention with her plain tone flattening the original story. Her monotonous may be related to her habit of mumbling in her mouth and that can blur her pronunciation and intonation in her delivery, and thus can increase the difficulties for listeners to comprehend her speech. Therefore, Jean was suggested to open her mouth wider to avoid these problems in her speech. Besides, Jean can be more immersed in the story she made, so when the story reached to the

climax, her expression could fluctuate more with it as the story developed.

To sum up, from the above suggestions from Ashley, only the first shortcoming is out of lack of practices, and the other three aspects of feedback may be more or less related to her nervousness. Jean was not that confident as other peers, so her uneasiness had impacts on her stances, her eye contacts with the judges and also her voice expressions.

Still, how did Jean thought of her own speech? Did she possess the same viewpoints as Ashley's? To understand how Jean evaluated her speech, I further asked what her biggest challenge was in terms of speaking onstage, as shown in Excerpt Three.

Excerpt Three

R: What was your biggest problem then?

J: Well, it's nervousness, such as facing judges in the contest, facing superior peers and the teacher in the practices, even peers from junior high, or anyone listening to me.

(the first interview with Jean)

From the excerpt three, aside from Ashley's feedback, Jean herself also admitted it was the nervousness that influenced considerably on her overall performances; thus, she couldn't have eye contact with the judges, couldn't have proper gestures to help her speech, and dared not to exaggerate her voices when the climax of story reached.

There was another cause for her to be anxious onstage is her stammering especially when she needed to plot the story in her mind. Take her first practice impromptu speech for example. She had stammered for 12 times in total. In fact, stammering is common phenomenon in a speech; however, if too much stammering occurs within one speech, that may hinder audience's comprehension. In the excerpt four, I would further explain the reason why Jean stammered in her speeches.

Excerpt Four

R: Why do you stammer? ...

J: Nervousness, and I'm also afraid that I will forget the following stories. So I would like to speak it out as soon as possible, because I'm really afraid that I will forget.

⋮

J: because sometimes when I spoke the story out; in the meanwhile, I was thinking what I was going to say, but if I couldn't pick it up, my speech will fall into fragments.

(the first interview with Jean)

Based on Ashley's feedback, telling a story, in fact, involves multi-tasks including an appealing opening, proper stance and gesture, eye contact, and appropriate voice expression. Aside from those elements, not to forget the story she just composed is another difficulty she was confronted with. In other words, her stammering occurred when she organized her story line in her mind. Jean was afraid that she could forget what she was going to say, so she could not help but speed up her speaking. Thus, when the two tasks, organizing the story and putting it into comprehensible units, could not be worked out smoothly simultaneously, her stammering occurred repeatedly, and her anxiety ascended as well. Finally, she was overwhelmed by her anxiety once again.

In the next excerpt and speech transcript, I would show her 4th practice, the last practice before the intra-school contest. Also, in this practice, she invited both junior and senior high students to practice together. The transcript of the practice will be followed by the interview about her description of forgetting lines on the stage.

Jean's Fourth Practice

Hello, my name is Jean. I'm No. 3. Today I'm going to tell you a story about two dogs that I named Tom and Bob. One day, after living inside of the house, they found a big suitcase in front of their dog house. They saw so many toys and a big fluffy blanket inside it. They they were so wanted to took them in the suitcase so badly, so so they they fight with each other and have a barking until their owner

came out of the house. "What are you doing? You shouldn't fight," said the owner, " (3secs)I won't give any I won't give you two any food until until you apologize to each other, OK?" After saying that, the owner went back home and took another big blanket and put it inside of the dog house. The two dogs were, the two dogs.....After they saw that, they...the two dogs, they they looked at each other and and apologized.(2 secs)Um... (3secs) "You can You can take that blanket," said Bob, "I am fine with the the old dog house."(2 sec, looked up to the ceiling) "Really?" said Tim. "Really?" said Tim. (2 secs, held her fists tightly and swung)Um(3 secs, held her fists tightly and swung) He he was so glad that they didn't want to fight with anyone.(stepped her legs right and left) "Thank you, ... Thank you, Tim.... you are my best friend," said Tim, and they hugged each other. Thank you.

(1m 51s)

Excerpt Five

R: You said you had had the experience of standing on the stage but forgetting your following story lines?

J: yes...

R: when was that?

J: it's about dogs and cats.

R: you mean the time on the bridge?

J: yes!

R: so how did you solve then?

J: Then I, I thought I... the story was different from what I thought, because I had skipped a part, skipped a part.

R: what was the story you're supposed to say?

J: I thought, it's about dogs...um..no, no, no, not cats and dogs. That picture was two dogs. They are in front of a luggage box with a blanket inside. Then, I said they finished their breakfast. After having breakfast at home, they saw a luggage in front of their dog house. And they felt, they felt very nice, and found a big and fluffy blanket with so many doggie bones. Then they were happy about that. And they wanted to live in because it's comfortable to sleep in the blanket. Then they were having a fight over that. Then, their owner came out angrily to tell them to shut up and said no, you can't... say how can you, how can you have a fight? Then, I remember when I talked about the part that the owner came out, and suddenly I kind of, kind of forgot what to say.

...

J: It was different from what I thought, then I just kept stuttering, then I just skipped to....what I initially planned was that they were having a verbal argument, then the argument became a real physical fight, the here came the owner. But, then, it directly jumped to the part that they directly forgave each other in the face of the owner without doing anything.

(the first interview with Jean)

As previously stated, Jean said she didn't like her speech to be heard by those peers from the advanced class, because she thought her speech was not good enough to be heard but unfortunately, everyone had done their speaking except for her. She was the last one to deliver, so her stage fright was so obvious that she didn't know where to put her hands, after thinking for five seconds and looking, she decided to put her arms beside her body.

From Excerpt Five, Jean told me the reason why she was even more nervous than previous practices is she suddenly forgot what she was about to say right there on the spot. She had planned to vividly describe the entire process of fights--between two dogs, but she just skipped, and she didn't know how to solve this mistake. As shown in her speech, she started to pause right after she said the part that owner came out. What's more, after the part of apology, her stutters and pauses increased. Her anxiety can not only be found from the script but also from her body postures. She even frowned after her speech, and her face just illustrated how disappointed of her. Overall, from her last practice before the contest, she still did not overcome her stage fright at last.

To sum up, from the aforementioned statements, I assume that Jean's anxiety derived from her incapability of delivering an impromptu speech onstage which involves multi-tasks at the same time. For example, she had to improvise the plot within time limits, have a good opening to start her story, have good stance and gestures, make good eye contact with judges, have proper expressions if the plot needs, and remember the plot while doing all of these tasks in her mind. Once any part of them lost, her degree of anxiety surged. The more anxious she became, the less likely she was to lead a good speech.

Part Two—Supports from teachers

Though she failed to defeat her language anxiety during her delivery, she still found some other resources beyond regular trainings to further assist her speech.

The first support she found is Ashley. Besides her standard trainings, she turned to Ashley after school to see if there were any techniques that can make her look confident during her delivery. At that time, Ashley recommended her the “mirror method” to help her adjust her general postures, as shown in Excerpt six.

Excerpt Six

R: What is the teacher’s method?

J: she said, she asked me if anybody is at home, so he or she can monitor my speech. But, but because my dad always comes home late, then so nobody can help me at home. Then, she said that you can stand in front of mirror, and you can see yourself, and know what you look like when you convey the story and check if you look nervous. Oh, and right, remember to time the speech.

...

R: Did you do that?

J: Yes, I did. But my eyes could not look at myself unconsciously and when I was thinking about story, I will look to the side.

(the first interview with Jean)

She had tried the “mirror method” taught by Ashley several times, although, due to time limits (only two weeks for her to practice), she still got nervous once she had to be onstage. At least, this method has increased her awareness of her problem that she couldn’t help averting her eyes to the sides when composing her story in her mind. She still could not stop herself from drifting eyesight’s during the speech, though.

In addition to seeking help from Ashley, Jean also tried to find her foreign English tutor for assistance. Due to the horrible experience in the fourth practice, she

didn't want to make the same mistake, forgetting the story plot during the delivery, in the contest once again. Therefore, she sought for assistances from her foreign English tutor, who has been the judge for several speech contests in some high schools. He advised her some strategies to employ during the 6-minute preparation, as shown in Excerpt 7.

Excerpt Seven

R: And what kind of advice did he give you?

J: He said, he said, maybe the first two to three minute is for you to plot the story. Then, after that, you have to try to use you own words to retell the story, because you simply roughly made up the story. Then, then, you have to think how to start, and how to describe in the middle and repeat the story as many times as possible to make yourself not forget the story.

...

*J: Make up the story first, then make some arguments, and then run the text several times and memorize it as much as I can
(the first interview with Jean)*

This “time allocation” method, according to Jean, was really helpful for her since on the day of contest, she only had limited time (six minutes alone) to prepare, unlike her daily practices, in which she could still prepare her speech while others were delivering. However, she has never practiced her impromptu speech right in front of her English tutor because the place that the tutorials were held is in a coffee shop, and Jean felt it's awkward to practice her speech there, so she just asked for the tips to better storyline composition.

Part Three—The Performance and Self-Evaluation of the Day of Intra-school Contest

In this section, I will start from the transcript she delivered based on the picture below (See, Figure 2) on the day of intra-school contest, which is followed by my observation journals and the post-contest interviews with her.



Picture 2 for the Intraschool Contest

Jean's speech

Hello, everyone. I am No.3. Today I'm going to tell you a story about a group of monkeys. Um The leader of the monkey, who is called Jack, he he he is a very strong monkey. He take all of the monkeys to get through the forest and and being a good leader. He has a son who is called Shine. Five years after, Shine grew up into a healthy little (pause) monkey (pause), and and he lived with his mom, not with his dad, because his dad was busy of finding fruits for all of the other monkeys. He doesn't make his dad So one day he gathered all the monkeys in the camp and ask them to pick a plan with him, and on that day he gave another monkey a sign, and then all the monkeys in the camp attacked Shine. Shine was frightened, thinking what would happening and he and he ran out from his house. The monkeys suddenly all stood up and attacked Jack, and then Jack died. And Shine Shine became the leader of the monkey and all of them lived happily ever after. Thank you. (1m35s)

Based on my observational journals, Jean was still very nervous on that day. In the first place, her volume of voice was apparently smaller than other competitors, and she still kept swinging her body throughout the speech although the range of that

got smaller as her speech went on. Besides, the way she described her story was as monotonous as her daily practices; what's worse, she didn't add any conversations between the characters she made to spice the story up. Instead, she simply delivered the story in her mind. Also, her uneasiness can be shown from her gestures, after her short introduction, she put her hands at her back until she said to the part as "*So one day he gathered all the monkeys,*" where was roughly half of her story. Perhaps her anxiety decline slightly as her speech went, and since then, her gestures became more natural.

Still, she made some improvements. In her practices, she had trouble having her eyes contact with the judges. At the contest, she kept her eye sight straight at the judges, based on my observation. (Although she confessed to me that, in fact, she didn't look at the judges. Yet, her eye sights didn't drift around or directly look at the floor, which is a great achievement.) Additionally, her frequency of stammering obviously decreased and that made her speech more fluent.

After the contest, I asked her several questions over her reflection upon her performance on that day (See as Excerpt Eight).

Excerpt Eight

R: Do you still remember the story on the day of the final intra- school contest? Is it about apes or something? How did you design the story, do you still remember that?

J: Yes, it's very mediocre. It's it's that he, the man with the weapon is a man and behind him is his child and his wife, but he may be that kind... that kind of leader of the tribe.

...

J: Yes, and he and he kept fighting wars, and because he had to find food to eat, he was too busy to, to have time spending with his families, so when his kids grew up and didn't like their father, and felt discontented about him, because he had no time to get along with them. So, one day his son summoned those monkeys who didn't his father and planned with them to kill the father. Then, then, when I designed the part of killing the leader, I didn't think too much about it, so I just briefly talked about it. So I simply said they had a plan, and killed him on the next day. So, the son

became the new leader of the tribe. Because I just introduced it in brief, so it became a very ordinary story.

...

J: I remembered when I came to the tense part, I can't just gloss it over, but when I finished my story, I'd already got so nervous that I didn't pay too much attention to how to describe that, and it's already out of time to do so. ...So, when I came to that part, I just said they had a plan, and he summoned many people, and killed him. And, and I felt very awful, because I didn't give too much details, but I still had to keep the story on, or it will be even worse if I broke it down.

(the first interview with Jean)

In the interview, Jean knew that she had to provide more details on the part of her story's climax, where the son launched a war to overthrow her father's status in the tribe. However, the most urgent task for her at then is to "spill out" the plots before she forgot them because the time for preparation was exactly six minutes only, and that was too short for her to prepare, compared with the time limit she used to have in her regular practices. However, she was highly appreciative of the method that her foreign English tutor taught her as her story could not have been completely developed if she had not employed it because she must have forgotten what she was going to say about.

Finally, in the end of the interview, I asked her to evaluate her performance on the day of the intra-school contest to understand if she gained growths from Jean's own point of view.

Excerpt Nine

R: How much will you score yourself, based on the performance of the contest, if the full marks are a hundred?

J: About...like 70.

...

R: Why 70?

...

J: I already felt very moved that I could deliver my story like that, but, of course, I know I still have much room to improve it like I should speak louder and should not be so nervous. And I

barely looked at the judges. I knew there were there looking at me, but I still can't look at them. But still I didn't pause for a very long time, and parts of my story were connected in the long run. (the first interview with Jean)

In sum, for Jean, not forgetting the story line onstage can be viewed as a foremost breakthrough in the entire process of her participation, since one of the biggest worries for Jean is whether she would forget the story line on the spot. Still, she did pause for one second or two, but she went on her story immediately afterwards. Therefore, although she didn't win any places in the end, Jean was satisfied with her performance on that day since she made some major improvements that she hadn't made it during her practices.

Part Four—Growth Gained from this Experience

Horizons-broadening Experience

Jean felt stressed and embarrassed when she delivered her stories in front of advanced peers, because from her perspectives, her proficiency is far inferior to them. However, she did enjoy listening to their speeches, which were viewed as if “impressive shows” for her to appreciate. In Excerpt Ten, you can see how Jean was astonished by Vincent's storytelling.

Excerpt Ten

R: Why do you think he (Vincent, the champion of the intra-school contest) is so impressive?

J: Well, for me, the way he described the story is amazing, I can even feel the tension simply from his description.

R: So, you mean that when he narrated some tense parts, you can feel it vibrantly?

J: Right, and sometimes his volume can be suddenly so loud, then...

R: You think that he controlled his voice amazingly?

J: Right, and his movements.... And he spoke the story so clearly. The story is very smooth, and I can totally understand what he said. And maybe it's his facial expressions or his gestures that we don't usually take good advantage of. But, when you watch how he utilize them like that, it's very impressive.

R: Can you tell me more about his gestures?

J: Um, for example, I remembered the plot went to the part as one of his character took something to throw at people, he will be like this (swirling her hands like throwing something)... with his facial expression being scared.

(the first interview with Jean)

From Jean's responses, Vincent's way of presenting his story totally made her immerse in the story because of his varied voice expressions. His rich expression was more than the fluctuation of different volumes during the delivery. His vivid body languages and native-like pronunciations also make himself understood with ease to the audience. Coincidentally, these advantages were absent in Jean's speech. She couldn't accomplish the same level of work as Vincent; however, the advanced peer set an example for Jean to follow. This effect is correspondent to what Ashley originally planned to offer when she designed the trainings for contestants. In short, if Jean had not participated in the contest, she would not have witnessed what a good speech is from the demonstrations of these advanced peers.

Gaining A Sense of Achievement

In view of her prior negative speech-contest-related experiences, it is especially difficult for Jean to participate the contest since she had to get rid of those unpleasant memories in the first hand. Instead of being intimidated by that, she chose to face the challenge and overcome the weaknesses she has had. Yet, from the process of her trainings, her nervousness has always haunted her during her speech, and even further impacted her performances; however, it is still brave of her for not being defeated when those frustrations occurred. In the long run, her performance on the day of the contest has enhanced in some degree, though she still had some problems unsolved and had some gaps between she and other peers. This "slight" enhancement finally grew into a positive sense of self-actualization, as shown in the excerpt

beneath.

Excerpt Eleven

R: Um, so what progress do you think you have made the most in the entire process of participation?

J: I think that I have tried my best persisting in finishing the story; that is, I can't just have my speech stopped in the halfway and stand there without knowing what to do.

(the first interview with Jean)

From the last sentence she said, it is suggested her resolution to solve her language downsides finally boosted her confidence and self-achievement. To sum up, the biggest personal growth is her enhancement of self-confidence from the course of participation. In the entire process, she had to conquer her apprehension to speaking onstage in the first place. Next, she persisted in solving problems and sought for different supports to better her performances. Last, finishing her story instead of quitting her story halfway and not forgetting her planned story onstage became the inward power of self-actualization.

The story of Vincent

The First Phase of the Contest—The Intraschool Contest

Brief introduction of his prior experiences

His prior experiences of speech contests took place in his days of junior high school and the form of them were prepared speech in Chinese which were not difficult for him to manage because he could totally grasp what he was about to say, and all he had to do was memorize the scripts and speak out onstage on the day of the contest.

However, the speech contest in senior high is completely different from the previous ones for Vincent. In the beginning, he refused Ashley's invitation since composing a 2-minute story within six minutes is something he had never done before. In addition, he was afraid that he might forget what he was going to deliver in the face of other contestants, and this imaginary scenario was too embarrassing for him to envision, as shown in Excerpt 12:

Excerpt12 (V-Vincent, R-Researcher)

V: Actually, I didn't want to participate the contest.

R: Well, why?

V: Because... how do I say that? Humm, it's quite stressful.

R: is it because of standing on the stage?

V: No, it's just a mode of speech I've never touched before. ... The form of speech I used to have is prepared speech. As long as you memorized the script well, you really had chance of getting some places in the end. As for this kind speech form, you have to rack your brain quickly, and that is something I am really not good at that. ...And I really afraid I can't do it.

(the first interview with Vincent)

Therefore, his biggest expectation of himself, at first, is not to make a scene and embarrass himself onstage on the day of the contest. Given that his order of appearance was twenty two, when he went up to the stage, there would be more than twenty students watching him deliver the story. If everything goes smooth, he will

enjoy everyone's attention on him; however, once he should forget what to say, then audience's eye sight will make him even more anxious and less likely to pick up the content he is ready to speak, as illustrated in Excerpt 13:

Excerpt 13

R: What's your expectation?

V: Not to make a scene.

R: well, what did you mean by that?

V: when I can't think up anything to say, I'll simply watch the judges with hollow eyes. Because I am No. 22, there will be more than twenty classmates sitting there. If I've got something I can't pick up, and I will still have no ideas at all when everyone else is watching at you. The more I think about it, the longer they watch me, the less likely for me to think of anything.

(the first interview with Vincent)

Different from Jean who was influenced by prior experience, Vincent is more confident in himself, especially for his composure onstage. As he expressed, “*I feel at least I can hold a great composure on stage. ...Although everybody knows I'm nervous, I can still keep talking.*” That is, Vincent convinced that he had the capacity to keep telling his stories to the audience even when he panicked on the stage.

Part One— Vincent's Challenge (from Relaxing to Anxious Attitude)

In the practices for intraschool speech contest, I chose the first and the last two practices to accentuate his attitudinal changes, from firstly relaxing and careless mindset to later panic and fear-for-losing-the-game state of mind, as the contest approached.

The first practice of the impromptu speech

In the first practices before the contest, I could easily understand that to

improvise a story is not a difficult task for him since Vincent had developed some strategies by himself to deliver a story to catch the audience's attention. Also, he dared to hold the opinions differing from Ashley. More details will be introduced in the following statements.

First, I'll start from the following picture, deriving from the movie *The Road*, a post-apocalyptic movie (See Picture 3).



Picture 3 for the First Practice

The first strategy he employed was to exploit and revise the related plots he had been exposed to. For example, after looking at this picture, Vincent decided to set his story in Canada because of the woods in the background. The picture depicted a man and a boy looked exhausted and desperate, walking in the woods, and that scene soon made Vincent think of some materials about the doomsday which is a popular theme in the field of video games. Suddenly, it occurred to him that one of related video game called *Fall Out*, which setting takes place in a post-apocalyptic environment after a nuclear explosion, and the two main characters are the ones who know how to find their ways out of the chaos. Thus, he decided to start his story from the scenario of nuclear explosion in the first place. Next, he had to decide the relationship between the man and the boy. Then, another video game came to his mind, *The Last of Us*. It depicted the harmony of the world was destroyed by an outbreak of a mutant fungus,

Cordyceps, which transforms its human hosts into human-eating zombies. In that video game, the protagonists are two strangers in fact, a man and a girl. Since the man's daughter was dead due to the catastrophe, he treated the girl as his own daughter and they collaborated together to survive in this impasse. He borrowed the concept of the bond between the two from this game and set the man and the boy, the two strangers, finally found the possible solution after the outbreak of the nuclear blast, as shown in Excerpt 14.

Excerpt 14

V: Actually, at first, I just thought of a game that I had played before. ...because I'm just a game lover. ...And I have lots of doomsday games like The Walking Dead(陰屍路). One of the game is called Fall Out(異塵餘生), anyway it's about radiation. ...There are plenty of games around the theme of doomsday.

R: Like Residents Evil(惡靈古堡)?

*V: Yeah, something like that. ... Anyway, the world was plunged into the chaos, then there would be two people far superior to others. ... There is also another game having a great influence on me. It's called The Last of Us (末日生還者)... The game is mainly about the world was devastated by a mutant fungus, Cordyceps. If human beings were infected, no no no, not just human beings, if any creatures were infected with the fungus, they would become something like zombies. And the main character are happened to be two people. One is a father, and the other is a girl. But they are not, they are not relatives....They're two strangers. And they have developed some kinds of bonding later on since the father's daughter was dead because of this disaster, so he took that little girl as his daughter. And their goals is to.... This kind of game's goal is to find something to rescue them. Therefore, in my story, the ending is we found the hope.
(the first interview with Vincent)*

According to the above excerpt, when he arranged the story line, he would firstly search for the possible story setting from the materials he had touched before such as the background of video games, novels, films or comic books. After settling on the setting, he would start to illustrate the relationships between the characters. Next, the most major part of a story is the problem (which is also the most important element for him to compose a story) the character(s) faced and ended with the

solution they reached.

In addition, the second strategy he took was not to name any characters in his story on purpose since the act of not providing names offers more spaces for audience to imagine the images.

Thirdly, his rich expressions to have audience more engage in his story; for instance, when he went to the part where the man spoke, he thickened his voice and even changed his English into Texas accent to differentiate two roles in a story. His first practice of speech was transcribed as below.

First practice of speech

Hi, today I'm gonna tell you a story.(in a not-so-serious tone) Somewhere in Canada(turn to the narrator's tone), in 2016, a boy was walking across the market in a suburban village. Coming across an antique freezer, the boy sighed. Since the nuclear war, no one has been able to get for meals for days. (pause for a few seconds) Suddenly a voice appears through the air, "Have you found any?"(a deep masculine voice)the voice grumbled. "No," (a younger voice but different from the narrator's)the boy complained, "There's nothing here."(the boy's voice) " All right, then."(the man's voice) The man said (narrator's voice), "It looks like we have to go to somewhere else. I got a few rounds in this gun, and we can maybe hunt something that has survived the nuclear burst."(the man's voice) The boy reluctantly stood up, followed the man and his cart, which was just a shopping cart with their supplies on it. Although he was following the man, the boy's mind was lost and thought "would they have make it?" No one has ever seen anybody in these places for weeks and weeks. It seems they are the only two people alive, and soon they might perish like the others. Lost in thoughts, the boy did not notice the man suddenly freeze and crash into him. "What the hell?" the boy said. "Look!" (the voice is low and whispering)the man said, his voice trembling, "Look at that." (still whispering) The boy squinted(Vincent squinted as well), and brushed some snow from his eyes. "I don't see anything." The man turned, his face stretched in a smile, "We found it."(still whispered) he said, "We found hope."(low but confirmative voice) Thank you. (Other students clapped their hands)(Smile and raise his eyebrows at Ashley)

Though in the interview, he confessed his uneasiness about the task, which refers to composing the story within six minutes and delivering it right away in front of listeners, his performance is rather remarkable based on his transcript above. Still,

he and Ashley had some disagreement over the opening of the speech. The dialogue is listed as below, as shown in Excerpt 15.

Excerpt 15 (V-Vincent, A-Ashley)

V: Good afternoon, people.

A: What are you? The president?

V: Can I start my story yet? (classmates laughed)

(tapped on his leg, and threw back his head) Settle down(raised his hands).

A: We're not your people.

V: Someone in Canada...(started his story right away)

A: Wait a minute. Please have a start, a beginning.

V: But I don't have~ a start.

A: At least say hello.

V:Let me tell you a story.(acted cute as a girl)

A: At least say hello to the judges and ...

V: Good morning, judges and contestants. Today I'm going to tell you a story.(in an intentional formal tone)

A: No, no, no. You don't have to be so formal, but you have to say hi. That's at least ...

V: Hi, today I'm going to tell you a story. Happy?

A: One more time.

(Vincent officially started his story)

(the first interview with Vincent)

The debate arose between Ashley and Vincent owing to different ways of initiating a story. Ashley would like students to have a clear opening to address the audience that the story is about to begin. However, Vincent didn't want to follow her advice in the first place so he used different ways to reject her proposal. First, he just started his story and directly asked Ashley when he can begin his own story. Then, he deliberately changed his tone into either a way-too-cute one or a way-too-formal one. Finally, he even asked Ashley "Happy?" after he finished the assigned way of speech to show his disagreement with her.

After the practice, I asked Vincent why he did so. He said that he could

understand why Ashley would like to start a story like that because most of the judges favor this form of delivery; however, he was not that used to this new way of delivery which is different from his speaking habit. Finally, he confessed that Ashley's suggestions did help his performance on the day of the contest since this style of speech is favored by most judges.

The fourth practice of impromptu speech (on the day before the contest)

Contrary to his first practice, as the day of contest approached, Vincent's performance swung with his degrees of anxiety. Affected by his anxiety, his first difficulty emerged—don't know how to fix his slip of tongue in the middle of a speech.

Below is the practice taking place on the day before the contest. Also, to provide stimulus for both junior and senior high students, Ashley arranged two sides of students to practice together.

Fourth practice of impromptu speech

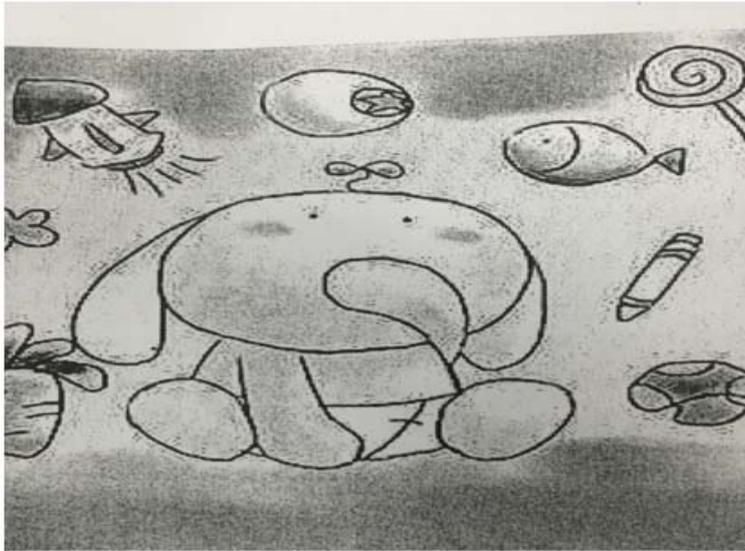
Hello, everybody. I am candidate No. 22. Today I am going to tell you a story. Somewhere in Chicago, a war exploded. This is not the regular street gang war. This was a war to professionals. The legal hunters--cats, and the trained killers--dogs. No one would have ever expected that the little kittens were actually the assassins and no one would ever guess that the two dogs over there relaxed in the suitcase will actually be about to the raid of the tourists....., the kitchen. In a flash, the two dogs stormed into the kitchen. They wanted to get the reign; however, someone was inspecting, a cat. "I am the guardian of this little kitchen," said the cat, "You're gonna have to go through me to the gate." and with that, he pounced them with his claws,....claws over claws, teeth over teeth, the dog shattering and breaking on the street they were just planned about. Suddenly, they heard something. "Is that the human?" said the dog. "Scatter!" said the cat. Suddenly, the door opened. "Oh, no, it's too late," said the cat." We have to play dead." So there were three dead bodies in the house in the kitchen. Thank you.

As the first practice, he adapted some materials he has exposed to make up the story. This time, he borrowed the idea from the movie, *Cats and Dogs*, in which the

rivalry occurred between two seemingly harmless animals, cats and dogs. The problem is the conflict between them—the dogs wanted to get the reign, but the cats were not allowed to do so. The ending he planned was that both cats and dogs ran away as soon as humans came in and everything just went back to the normal. However, unlike the first practice, he slipped his tongue that it was too late for them to hide, which became another problem in a story and may consume too much time illustrating further details. In such a dilemma, he had no alternative but to put an awkward ending that they were all dead. In brief, compared with the performance of the first practice, Vincent's speech didn't become better as the times of practices increased; instead, his performance was affected by the approach of the contest.

The extra practice of impromptu speech (right before the contest)

Contrary to his prior relaxing attitude, on the day of the contest, you can easily observe his anxiety once he walked in the office. He simply couldn't stop dry-vomiting and didn't have his lunch either since his GERD was triggered by his anxiety. Not knowing how to deal with his emotions, he and his classmates went for Ashley for one last practice before the contest. Below are the picture and speech he delivered then.



The Picture 4 for the Extra Practice before the Contest

(Before he started his speech, he mumbled as the following.)

*Oh gosh, I don't even have a story. I just have a bunch of (vomit)scrapes in my mind. Here we go.
(Read the picture for the one last time) Ok, never mind. OK, good... (pause and think)*

(The story officially started.)

Good afternoon, ladies and gentlemen, I am candidate NO. 22, and today I'm going to tell you a story. Somewhere(stutter) far away, in the death of the forest, there lived three rabbitson. They are called rabbitson because they are strong resemblance to elephants. They live in harmony in a house made out of mushrooms because in every fable story (stutter) there always a house made out of mushrooms. (Stroke his wrist) And they lived happily and they harvested fruits and mushroom, of course for dinner, until one day, a nuclear war broke out. (He laughed uneasily) It destroyed everything in the forest and cause their foods to decay. And mama had her skin turn red and that started splitting red fluid. The only one that was safe from this hazard was the baby for some reason (Slap on his face), was the baby. And with the food getting scarcer, the baby decided to go out to find food. He traveled through the forest, he witnessed the deaths and rots of this (raised his eyebrows) disaster, and he traveled far and wide through rain storms and droughts until he finally came to the cave. By then, he was wet, and he was tired, and worst of all, he was hungry. Traveling into the cave for some shelters, he found the mushrooms going (pause) green, thinking that it will feed him, even for a little bit. He ate the mushrooms until he started to see weird things. "Wow, is that the star?" "Wow, are those carrots?" "What is that middle squid object?" He started smiling and he was in ecstasy. He was happy, and he forgot all of his worries. The next day, a group of researchers went into the cave, and found a dead rabbit inside the cave. His mouth open wide and his face peaceful. The end, thank you.

(The dialogue went as below after he finished Vincent finished his story)

V: The god damn it. I lost my story halfway again.

(covered his face with his hands, walked away to the wall immediately)

A: It's a great improvement, at least you ended the story.

V: I know, but I lost my story halfway again. I started bullshitting again.

A: Actually, it's a creepy ending, but I love it.

V: You are spooky. That's the point. I lost my story halfway again. What a shame.

A: Don't hit yourself again. Don't hit yourself in the middle of speech.

V: I know. (kept hitting his head against the shelf)

A: it's ok for the nuclear war. Even though we've heard for hundreds of time, but the judges don't

V: it was supposed to be nuclear blast, not a nuclear war.

A: it's ok. No one would notice that. Just don't hit yourself, hey. Don't hit yourself.

From these three practices, the Vincent's attitude changed accordingly as the advent of the contest. In the first practice, he could even have some humorous debates with Ashley over how to start his story. In the fourth practice, he made some mistakes — putting the wrong end to the story onstage without proper adjustments. On the day of the contest, Ashley, in fact, didn't ask any students to practice, but Vincent and his classmates went for the one last practice to relieve their pressure.

In addition, unlike his previous practices, the last practice can be the worst one among them all. First, he kept mumbling to himself before his speech and looking at the picture for the last seconds to reassure himself. Also, the frequencies of stutters and pauses increased, which are not common occurrences in his usual practices and can be the indicators of his tense emotion. Moreover, he even slapped himself in the instant he said the line “the only one that was safe from this hazard was the baby for some reasons” since Ashley had reminded him not to address “for some reasons” in a story for not confusing audience to figure what some reasons are. He felt extremely humiliated once he realized he made this obvious mistake, and worst of all, this mistake was made on the day of the contest. What's more, when he finished his speech, he even covered his face with his both hands and ran to the wall, hitting his head against the shelf. This exaggerating movement directly states how he dissatisfied

with his own story. The word choice between nuclear “war” and “blast” disturbed himself as well when he didn’t say the word he was supposed to say. These strong emotions and unexpected errors simply specify his care about the contest and his desire of winning, which are also the reasons for his nervousness. In brief, the closer the contest came, the worse his performance was.

After the contest, I asked why he would have such a dramatic response on the day of the contest. The interview was transcribed as below (See Excerpt 16).

Excerpt 16

V: when the first time I practiced for the contest, my attitude was rather relaxing.

R: why were you so relaxed?

V: I didn’t think it’s a big deal and I thought, come on, it’s just a contest. At worst, I simply get owned and go back home.

R: But your attitude was not like that as it turned out.

V: because I found I belonged to the group B (contestants have more than one year overseas experience after the age of nine). Then, I started to think “Wow, why is everyone so great? And I gonna humiliate myself there.” The whole idea wasn’t acceptable for me. If I messed up my speech, and what if I participate the contest as well in the next year, people would feel like “Aren’t you the one who humiliated yourself last year, why do you have to come back here again?”

R: you felt others’ impression of you will be the one who screwed up his speech.

V: yeah, and maybe that will be my impression of myself as well. In fact, I didn’t know I belong to group B until the order of appearance was shown. And contestants in group B are superior, and I didn’t know I have the qualification to go to group B.

R: so if you were in group A, you would be less nervous.

V: not necessarily.

R: why?

V: more contestants in group A, and Benjamin (another classmate in the advanced class) is in group A, too. If I have to compete with him, I may not win over them (Benjamin and other contestants).

(the first interview with Vincent)

At first, he didn’t take winning or losing the contest seriously, as illustrated in the situation where Ashley asked him to adjust his opening of his speech the first time,

and he did not take her advice seriously; however, as the advancement of the contest, his uneasiness started to emerge since he was afraid of embarrassing himself if his performance was not as smooth as he expected, especially he learned that he was categorized into group B, and many contestants of group B are ever-victorious winners of speech contests. To sum up, his surge of the anxiety might affect his performance during the practices, but his anxiety also compelled him to face the contest more seriously, unlike his previous careless attitude.

Although he was disappointed about his own performance, his speech was not as awful as he had thought, based on the post-discussion with Ashley. He did well regarding the structure of the story elements (setting→problem→solution) and the accuracy of word choices.

Part Two—The performance and Self-Evaluation
on the day of intra-school contest

Vincent's speech on the day of intra-school speech contest was based on the following picture and transcribed as below.



Picture 2 for the Intraschool Contest

Good evening, ladies and gentlemen. I am candidate No.22, and today I am going to tell you a story. Once upon a time, there was a man, a hunter with a yellow hat. He had a daughter, a wife, and a monkey. Where there is a happy harmony, but like in every story, there is a twist, and this twist happened one day when the hunter with the yellow hat forgot to lock the cage of the monkey. The monkey ran away to the freedom into the mountains. The hunter and his family were struck with grief, but on the other hand, the monkey was having a great time. He had a family, and he learned how to hunt, but however, since he was raised from the human family, he still kept some attributes from his former life. He had a cave, he wore clothes and he used tools made up of sticks and stones. He had to support his family by hunting, and because of his former life, he hunted only, he was a kind of bored and he hunted and ate only meat. One day, as he was hunting, he heard a small organism trekking along with steps. Talking himself to seize this, he raised his tool and he came to hunt the organism, ripping his clothes off, and seeking who's the visitor. Wait. It has clothes. It has clothes. Too late did the monkey realize it is a mistake and the shots rang out through the forest. Boom! The bullet compelled the monkey back into a dream. As the monkey died, he looked up into the face of the man who killed him. The man's face, who was struck in grief, a man who had the yellow hat. Thank you.

When Vincent looked at the monkeys in the picture, he used the same strategy once again to relate to the plots he had been exposed to and adapt them properly, and he thought of one animated story book he used to read in his childhood,

Curious George, featuring a curious monkey named Gorge and he lives with a hunter with a yellow hat. That's why in his story he would describe the hunter with a yellow hat. Besides, when it comes to the relationship between human and animals, it firstly occurred to Vincent's mind that dogs which are said to be the best friend of human beings, and ponder what if the relationship between them deteriorates. Therefore, he adapted this first-close-then-betrayed relationship into a hunter and his pet monkey. Secondly, he did not name the characters once again to provide more spaces for audience to imagine such as the hunter here was called the hunter with a yellow hat. Thirdly, his rich expression this time was shown in the part of "he raised his tool and he came to hunt the organism", and he even raise his hands to perform the movements of throws.

After the contest, I asked Vincent if he had had the opportunity to adjust his story, what he would have done. His response was transcribed as the following dialogue as shown in Excerpt 17

Excerpt 17

R: In that two minutes standing on stage, do you have anything to adjust or not?

V: Yeah, I added one more thing that almost ruined my whole story.

R: What is that?

V: I said that the hunter has a daughter, and the monkey jumped onto her body. But, accidentally, I added a sentence started as "he raised", and I didn't know how to extend the sentence, because I didn't think I would say so. Thus, I chose to follow the sentence with "his tool". But I don't like this word "tool" very much, it could be his ax or his weapon, at least it should be his weapons instead of his tools. But, still, I saved the story by doing so, and at least, he hurt the girl through it. (the first interview with Vincent)

He just made the same mistake as he did in the practice— slipping one sentence accidentally. Unlike his practice, he saved the story in his own way when he officially delivered his speech on the day of the contest. What he initially planned to

say was the monkey jumped onto the daughter's body and hurt her. The mistake was already made, so he couldn't directly modify onstage or everyone would know he just made some blunders. All he could do at then is slightly alter his lines which can be best fit into his original one. The core action of the monkey is to hurt the hunter's daughter, so the way of hurting shifted to the act of raising a tool at her. However, "tool" was too neutral to hurt someone; instead, Vincent said it would be better to use the word "weapon" since a toothbrush or even a toothpick can be a tool. That is, he would like to have more accurate word choice during his delivery of the speech.

In sum, from the above speeches, Vincent's difficulties at first he thought can be the proper story-plotting; however, due to his extensive exposure to different materials, the story of his speech was formed by himself through the course of practices (setting→problems→solution). For example, his setting would be adapted from the stories he had been exposed to. Afterwards, the problems in his story are mostly fights or blasts (especially nuclear ones). Finally, the ending of the story will be left with no direct results and one sentence only.

In addition, he prefers to provide audience more spaces imagine so he employed some strategies to achieve the effect such as not to name after the characters delicately, or to have an open-ended ending at last and so forth. Moreover, though he had planned the story thoroughly during his six-minute preparation, sometimes, he slipped his tongue in his delivery of the story. He didn't know how to cope with the situation during his practices, but he knew how to adjust himself accordingly when he made the same mistake again. Furthermore, his anxiety can be a factor to affect his performance (take the practice on the day of the contest for example). However, on his official presentation, he forgot his anxiety because he paid his sole attention to how he should deliver his story properly. Finally, his brilliant

performance made him attain the champion and became the representative of the Taipei City English Speech Contest on behalf of his own school.

Part Three—Vincent’s Support

From the entire participation of the intra-school speech contest, what has supported Vincent in the process of intra-school speech contest can be divided into the following aspects: the instructive supports from Ashley, differentiated groupings, and private feedbacks from peers,

To begin with, the advice of the proper word usage from Ashley helps him the most. Although speaking in English has become part of his daily habits due to the past educational background; when it comes to speech contests, formal words will be more preferred and commonly used. The use of slangs or vernacular usage was asked to be removed in his speech. As Vincent expressed, “*I would say is put away your slang.*” Such suggestion on word choices was constructive for Vincent. Indeed, his appreciation of Ashley’s feedback in the end contrasted with the resistance he had with Ashley in the first practice.

Beyond the proper word choices, the inclusion of both junior and senior high students during the practices (as mentioned in Chapter 3) provoked different stimulus for Vincent. His attitude was transcribed as the following dialogue, as shown in Excerpt 18.

Excerpt 18

R: As for Ashley’s arrangement, to practice together with lower classmates from junior high, what do you think that may help you in what way?

V: Oh, you mean, speak in front of lower classmates from junior high?

R: Yes.

V: Well, hm, I think, because I think I am an arrogant person, so I will think, yeah

R: Ha, so you mean you don’t take them seriously

V: Of course, I do take them seriously, because I know if they are able to come to the contest,

they must be something. But, as a upper classmate, how can I lose them? And I'll show you what a story is.

(the first interview with Vincent)

From Vincent's descriptions that he doesn't want to lose those junior students and want him to be an example for them to follow, Ashley's arrangements did arouse Vincent's determination to have a better performance in front of them.

In addition, Ashley is not the sole source for Vincent to receive feedback. Informal feedback from peers plays a crucial role for him to enhance his stories. The following dialogues are the acknowledgement of what he had learned from his classmates, as shown in Excerpt 19.

Excerpt 19

R: what are the difference between the help from the peers and Ashley, in your opinion?

V: Ashley has to take care of each member in every practice, so the feedback she gave will be more vague. But, when we three gathered together and discussed about each other's story. Our feedback will be precisely aimed to someone's story and to further tell him what he can do about it.

R: Oh, so you three will supply more layers to each other's story during the private discussion.

V: Yes, for me, they are all very creative people. Their feedback can make my story become more stunning.

(the first interview with Vincent)

Beyond teacher's advice, comments from other peers also assisted Vincent in enhancing his speech since they can provide different remarks on each other's performance, which can compensate some the parts where Ashley have no time to take care. For example, they would act like a judge to evaluate each other's performance, and provide more details to be added in their plots.

In brief, Ashley mixed arrangements for practices not only pressure Vincent to have a better performance of himself but also give space for each participant to learn

from each other. Due to these advantages, what Vincent earned from this experience is that learning from others' speech by observing their performances. To sum up, one of the lessons Vincent learned is that no matter how good he thinks he is, there is always someone who might outperform him.

Part Four—Personal Growth from intra-school contest

Winning the contest is not so much a certification of his English capacity as a demonstration of his self-actualization. Regardless of his reluctance to participate the contest in the first place for fear that he may humiliate himself for not having good speeches right in front of others, he's still glad that he had convinced himself to take part in the event because if he had not given it a try, he would never know that he has the possibility to achieve something that he has never done before. As he explained, “*Probably like my junior high's experience, I've found the sense of yes I can, yes I can.It can also give you a possibility if you give it a try, perhaps you can do it.*” In other words, the belief that he can accomplish the task led him to the championship.

Part Five—Self Expectation of Taipei City English Speech Contest

Before I ended the first-phase post-contest interview, I asked about his attitude toward the Taipei City English Speech Contest. For the next stage of competition, he was both excited about its approach because he would be able to see more competent competitors in Taiwan (he grew up in Shanghai) but still could not resist being nervous once he thought of the contest.

The Second Phase of the Contest—The Taipei City English Speech Contest

The mind-set before the contest

After the first phase of contest, it was somewhat troublesome for Vincent to go through the entire process again. His anxiety soared as the contest was approaching, since he even kept retching until his stomach ached. His anxiety may derive from several reasons. Firstly, it is out of his self-expectation of his own as illustrated in Excerpt 20.

Excerpt 20

R: Do you want to gain any places before the contest?

V: Definitely.

R: What would you feel if you got the third place?

V: They are so brilliant, and I would feel that I still need to work on my speech.

R: And how about the second place?

V: Well, then maybe I still have to improve myself to become better than the champion.

R: so you really hope for the first place?

V: Yeah, it's lucky to be the champion or I will feel crappy about it.

(The second interview with Vincent)

From the above excerpt, we can tell that Vincent wouldn't satisfy his performance without having the champion. His desire for success led to his great anxiety and pressure on his psychology and his body. Also, his appearance on stage was the first one, which increases his emotional tension because being the first one to present can impress the judges the most. However, if he screwed up his speech, his score would be comparatively lower than other participants. Beyond anxiety, there was also some expectations blended within his tense emotion, as he also looked forward to watching how great the other participants' performances in Taiwan are, due to the fact that he came from Shanghai, he had no idea how the standard of Taiwanese students is. In short, his tense reaction arose from three main factors--- craving for triumph, being the first one to speak, and expectation of horizon's broadening.

Part One—Vincent's Challenges

Composing the idea behind the prepared speech

After understanding his mindsets toward the contest, I would like to introduce how he constructed his prepared speech to further understand his preparation.

The first challenge he met was to come up with the related ideas to the script of the prepared speech, whose title is Taipei's signature cuisine. Vincent grew up in Shanghai before he studied in Taipei; thus, choosing the most representative foods for Taipei had once disturbed him. Plus, prepared speech accounts for 40 percent of total score, to gain judges' recognitions and impressions, each contestant must polish their script before their submission the script and the final presentation. Thus, how Vincent finalized his decision over his prepared speech also worth further investigation, as shown in Excerpt 21.

Excerpt 21

R: So, how did you pick up these cuisine?

V: I simply turned to my mom and asked her if there are some famous dishes in Taipei? Then, my mom relied "do we really have to find dishes in Taipei, how about Tainan?" "No, it must be found in Taipei." "Um, the I don't know. Go find them on the Net."

R: So you surfed the Internet for that ?

V: Yes, and then find some Taiwanese local dishes and turn them into Taipei's

R: I remember you included black pepper pie(胡椒餅), fried chicken(雞排), and soup dumpling(小籠包) in your speech, right?

V: actually, I had tempura at first.

R: then why did you remove that?

V: because it's hard to describe, and I didn't try that before, and either did Ashley. Then I thought well why not delete it. (...) Well, by the way, in fact, choosing these dishes is the one of the most

R: why do you regard this as the most difficult part?

V: because I come from Shanghais, and I have no idea what these things are. Well, of course I've tried some of them, but I really don't know which one is more famous than another. So, when drafting the manuscript, I have more than ten tags on my browser. These tags are about the guide for Taipei cuisine or twenty must-try dishes in Taiwan or something like that.

R: Ok, it seems like you chose from the most famous one? So why did you choose black pepper pie?

V: Because I've tried black pepper pie in Shanghai Taiwan's food court before, and the one I tried is pretty delicious for me. And I chose the Hot Star fried chicken because my mom loves it. ... Then, the soup dumpling was found from some article like Taiwanese delicacies then I

pretty like to have soup dumplings, so I add it to my speech.

(The second interview with Vincent)

Although he confessed that one of most difficult challenges is that he hadn't known which items are representative enough to be introduced as Taipei's signature cuisine in his speech. Thanks to the convenience of the Internet, tons of information were available for him to search for since many foreign media have introduced some must-have local dishes. Starting from those the most famous dishes, he then combined some of his personal experience which also did some help to him. His final draft of prepared speech was written as below.

Hello, judges and juries, ladies and gents, I am contestant No. 1, and today I'm going to make your mouth water, because I'll be talking about Taipei's Signature Cuisines.

As humans, there is one thing we love more than anything else. No, not sleep, if that's what you're thinking. No, something even better, something more exciting, something... with more... flavor. Yap, you've guessed it. Eating. However, finding the top of the line food isn't always easy, and many are very hard to combine. Luckily for us, we have dishes and dishes of delicious delicacies right here on the streets of Taipei. Some salty, some sweet, but all delicious.

When it comes to delicacies, it is crucial that the Black Pepper Pie be mentioned. Who would have ever thought that a few plain-looking ball-like snacks would be one of the most famous in Taipei? Although it has a simple name and appearance, the Black Pepper Pie is without a doubt a must-try for foreigners. Concealed inside the crispy crust is the stuffing made up of pork, green onions and other seasoning. One bite of the pie will cause the juices inside to gush out, exposing the steamy stuffing and letting out a rich and lasting aroma. Once inside your mouth, the pork mixed together with the seasoning with amazing compatibility, leaving the consumers with an amazing taste and growing addiction for more. Moreover, it also comes at a very surprisingly cheap price, affordable and delightful, what more could you ask for?

*However, if you're looking for something a little more... filling, head over to the biggest night market, Shilling Night Market. Once there, one can find all sorts of appetizing gourmets. However, most of the predators there have only one prey in mind: the Hot Star fried chicken. The reason this mouth-watering cuisine is so popular is because the size of each serving is **BIGGER THAN YOUR FACE**. One big savory bite is all that is needed to capture the customer's heart and stomach, ensuring them to come back for more. It is said that in order to get this delicacy, one must stand in line for over half an hour. Nonetheless, nothing seems to be stopping the loyal customers from getting a big faceful*

of crispy and satisfying happiness.

Last but not least, when it comes to Taiwanese cuisines, there is one cuisine I couldn't resist to mention. The number one reason hungry tourists come to Taiwan for -- soup dumplings. Although it originated in Shanghai, the soup dumplings in Taipei are said to be considered as the highest quality because of its delicate wrap and the flavorful soup with juicy pork meatballs inside. The reason behind its success is an amount of skill and dedication put into each one of the dumplings, and some companies, such as Din Tai Fung, have very strict policies when it comes to the making of these dumplings. An example of these requirements is demanding each dumpling be handmade in exactly 18 pinches. Although it's small and hard to make, these dumplings will definitely have your mouth watering for seconds. Of course, there are many more cuisines for mentioning, such as the beef noodles or iron eggs and such. Sadly, given the short amount of time and limited words I can speak, there is only so much I can talk about. However, do not worry, for another contestant will fill in the gaps. Thank you very much.

Adjustments for an Appropriate Speaking Style

After deciding his draft, Vincent had to work on polishing his speaking for a better prepared speech. As the aforementioned section, he hadn't had similar opportunity to attend any formal contest like this before; therefore, finding out the proper tones and gestures onstage for him posed a great challenge for him. He didn't know how to adjust his tone in a more appropriate manner like the way people address their speeches on formal occasions.

The Practice Before the Mid-term

Unlike his previous practices filled with lively expressions, in one of his practice before the mid-term, Ashley pointed out the biggest two drawbacks in his speech are plain tones and fixed body.

To further understand how Ashley dealt with Vincent's challenges, I chose some segments of his practices to represent the scenario once again, as shown in Excerpt 22

Excerpt 22 (A-Ashley, V-Vincent)

A: *What do you say about the speech you just had?*

V: *well, I stammered for some of the words, and I didn't emphasize at the places that should have emphasized. Somewhere around soup dumplings like the part of going seasoning or around black pepper pie. Is my speech too monotonous?*

A: *Right, yes. The biggest problem is your tone. Your facial expression is as good as you used to be, but your content is too flat. I have told you before, on the day of the contest, your speech must have different fluctuations. You just keep having your speech like blablabla, right? You just said you feel you were telling me the same things. Let's start from the place we finished adjusting before. OK? For the predators here, I would like you to have a gesture like this. (bent her index and middle fingers as air quotes) Also, I want you think another countenance to*

V: *That's stupid!*

A: *No, you have to strengthen this impression---predators*

V: *Predators. (he did the air quote gestures with his eyes squinted like a real predator in the wild)*

A: *Yes, that's it. Have only one prey in mind (keep reciting the sentence with a strong emotion) You have to make yourself like a real predator for the prey, the Hot Star fried chicken. (.....) Then, this is what you want to emphasize--- the size of each serving is bigger than your face. You emphasized that in your written language(each word was written in bold), but you didn't do so in your verbal language, OK? So, from here, the size of each serving is **BIGGER THAN YOUR FACE**, you have to express that out by your hands (wave her hands beside her face to symbolize the huge size of it) since you continue the emotion from the part of predator. Don't worry that will be too exaggerating. That's fine. This is the part where you should stress. Because everybody will keep talking about how delicious these foods are, you have to stand out from the others by those highlights; thus, judges will remember you. OK, so here we can keep doing that from "one big savory bite is all that is needed to capture the customer's heart and stomach" here I think a little bit exaggeration is allowed, to the part "ensuring them to come back for more". Okay, up to here, I think you can keep continuing this feeling. Of course, your emotion have to go down a little bit here since here is the climax of your speech, OK? So you know up to here "you can come back for more" you still keep in the mood as a predator.*

Right after his speech, Ashley asked Vincent to reflect on his performance, and Vincent also admitted that his biggest problem at this time is his plain tone as he replied "*I stammered for some of the words*" and "*I didn't emphasize a the the places that should have emphasized*". In the end, he also asked Ashley, "*Is my speech too monotonous?*" From these responses, he knew his problem was monotonous tone but

he didn't know how to cope with it. Also, from observing the overall delivery, Vincent didn't quite understand how to place his limbs and voice his speech in fear that exaggerating expressions would not be favored by judges. On the whole, his entire performance was way too conservative and plain than before.

To help Vincent appropriate his speaking style, Ashley suggested that Vincent should speak his content in different tones and moods with the help of moderate gestures, according to his speech develops. Thus, Ashley went line by line and word by word to choose the finest way to approach the speech. For example, in the paragraph introducing the Hot Star fried chicken, Ashley wanted Vincent to have air quotes and the “prey” look to highlight how customers crave for fried chickens, combining with the metaphors he wrote in the draft. In the meanwhile, Ashley also appeased his anxiety by telling him that won't go overboard; instead, these expressions will help judges to remember his performance and stand out from the other contestants. To sum up, Ashley's instruction is re-written in the following excerpt, as shown in Excerpt 23.

Excerpt 23

However, if you're looking for something a little more filling, head over to the biggest night market, Shilling Night Market. Once there, one can find all sorts of appetizing gourmets. However, most **predators** (gesture + face) there have only one **prey**(emphasis) in mind, the Hot Star fried chicken. The reason this mouth-watering cuisine is so popular is that the size of **each serving is BIGGER THAN YOUR FACE**(tone+gestures to emphasize the size). One big savory bite is all that is needed to capture the customer's heart and stomach, ensuring them to come back for more(keep the mood as a predator). It is said that in order to get this delicacy, one must stand in line for over half an hour (back to the report-like tone). Nonetheless, nothing seems to be stopping the loyal customers from getting a big faceful of crispy and satisfying happiness.

Her instruction can be summarized as below.

1. Use the air quote for the “predator” and think up another face for the “prey.”
2. Use both hands to convey the idea “bigger than your face.”
3. After that, tone gets back a little like a journalist but remains in the mood of peak.

In short, Ashley’s instruction placed more emphasis on how to fluctuate tone and employ different gesture to make Vincent’s speech more appealing from the audience’s perspectives.

The Practice after the Mid-term

The First Practice

After the mid-term, Ashley invited both Vincent and Benjamin (another contestant) to practice together for both of them to learn from each other. The practice I’m going to introduce as below happened on the day after the end of the mid-term exam. However, in after-exam practices, he still had some problems about how to gesture properly as previous practices. This time, additionally, Vincent had one more challenge to overcome --- aspirant voice. Let’s read some Excerpt 24 to understand the situation.

Excerpt 24

(Right after his speech)

A: 4 min 20sec. Is that what you are going to be onstage?

V: Well, I guess so, but sometimes I ran out of breath.

A: First of all, I think your voice is too aspirant, and it sounds so empty. Your voice is filled with so much air. That is different from what we usually use our real vocal fold to utter. So, first, volume is the matter. I think you should really turn it up.

V: All right, I got that.

A: OK, I want your voice to have more strengths from your abdomen, and to have a more solid voice. OK, so you know what I mean? You hands are all around here (in front of the chest). For example, bigger than your face, you went like this (wave in smaller movement). You locked your arms. I want you put to more “you” in it. Add more a little of you. Add a little some your daily naught side of you.

V: I wasn't what you said in my first speech contest, was it?

A: you were too wild in your first speech contest. At that time, you were too wild. But, now you held back too much. OK. You should tune yourself to somewhere in the middle, in the middle.

...

V: because today I just read an article about speech and it said too much gesture can be and I said... damn it.

A: Sometimes it will be annoying when you have too many gestures... I think that's for nursery rhymes dance. It's too much. OK, some speeches on TED talk, and their hand will be just like this. (move around in front her body naturally) We also talk like this in our daily life, so don't limit your hands. Your hands moves as your speech goes. If you hold your hands around here, that's not appealing onstage; also, it makes you become a reserved person. Sometimes your body doesn't have to fix in place. You can even step a little forward when you need to emphasize something.

...

So, today, I want you to digest the entire speech, so you won't forget gestures during your presentation. Otherwise, you may forget what you're going to say when you make the gestures. Failure to recall the contest results from your unfamiliarity of the script. So, you are not familiar enough with your script, OK? So, give me more of "Vincent".

From the above conversation, his aspirant voices would not only made him run out of breath but also reduce his speaking volume, which may hinder the judges from understanding speech. Additionally, his "half-way" gesture caused another challenge for him. He had adapted his gesture a little more; however, his gestures were only around his chest, according to Ashley's feedback, the way he moved simply likes he locked his arms beside his body. The reason why he did so was resulted from an article he read that too much gesture can disturb your audience, so he dared not move his hand with ease when he spoke. To ease his anxiety about that, Ashley provided different examples for Vincent's reference, such as the speakers in TED talk, people in daily conversations, to make him convinced that moderate degree of gesture could facilitate his speech. Also, to get more familiar with the script can be served as another way to have proper gesture during the speech.

On the whole, Vincent became far too conservative, compared with the performance of the intraschool contest. Based on my description of his mindset before

the contest, Vincent really hoped that he can achieve the recognition of the championship in the contest, he personally thought his performance should be more formal which may be a more suitable style for such a context. Therefore, he turned his voice into an aspirant one and limited his gesture during his speech, as it turned out that this kind of speaking could not be appealing to the audience, let alone winning in a speech contest.

The Second Practice

After his first round practice, Ashley asked Vincent to have another presentation once again to further polish speech. This time, Vincent seemed to have some improvements on his gestures and tones, as shown in Excerpt 25

Excerpt 25

V: OK, fine. Hello, judges and juries, ladies and gents, I am contestant No. 1, and today I'm going to make your mouth water, because I'll be talking about Taipei's Signature Cuisines. As humans, there is one thing we love more than anything else.

A: Louder!

V: Oh, is that too...? Keno, not sleep, if that's what you're thinking. Damn it. Can I go again? OK.

A: Don't be aspirant. You'll run out of breath.

V: I thought I was being loud. So how loud is enough?

A: Louder than you were.

V: That's so hard. OK. (start once again)

(After Vincent finish his speech)

V: (kept sticking his tongue out)I know. I cut the pause, you know. OK, I got the gesture, and I forgot the feature, OK.

A: Well, when it comes to your last part about soup dumpling, your gestures are very good, really natural.

V: That was what I was thinking. Because if I did that in the prior part, and did again afterward, I'm afraid it will make people feel it's the same thing once again.

A: No, it won't.

V: Really?

A: In the prior part, the way you put your hand in front of you is really awkward, because you didn't have any gesture, your hands were relaxing and posed like that(mimic his gesture). It's so odd.

V: You mean this? (put his hands down in front of his torso)

A: yes. So when we talk, look at me while talking, my hands move around. Don't be influenced by that article. If you do it naturally, gesture won't be too much. The so-called too much gesture is like move from there to here and keep waving your hands. If your gesture like our daily movements, you won't feel.....

V: So just do the gestures but not too

A: Do it naturally

V: That's so hard

A: then there will be no too many gestures, OK.

V: As humans, there is one thing we love more than... (start to add some gestures within his speech)

A: Yes, this is pretty acceptable. It won't be too much or exaggerating. All you need to do is do it naturally. So, you restrained your gesture deliberately for the prior part?

V: Yeah, pretty much.

...

A: ...Now, I've noticed that your voice is more aspirant, but that's ok, as long as your volume is loud enough. Your facial expression is rich, and that's your advantage. But I'm afraid your expression will be gone if you're shocked onstage. Your expression is really cute. I hope that won't happen, if you really forget your line, please don't make those awkward faces.

V: Of course, I wouldn't do that.

In the second practice, in the first place, Ashley interrupted Vincent for addressing him his problem of aspirant voices for fear that he may run out of breath. However, unlike the previous practices, he started to have some marked adjustments. Instead of refusing any gestures, this time, he was convinced by Ashley's advice and started to add some gestures to facilitate his speaking in the posterior part. The reason why he only added gestures for the post-half of his speech was to distinguish the differences from the other sections of his speech; however, from Ashley's opinion, it's awkward for him to put his both hands in front of his body without doing anything for the prior part. In short, Vincent gradually became less constrained to the imagined

“formal” contest. He still could have rich facial expressions and gestures to add some spices into his presentation.

Beside the aspirant voices, Ashley mentioned his last problem --- not to make any weird faces when he made a mistake; which can be a conspicuous signal for judges to pay attention to his errors.

The Last Practice in School

On the next day, it was Vincent last official practice at school. Ashley not only invited both Vincent and Benjamin to practice together, but also invited another colleague, Frank (pseudonym), to provide different feedbacks for their references. After watching their speeches, Frank’s feedback was transcribed as below in Excerpt 26.

Excerpt 26

F: I've found something very very interesting, and both of you are very very brilliant. Your problems wasn't the matter of English ability. Well, your features are just complementary. What one didn't have is the other's advantage. That's so interesting. ... Please don't speak in a fake voice. (pointing at Vincent) The problem I really worried for you is the judges may not hear you. At least, for me, your voice is way too small for me. ... When I brought my other students to the Taipei City Speech Contest, the contestants were standing at the spot of the door, and judges were sitting where I sit now. (around five to six meters across)... In fact, your intonation has no problems at all. Your only problem was you were using.... To put it simply, your vocal cords didn't vibrate at all. Your vocal vibration was wrong, because you were like this, good morning! (mimic the way he spoke). But you don't have to do so because your voice is pretty good enough though, you don't have to fake another one. In speech contests, males' voices are superior to females' (, in my opinion), because males' voices are rather warmer. Sometimes, girls' voice can be creaky, so don't make your voice become creakier. Compared with you, Benjamin's voice was completely vibrated. Your voices was too whispering, and you don't have to do so. If you make your voice more solid, your voice can be projected even further.

After both Vincent’s and Benjamin’s presentations, Frank found out that their pros and cons happened to be complimentary. First of all, based on Frank’s feedback,

the major biggest drawback that Vincent can't overcome is his aspirant voice. Although Ashley had reminded his several times, he still could not find the proper way to deal with. To get Vincent to confront his problem directly, in the first place, Frank complimented Vincent's voice which is warm enough to attract people's appeal to convince Vincent that his original voice so charming that is unnecessary to be modified excessively. In addition, Frank even imitated the way Vincent utter to make him better understand the differences between the solid and whispering voices. Also, starting from the past experiences, Frank reminded Vincent that judges can't hear his voice due to the physical distance between the contestants and the judges. Through all these explanations, Frank and Ashley hoped that Vincent can adjust the way he speaks to have a better performance on the day of the contest.

Besides, Frank also specified another reminder for Vincent to pay attention to, which were transcribed as the following statement, as shown Excerpt 27.

Excerpt 27

F: And finally, please do not let me know you've made any mistake. Both of you have the same problem. Stick out the tongue, or wink your eyes, right? Did you notice your facial expressions? Do you know you just did that? Let me tell you something, judges have to watch over tens of contestants presenting. Do you think they will have enough time to listen for each word you spoke? They can't check and read your script. Trust me, no one will read the script and check what you just said. They won't even notice whether you made a mistake or not. What is stressed the most in prepared speech is fluency. As long as your error is not as serious as "teach" plus "ed", minor mistakes can be tolerated under some situations. If they didn't notice it, then you're in luck. Once your face have any different expressions, they will find your mistakes right away. Therefore, you must train yourself not to reveal any secrets on your faces, even though you made any mistakes. I haven't read your scripts, but I can count how many mistakes you've had. Actually, I don't even know what these mistakes are, but your faces were simply telling me, "Oops, I've just slipped my tongue." ... Let me put it this way, in speech contests, believe me, everyone has good pronunciation. So, how do they assess contestants? They will pay attention to your postures or other non-verbal parts because everyone is equally good in terms of their language ability. So, both of your English are brilliant and wonderful. You just need some adjustments.

Another drawback that was mentioned by Frank was not to make any improper faces, especially when he made a mistake. The reason why he had made such a mistake was derived from his too much care of his performance. Therefore, once any minor mistake arose; he simply couldn't help but instantly express how frustrated he was over this blunder on his face. In addition, Frank explained to him how judges value contestant's performance in reality since they have the large number of contestants to evaluate; thus, they simply don't have plenty of time to check line-by-line to discover if they've made any mistake; instead, they judge contestants' performances as a whole. Thus, Frank hoped that Vincent can relieve his anxiety when there's anything unwanted happening onstage because it won't be discovered if it's not an evident error. Furthermore, Frank even mentioned that he hadn't read his script before his delivery but he can count how many blunders Vincent has made from his facial expression, even though Frank couldn't even know what these blunders are. This can be regarded as another encouragement for Vincent that the blunder he thought may minus his points actually won't be discovered. The only clue of it was his own facial expression.

Though Benjamin had better outcome in terms of the quality and volume of voice; however, Vincent had some other strengths that can't be surpassed. The following is the Vincent's advantage rather than Benjamin's, according to Frank's comments, as shown in Excerpt 28.

Excerpt 28

F: Contrary to him, Vincent's eye contact and his body projected further than you (pointing to Benjamin). Vincent's voice can only be sent to around 1.5 meter, but his body, his eye contact, his body language were sent so far. If we mute the voice now, Vincent's body is charmer than yours (Benjamin). ... Vincent's eye contact is fascinating. He has more body language, but the "more" I meant here is not about the amount but the appropriateness of it. (More detailed feedback about Benjamin...)

To sum up, in terms of the second challenge, Adjustments for Appropriate Speaking Style, it was mainly derived from Vincent's craving for success and his inexperience in such a formal contest. Thus, at first, he thought he should hold back the original witty and interesting style in a "formal" contest. However, after he showed his presentation to the teachers, Ashley and Frank, can be further divided into four aspects: plain tones, aspirant voices, no gestures, improper faces during mistakes.

Fortunately, these problems were gradually settled with practices going through. I would like to have a quick re-cap over how these challenges were solved. First of all, Vincent's tone was rather plain and dreary initially. To help him adjust his tone, Ashley went through each line to fine-tune the proper expression for each sentence. Additionally, unlike his previous witty and amusing presentations, Vincent held back his gestures and facial expression since he had read an article that too much gestures and exaggerating facial expressions are not favored by judges in a speech contest. However, Ashley explained to him that proper gestures and facial expressions can facilitate the speech. Holding back on purpose can really do harm to his performance since the overall presentation becomes too dreary to watch. After some conception negotiation, Vincent went back to the original lively speaking little by little after several trials of practices. However, until the last official practice, Vincent still had aspirant voices to deliver and improper faces when errors unintentionally occurred.

Part Two—Vincent's Support

Supports from His Father

On the day before the contest, Vincent continued practicing his prepared speech at home with the facilitation of his father. At first, he stood in front of the mirror to

reflect his own posture, gesture and facial expressions. However, looking into the mirrors to adjust himself can't be replaced with keeping eye contact with audience. Next, he delivered the speech to his father because presenting to the real person is more similar to the reality, as shown in the Excerpt 29 below.

Excerpt 29

V: At first, he only knocked when it's three minutes and half. And he's so cute, he even took a pot and struck twice when it's four, and when it's four and half, he went boom, boom, boom, and if it's boomed for three times, I'll have to stop. He time my speech for me. And he asked me to deliver to him because he said it's more natural to speak to the real person because I have to appeal to my audience. (The second interview with Vincent)

After his father watched his speech, the way he provided feedback to Vincent is different from the teachers in school. His father simply turned on the TV and recommended a host of a show on Discovery, as shown in Excerpt 30.

Excerpt 30

R: delicacy channel? Which one? Do you remember which program is ?

V: oh, weird foods, one bareheaded, he will go to some places and eat some scorpions,... and cockroaches. And he went to some places to eat spiders. I just learned the way he introduced those foods.

R: Why did your father would choose him to be your model?

V: he just switched the channel randomly. And he said come here and watch, he switched to a gourmet show and he said you have to create the same feeling as the host of a gourmet show.

R: what is that feeling?

V: It's like I'm just having a conversation. I'm just talking to you. I just introduced something to you, simply introduction, which in their case it's true since HE IS introducing.

(The second interview with Vincent)

His father would like Vincent to learn after the way the host talked because he also wanted Vincent to get rid of the “formal mode” and learn how to introduce treats like him even though he's actually introducing some weird foods. Instead of explaining the problem in detail like Ashley and Frank, Vincent's father directly

showed him an example to learn from. After all, imitating the speaker someone like can facilitate one's speaking instantly.

Part Three—One the day of the Contest

On the day of the contest, the old problems that Vincent used to behold were gone. His aspirant voice, plain tones, fixed gesture, and improper faces vanished. That is, the original confident and witty Vincent was back.

Still, in the second-phase of the contest, most of the practices focused mainly on prepared speech; however, the impromptu speech cannot be ignored. To regain the capability of it, Ashley chose one 4-panel comic as the topic for practice which is related to the issue over yielding priority seats on public transportation since the similar material (such as the safety of transportation) had been shown on the contest before, according to the student she had coached before. Next, Ashley randomly googled snapshots of movies and picked it as another topic for practice.

Although Vincent's previous challenges were overcome, the new one emerged; that is, he couldn't resist his anxiety since every contestant seemed so confident and superior. Here are some examples can display his nervousness. First, during the practices, I can also hear some other contestants also practiced with their teachers as well. And Vincent simply pointed at a contestant nearby and said "I knew that student. He was my senior at my Shanghai's school." Hearing that, Ashley simply replied, "What are you afraid of? You are better than him. No worries." Second, after the registration was done, Ashley and I went to a convenience store to buy something for the contestants to grab a bite. However, both of them were so nervous that they only ate a few of them, especially Vincent who would vomit for nothing when his anxiety rises, and he started doing that once again as time got closer to his appearance on

stage. Third, when Vincent was about to leave for the assigned room to present, he begged for Ashley and I don't watch his live broadcast since he's afraid he may not have a good performance in the end.

As an observer, I can't blame Vincent for his nervousness since I even felt the tension as I sat in the resting area. First, I can hear nearly everyone in the room speaking in English fluently with "native-like" accent. Their English was not only for preparing for the contest, but mostly for sharing their ideas with others. Besides, due to Vincent's overseas experiences, he was assigned to the group A, in which contestant has more than one year overseas experiences. Many parents who came with their kids also exchanged their experiences over different countries. From their discussion, I've found nearly every parent has received high education and possesses high social status. In addition, from the entry list, I found out most of the contestants in this group came from the most famous elite schools in Taipei City. To compete with such competitors, no wonder Vincent couldn't help but be concerned about his performance.

As for his performance of the prepared speech on the day of contest, In the after-contest interview, I asked him to evaluate his speech and he said, "*I think that is my best prepared speech ever.*" Although Ashley and I missed his broadcast, I watched his performance through the DVD published by the organizer and understood why Vincent is so confident in his speech. Apparently, he defeated his own anxiety. His aspirant voice disappeared. His facial expression and gestures made his speech vivid; suddenly, the old witty and humorous Vincent was back.

Regarding the impromptu speech, the topic of it is not available on the official site; thus, I can only glean the information from Vincent's description. The content of the picture is described as the following excerpt, as shown in Excerpt 31.

Excerpt 31

R: Do you still remember what the topic was?

V: Selfie.

R: Selfie, so what kind of picture is it?

V: It's um.....ok , it's basically like some kind of stairs, and then it's like people walking, tourists walking around, and then like most of them would even like taking pictures or taking selfies with selfie sticks

(The second interview with Vincent)

From the above short talk, I assume that the picture is filled with people busy taking selfies with selfie sticks in stairs going up without talking with each other. Based on a picture like that, Vincent delivered the speech as below.

Good afternoon, judges and juries, ladies and gents. Today I'm going to tell you about a little experience story of mine. We live in a wonderful generation of course, and the smart place, the invention of the smart phone is one of the best tools we have. However, what can you use with the smart phone for? The most common answer from teenagers would be we take selfies. With this invention and the selfie stick, we go to the restaurants, we eat the food, but we don't enjoy the food. First of all, we take the selfie of it. We go to the sites, but we don't enjoy the sites. We take a selfie of us with the sites. Everywhere we go and picture the scene from teenagers, it's all "me, we, us". A picture to Beijing, it's me in Tian An Man. To Shanghai, it's me with the oriental pearl building. Everywhere. Me, we, us. One day, your children will ask you, "Hey, Mom, or Hey, Dad, did you go to that place?" You said, "Yeah, sure. I show you." And you would just take a photo of you with the place, but what else were there? You don't know because you're busy looking and too busy taking that selfie. Please just one is enough. Please don't take too much. We don't want to see the face. We want to see the real, the more exciting, the sites. So, please once is enough. Thank you. My speech is over.

Part Four— Improvising a New style Speech on the Spot

The topic of the impromptu speech on the day of the contest posed another challenge for him; that is, he had to improvise a new style speech from narratives that he used to compose to argumentative that he had not practiced before. When he firstly took the picture, his mind went panicking because he had never prepared any similar

topic like this before. In the phase of intra-school contest, no matter what picture Vincent met, he can always turned the topics into disasters such as nuclear blasts or wars. That's why Ashley would like him to take the same strategy as before since that has become part of his speaking style. However, the topic is about the issue of selfies; apparently, his old patterns of improvisation can't be applied here anymore, since Vincent said, "*She(Ashley) told me I can go dark; rather, it's not the "dark" of dark humor, but the dark of negative thinking such as making every story as a tragedy in the end.... So, when I knew the topic is selfie, it's just like sh*t!*." Nevertheless, he still came up with some solutions to it and he planned his structure as "*There is a theme in the beginning and followed by other supporting evidence. My structure is similar to that.*" Eventually, his structure presented like the following statements. First of all, he pointed out the common act between modern people--- taking selfies. Second, he explained the potential problem behind the act. At last, he ended his speech with the urge to pay more attention to the real world instead of taking selfies alone.

Unlike his previous satisfaction of his prepared speech, after the impromptu speech, he was very disappointed of his performance because all he did is keep mumbling that he had screwed up everything after he walked out from the contest area. In the interview, I asked him the reason why he was so dissatisfied with his performance, his reply went as the below, as shown in Excerpt 33.

Excerpt 33

R: before you knew the result, how would you grade your performance?

*V: well, here is the scenario, before I knew I got the first place, I had always been got a long face on the car to my grandma's place because I thought I really f*cked up.*

R: why do you think so?

V: because I was not satisfied with my impromptu speech and was not as good as my friend's.

When I was in my grandma's place, I just lay in the bed and did nothing....because there were some places I should have had better performance. It was mainly because I was not bad in my

prepared speech, if the first part wasn't good enough, I wouldn't care so much about my impromptu speech. You know, it kind of like "I actually have a chance", but my latter part was not good enough. I felt upset for screwing it up by myself. ... I didn't make some of the words right... like oriental pearl building but in fact it should be oriental pearl tower. And I also forgot 地標 in English, so I kept using "sites". How can I forget such an easy word as landmark?
(The second interview with Vincent)

In fact, based on his transcript, the structure of Vincent's speech is good enough though; however, perhaps he's too eager for success (shown from the previous description of his self-expectation) to forget some basic words such as oriental pearl tower and landmark. Thus, it is his anxiety that affected his accuracy of word choice. He worried that his performance would be affected due to these minor blunders; nevertheless, as it turned out the pros outweigh the cons--- he won the championship in the long run.

Then, in the interview, I further asked him how he could compose a speech like that on the spot, he replied that he had learned it from his past learning experience in Shanghai. He had received the one-on-two instruction with his classmate from a tutor, who is a magazine editor and earned M.A. degree at Harvard University. The instruction had been lasted for one year and half in total in his junior high days. In the following statements documenting what is the appropriate structure for a piece of good essay based on the teaching he was given, as shown in Excerpt 32.

Excerpt 32

V: I have had a writing tutor before, and she taught my other classmates in Shanghai and I how to write a good essay. ... If the essay is not written as the structure she taught, it won't be a good one.

R: What is that structure?

V: well, you have to have a thesis at first; then, each paragraph has to have three evidence to support the main idea. ... I remember that each essay has one main theme and in the introduction you can pose one or two counterexamples but you have to raise other positive examples, or the it won't be an essay. Generally, I'll have three paragraphs for supporting, and I'll add the conclusion in the last paragraph.

R: So, how do you write your conclusion?

V: It has to be assured by above examples and restate the last sentence I wrote in the introduction.

That is also the very sentence I have to mention in each paragraph. So, in my conclusion, it will be written ---shown by above examples we can close see blahblah.

(The second interview with Vincent)

In his explanation, he well presented how to write an appropriate authentic English-style composition. First of all, the writer has to bear one theme in mind and to deliver it in the introduction with several examples and counter examples. Then, the introduction will be followed by three paragraphs with different evidence in each to support the introduction. Finally, the essay will be ended in a conclusion with brief summary of each paragraph.

Part Five—The Self-reflection upon the Contest

Horizons-broadening Experience

After the entire participation of contest, the growth from the entire process can be divided into three aspects. First, the inter-school contest enables Vincent to broaden his horizons, as shown in Excerpt 34.

Excerpt 34

V: in this contest, I have more chances of meeting more top elites to speak than in our school. It makes me feel “Wow, I am not the only one” because they are also so great. There is always someone better than you. ... their composure on stage is greatest like those only be seen on TV or back at my school in Shanghai.

(The second interview with Vincent)

For Vincent, the contest itself can be regarded as a platform recruiting the best speakers from those prestigious schools. Those contestants can be best teachers as well since they taught him how to be a good speaker onstage by their own

performances. These demonstrations can be stimulus for Vincent to further sharpen his skills in delivery of a speech.

A Sense of Recognition from His Peers

Second, he gained the sense of recognition from his peers because the class he studied in school is an advanced class whose students have been filtered through stricter standards. From both Ashley and Vincent's descriptions, the students in that class are also good at other extracurricular activities and very versatile. Therefore, winning the first place in the speech contest is more than a success in English speaking, but an acknowledgment for a social status among his peers, as shown

Excerpt 35.

Excerpt 35

V: I am satisfied because my classmates can recognized me as some who is good at English. My grade is not best one among them. There are some many people having better grades than me. I am not the best sports player in my class, either. ... After the entire process of speech contest, I think I can survive in my high school days. (The second interview with Vincent)

Sense of Self-actualization

From the above statement, it can be inferred that Vincent has earned the sense of self-actualization, apart from peers' identification. Also, he said, "*there are lots of things I can do. At least, I can give it a try.*" which is similar to what he had experienced in the intra-school contest. Without giving it a try, he will never know what achievement he may accomplish through his efforts. This successful experience may make him embrace other challenges in a more open-minded way.

CHAPTER FIVE

DISCUSSION

5.0 Introduction

This chapter dealt with the issues that arose from the findings of this study. Findings of the study were discussed based on the previous literature to provide possible accounts for the answers to the two research questions.

5.1 Research Question One

RQ1: What challenges did the two high school students face during the process of preparation for the speech contests? How did they cope with the challenges?

5.2 Answer and Discussion of the Research Question One

The findings of the challenges that the participants encountered and the coping strategies they employed are presented respectively in Table 5.1 and Table 5.2. As presented in the tables, the major challenges they face are related to oral delivery and anxiety, and thus they have attained the most supports from different resources in terms of the oral delivery. To fully answer and discuss the research question one, I would firstly state what is congruent with the previous studies, later elaborate on parts of the present study that may not be consistent with prior literature, and last provide some plausible reasons behind the results.

Table 5.1 Challenges that the participants encountered

Types of Challenges	Participants Jean	Vincent
Inter-sentence Level	No obvious challenge	No obvious challenge
Oral delivery	Stance Gesture Eye contact Voice expression Handling unexpected situation	Formal speaking style Gesture Voice expression Facial expression Handling unexpected situation
Intra-sentence Level	Proper collocation	Accurate word choice
Anxiety	Previous negative experience Competition with advanced contestants Capacity of delivering a speech	Competition with advanced contestants Desire to win

Table 5.2 Coping strategies that the participants employed

Participants	Jean	Vincent
Types of Challenges		
Intra-sentence Level	Formulaic expression	Alternative wordings
Inter-sentence Level	No specific strategies	Extensive reading Story (setting→problem→solution) Private tutor in Shanghai Exposition (introduction→examples/evidence→conclusion)
Oral delivery	Teacher's feedback Peer observation Mirror method Time allocation	Teacher's feedback Peer observation Conception negotiation Mirror method Families' facilitation
Anxiety	Remained unsolved	Being resourceful

Language Anxiety

The most common challenges the two participants encountered is speaking anxiety. Both of the participants claimed that they felt the anxiety strongly before and during their speech. Such results are consistent with the previous studies that it is speaking in public without prior preparation that makes the speech task itself was a strong stimulus for speakers to manage (Suleimenova, 2013 ;Hsu, 2012 ;Öztürk,

2014 ;Lin, 2011).

Also, the sources of the participants' anxiety are similar to those stated in the previous studies, including the fear of making mistakes, the negative reactions of other peers, proficiency levels, and gender (Hsu, 2012; Öztürk & Gürbüz, 2014; Suleimenova, 2013). For example, both participants got nervous once they thought of the competition with the advanced peers or other competent contestants (peer pressure). Also, both of them did worry about making mistakes. However, from my collections of data, the participant with higher proficiency tended to have more capacity to deal with the accidental mistakes, compared with his counterparts because those with the higher proficiency level might possess more resources to deal with errors, whereas the one with lower proficiency became even more nervous about her speech after discovering she failed to deal with mistakes she made. And this result is also congruent with previous studies that the higher the proficiency the learners possess, the lower the chance they got anxious on stage (Hsu, 2012; Öztürk & Gürbüz, 2014; Suleimenova, 2013).

Gender is another factor that leads to speaking anxiety. In the previous study (Hsu, 2012), females students tended to have higher degree of anxiety than their male peers due to higher grade consciousness and being more afraid of making mistakes in public, facing unfamiliar audience could be another anxiety booster. In the current research, it is the female participant that has a higher level of anxiety; however, gender might not be the sole reason contributing to this difference since proficiency gap between the two learners may be another main reason that lead to this disparity.

Previous studies also show that the perfectionist attitude may lead to speaking anxiety (Öztürk & Gürbüz, 2014; Suleimenova, 2013). Similarly, this study indicated that Vincent's strong desire to win, which is also the main cause for his challenges,

became his failing to have a proper tone to deliver his speech.

Besides the above-mentioned reasons, previous negative experience is another source of anxiety for Jean to deal with. In terms of the past negative learning history, learners may be afraid that the same old nightmare may repeat again. Due to the negative history, they may not have the courage to believe in themselves to have strength in changing their present and future.

Prior research also has displayed that language anxiety has not only debilitating (Hsu, 2012 ;Suleimenova, 2013 ;Öztürk, 2014 ;Liu, 2006) but also facilitating effects (Suleimenova, 2013) on learners' speaking performance. Similarly, this study shows that anxiety has different effects on two participants' performances. Jean's anxiety remained unsolved until the day of the contest. The reason she couldn't successfully defeat her anxiety may be the time for preparation was too short to fully develop the capacity required to improvise a story. In contrast, Vincent's performances were affected by anxiety as the approach of the contest; however, anxiety was served as a positive force for him to face the contest seriously and prepare more completely.

As for the related coping strategies to soothe learners' anxiety, the prior studies recommended the erections of non-threatening environment and a peer supportive atmosphere (Hsu, 2012; Suleimenova, 2013). In this study, private feedback from peers in the intra school contest is one of the major facilitations for Vincent and he even claimed the feedback from peers was more constructive for him than that from Ashley in the phase of intraschool contest since the advice could be more personalized and be more specific at one's problem. However, in the interschool contest, only Vincent and Ashley went on for one-on-one instruction, so there was no space for such feedback.

Intra-sentence Level

Regarding the challenge at the intra-sentence level, the findings of the present study are not consistent with those of the research discussed in Chapter 2. First, according to the prior studies, the most common problems were limited range of vocabulary and the lack of grammatical knowledge (Hsieh, 2006; Huang & Lu, 2007). However, this study suggests that although the students have proficient knowledge in vocabulary and grammar to fully express themselves, they may still have some other problems to resolve. They sometimes might come across other intra-sentence level problems to hinder their communication. For example, Jean had improper collocations such as “*I dreamed a story* last night” instead of “*I had a dream* last night” as the beginning of the story. Also, Vincent had less precise word choices like “a tool” to express the fight, and that could have been replaced with “a weapon” to be more explicit. The different results between the current and past research may be derived from the proficiency level differences among participants. However, possessing the knowledge of vocabulary and grammar is not sufficient for a learner to express his or her story onstage; instead, the knowledge of proper collocations and accurate word choices is also required to deliver a story.

Nevertheless, Jean’s and Vincent’s compensating strategies for the intra-sentence level challenges are apparently different. On the one hand, Jean had never had the collocation problems in the beginning of the story later after Ashley suggested that she have a fixed opening, and thus she just had to contemplate the rest parts of the speech. On the other hand, when Vincent could not come up with the words, he would replace them with some other synonyms on the spot. In other words, Jean used formulaic expressions to avoid the problems of collocations, while the strategy that Vincent took was alternative wordings requiring larger size of vocabulary

to achieve. The formulaic expression is similar to the strategies that Hsieh (2006) adopted in her research—to memorize the vocabulary in the context of the speech. Hence, for less competent learners, teachers can provide some formulas for them if they should meet collocation problems. For more competent learners, alternative wordings are acceptable as long as the learners can keep the story going.

Inter-sentence Level

In terms of inter-sentence level challenges, previous studies stated many students found it difficult to construct a well-organized structure with thinking critically during composing a speech (Hsieh, 2006). However, the results differ from the findings of them; as it turned out that neither of the two participants confronted obvious challenges. Nonetheless, the reasons behind them differed. For Vincent, he didn't encounter specific challenges since he acquired different approaches to dealing with it. Yet, Jean did not have too many specific challenges to conquer in terms of the inter-sentence level because the biggest challenge she faced then was the oral delivery, which left both Ashley and Jean no time to pay attention to the problems in discourse especially those didn't disturb audience from comprehension.

Therefore, the strategies between Jean and Vincent had great variations concerning discourse. Contrary to Jean's no use of specific strategies, Vincent has employed different discourse structures to approach different genre. For instance, when he improvised a story, beyond the general structure of setting→problems→solution, he would also utilize different strategies to compose a story: (1) to search for possible stories from the past materials to settle the characters and the problems, (2) not to name the characters deliberately, and (3) to end the story with one sentence and have an open-ended story. His adoption of multiple strategies is

in line with Fang's (2005) study which stated the successful contestants paid more attention to incorporate and used more varieties of steps in the introduction and conclusion to make their speeches more convincing and tactful.

As to the genre of expositions, based on the instructions Vincent received before, he would firstly propose one theme in the introduction. Then, he would have two or three examples or evidence to support the theme and end the exposition with a brief summary. The result is partially similar to Hsieh's (2006) study, which stated that displaying examples of well-organized speeches to the students was beneficial in having students equipped with the knowledge of discourse. In the study, the instructions of writing for exposition may further reinforce the conception of discourse in English. To conclude, to have better performance on discourse during a speech, it is essential to have a large amount of extensive reading and exposure to the target language and to have extra training of English composition beforehand.

Oral delivery

Last but not least, what differentiate this study from the prior research the most is the challenge regarding oral delivery. The previous research has referred to pronunciation, intonation and fluency as three major dissatisfactions for students during the preparations (Hsieh, 2006; Huang & Lu, 2007). And these three obstacles were directly related to one's speaking ability. However, this study uncovered that the challenges they met were mostly non-language aspects, such as posture, voice and facial expressions and the capacity of fixing up accidental situations. For example, Jean's stance, gesture, and eye contacts are not connected with her proficiency but can affect her communication with the audience when she her body obviously spoke for her to tell the audience how nervous she was. Also, failing to utilize rich voice and

facial expression, Jean was unable to have the audience more engage in a story. Furthermore, handling unexpected situation onstage is the task that Jean could not fulfill as well, such as slipping her tongue and being unable to think of one certain word on the spot. Once these unpredicted errors were not treated with instant compensating strategies, her speech might be compelled to bring to a halt. Although Vincent confronted similar challenges in the second phase of preparation, his reason was different from Jean's. Vincent's challenge in oral delivery was rooted in his strong desire for winning, which in turn changed into a strong source of anxiety that kept him from finding the proper formal speech style. His imagined formal speaking style was with less gesture, flatter and more aspirant voice expressions, and fewer facial expressions; however, this way of speaking style brought less information to the audience and negatively influenced his overall performance. Thus, beyond pronunciation, intonation and fluency, other non-language aspects need to be taken into considerations for having better oral delivery.

Unlike the previous study (Ding, 2007), which only referred to the imitation as the most common approach for the winners of the speaking contests, in the present study, Jean and Vincent have different sources of supports to facilitate their performance on oral delivery. The supports developed from different sources: one was given under the school context, and the other was provided from places outside the school. The foremost source of support is the teacher's feedback which was not only aimed to provide constructive suggestions over the participants' performance but also undergo some conception negotiations of what a good speech is. For example, Vincent's performance was once stuck by his assumption of the "formal" speaking style. The second common supports come from mixed-proficiency peers. Due to the different proficiency level among learners, learners can have different assistances to

overcome their difficulties. For example, the more capable peers can be an example to be followed, the equal peers (peers from the same class) can exchange different feedback privately, and the less capable peers (students from junior high) can be a stimulus for peers in senior high to have a better performance than them. In addition to the supports offered in the school, the practices at home can also help like standing in the mirror, allocating different proportion of time when composing, and facilitations from other family members.

5.3 Research Question Two

RQ2. What personal growth did the students gain from such experiences?

5.4 Answer and Discussion of the Research Question Two

Based on the findings of Chapter 4, the personal growth gained from the experience can be listed as below: (a) horizons-broadening experience, (b) a sense of achievement, (c) a sense of recognition from his peers (d) a sense of self-actualization. However, the results may not be in total agreement with those of the studies discussed in Chapter 2 (Fang, 2005; Hsieh, 2006). Neither of the participants in the present study mentioned improved language as their growth reaped in their engagements. Instead, both of them asserted that the growth deriving from witnessing different ways of deliveries by contestants from other classes or schools. Also, the other aspects of growth in the previous study did mostly pay attention to the participants' positive mental enhancement, but they were related to the improvements in language, such as becoming more confident in English speaking (Bradley, 2009) and more motivated in English learning (Huang & Lu, 2007). However, in this study, participants' positive attitudinal enhancements stem from gaining confidence in defeating the past experience, gaining recognition from peers, even boosting the sense of self-efficacy

by winning the contest. Thus, it is suggested that by participating English speech contests, students could have access to observing the speeches by more competent contestants, and further become more confident in self worth as well.

5.5 Pedagogical Suggestions

To facilitate future English speech contests in Taiwan, the current study provides the following suggestions for teachers, students, and administrations.

For teachers

For teachers who may have the chances of coaching students for speech contests, they can provide students with multiple sources of scaffoldings, including peer observation and feedback from different teachers. From observing peers across different proficiency levels, students can have different models to learn from and gain metacognition capacity as providing feedback to their peers. In addition, the suggestions offered by other teachers may provide other perspectives and further persuade students to face and deal with the challenges they have.

Furthermore, based on the findings, in addition to basic elements of language such as vocabulary, grammar, and intonation, oral delivery and anxiety relief are equally important. Acquiring the skills to negotiate with students is equally important, when students declined to receive teachers' suggestions in the first place. After all, the speeches have to be presented in smooth delivery without the disturbance of anxiety, and thus proficiency alone is not sufficient for speech contests.

For students

For future students who may be interested in participating in impromptu speech

contests, extensive exposure like movies, video games, novels and so on cannot only increase their contact to the target language, but also enable them to come up with creative plots, all of which help them improvise stories onstage. Also, students can learn different genres in English writing (e.g., exposition and argumentation) beforehand so that they can have better capacity in drafting outlines for impromptu speech. In other words, having exposure to the target language in different ways of input and output can have a positive effect on leading a good speech.

Last but not least, speaking in public can be a nightmare for many learners, especially students with Confucius heritage backgrounds. Thus, through sharing the growth harvested from participating speech contests can encourage more students to be willing to join the contests.

For administrators

It is suggested that the related administrative units hold the speech contests in the Spring semester so as to allow both teachers and students to have more preparation time. As introduced in Chapter Three, the time for preparation was not sufficient enough for Ashley to train students since she only had two weeks available for her to arrange related trainings. However, cultivating the ability to deliver a speech onstage can't be done within a short period of time. With more time devoted to the preparation, the students' performances have higher possibilities to be improved, thus increasing their motivation and confidence in learning. What's more, to assist them in coping with the challenges, holding camps or workshops for students and teachers respectively could help them tackle the difficulties more efficiently and effectively.

5.6 Limitations of the Study

The study revealed the difficulties the two participants confronted, the coping

strategies they employed, and their growth from the process of preparing for the speech contests. However, the researcher still recognizes some limitations of the current research. First, due to the time limits, students' preparation of intra-school speech contests started as early as the second week of the semester; hence, the researcher did not have sufficient time to conduct a pre-contest interview to document their attitude about the speech contests. Although I asked these questions in the post-contest interviews, the description may be more detailed and approximate to the reality then, if I had conducted the interview before the contest.

Directions for Future Research

Based on the findings of the present study, some directions for future research are proposed. First, this study collected only observation and interview data. Future studies can adopt stimulated recall so as to have a more comprehensive understanding of challenges encountered and coping strategies. Second, the participants of the study all come from families with high social status and study at a prestigious school in Taipei City. That is, the resources from their family make them have more exposure in English. Therefore, to have a more holistic understanding of how senior high school students perceive speech contests, learners with an alternative background or different proficiency levels can be investigated to understand their challenges and coping strategies. Third, Ashley, the instructor, played a crucial role as well in providing assistance in helping students overcome their challenges. To better deal with learners' problems, teachers may have confronted obstacles during the process of coaching; hence, the teachers' perspective on speech contests can be the topic of future research.

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APPENDIX A

Consent Form for Observation and Interviews

Dear participants:

I am Yu-Pei Huang, an M.A. student of the TESOL program in National Chengchi University. Now, I am working on my thesis, Exploring the Challenges and Personal Growth from Speech Contests: A Case of a Senior High School in Taiwan. For thorough investigations, I would like to explore the instructional process of the English speech contest with the aid of observation. I am also interested in the challenges the students have confronted and growth they have reaped respectively after the participation of the English speech contest. To have a better understanding of that, interviews will be employed to attain more sufficient data.

In the present study, you may have one interview, and that will be conducted for about one hour and half. Before the interview, the interview protocols will be presented to the participant beforehand. If any question is inappropriate for you to answer, adjustments will be accepted. For further data analysis, all of the interviews and observations will be recorded throughout the process. All of the collected data will be used for the purpose of research alone, and no data breach is allowed. Real personal identities will be substituted as pseudonyms. If any other third party is mentioned during the interview, it will also be processed anonymously. All of the data in this study will be deleted once the research is done. If you agree with the above-mentioned statements, please sign in the following blanks. Millions thanks for your participations of this study.

From Yu-Pei Huang, an M.A. Student of the TESOL program in NCCU

I have read the above-mentioned statements and voluntarily participate in this study.

Participant's signature : _____ Date : __ (YY) __ (MM) __ (DD)

Researcher's signature : _____ Date : __ (YY) __ (MM) __ (DD)

APPENDIX B
觀察訪談同意書

親愛的老師/同學您好：

我是政治大學英語文學系碩士班英語教學組的學生，目前正著手於碩士論的撰寫，研究主題為「探索演講比賽的挑戰與收穫—以一所台灣的高中為例」。希望能透過旁觀觀察，進一步探討英語演講比賽的教學歷程。也能透過深入訪談，能更了解演講比賽所帶給師生的收穫與挑戰。

在此次研究，需要您的訪談，訪談時間約進行一個半小時。並會在訪談前，將題目給您過目，若有覺得不妥之處，亦可再作修改。為便於日後研究分析，本研究的觀察與訪談皆會全程錄影錄音。而錄影錄音的內容，僅供本研究使用，絕不外洩。而個人身分將以匿名代替真實姓名，訪談中若有提及第三人者，也將以匿名處理。所有相關資料在研究完成後，將進行銷毀。若您同意以上內容，請您簽下您的姓名。個人在此致上萬分謝意，感謝您的參與。

國立政治大學英國語文學系英語教學組碩士生 黃毓培敬上

我已閱讀上述說明，並同意自願參與本研究相關觀察與訪談。

受訪者簽名：_____ 日期：_____

研究者簽名：_____ 日期：_____

APPENDIX C

教師訪談問題

研究相關背景

教學相關學經歷

1. 大學和研究所的科系

請問老師大學和研究所分別從哪間學校畢業的？

2. 教書的資歷

老師的教學年資約為幾年？有在哪些學校任教過？

老師有指導過幾年的英語演講比賽？有哪幾位學生得過名嗎？

學校相關資訊

1. 可否簡述學校學習氛圍和學生英文程度

2. 在十二年國教實施之前/之後，學生的英文程度有什麼樣的變化嗎

演講比賽相關資訊

1. 說明校內演講比賽以及市賽的時程

2. 指導的時間點大部分是什麼時候？

3. 每次大約花多久的時間進行訓練？

4. 整體訓練的時間需要多久？(從參賽報名到正式上台前)

如何指導演講比賽

Topic Domain One 挑選參賽學生

Lead-off Question 可否以上一次的演講比賽為例，老師是如何挑選學生的？為什麼？

Follow-up Questions

1. 老師從第一年當老師至今，挑選的方式都一樣嗎？怎麼會想用這些方式挑選學生，可否請老師描述一下相異之處？

2. 挑選的學生態度大致為何？

3. 根據您的觀察，什麼因素會影響學生的參賽態度？

Topic Domain Two 指導進行方式

Lead-off Question 老師用上一次的演講比賽的某一位同學為例，說明從一開始指導比賽到比賽結束，您對於學生的指導為何？所以其他同學也是一樣的指導方式嗎？有什麼相同/異之處？

Follow-up Questions

1. 在內容構思上，老師通常都如何指導學生？

2. 在組織內容上，老師通常都如何指導學生？(概論段，發展段，結論段)

3. 在演說技巧上，老師通常都如何指導學生？(發音，音調，眼神，肢體)

4. 在上台焦慮上，老師通常都如何指導學生克服？

5. 在訓練過程中，會讓學生們互相練習給彼此回饋嗎？

6. 在正式比賽上台前，會給學生什麼樣的幫助？

7. 在正式比賽結束後，會給學生其他意見嗎？
8. 老師為什麼會想要這樣子來指導學生演講？
9. 每一年(學生)指導的方式有什麼不同嗎？影響指導方式不同的因素大致上有哪些呢？

Topic Domain Three 指導時間分配

Lead-off Question 像老師一次要輔導六個學生參賽，時間上大多怎麼安排？

Follow-up Questions

1. 影響老師對每位學生指導時間或方式不一樣的原因？調整的原因或方式？

Topic Domain Four 老師認為學生面臨的困難

Lead-off Question 在去年指導學生的經驗裡，老師會認為不同時期學生會遭遇到什麼不同的困難嗎？

Follow-up Questions

1. 有沒有遇過學生的哪些困難是令老師印象深刻的呢？可以簡單描述一下情況嗎？
2. 老師認為是什麼因素造成同學們的困難？
3. 老師通常都如何幫助學生解決的？
4. 為什麼老師覺得這樣的教學可以協助學生的困難？
5. 學生的困難真的有在比賽前順利克服嗎？
6. 對多數學生而言，準備演講比賽最困難的部分為何？為什麼？
7. 有沒有遇過哪些學生的困難，是老師無法解決的？可以描述一下當時的情況嗎？

Topic Domain Five 老師認為學生的收穫

Lead-off Question 根據老師的觀察，學生在參加完比賽後，學生的英文有從哪幾個方面提升了？可否舉例學生比賽前及比賽後有從哪幾個方面提升了呢？除英文方面，還有什麼收穫嗎？

(內容構思/組織內容/演說技巧/學習動機/自我實現)

Follow-up Questions

1. 有遇過有學生在參加完比賽後，更害怕英文的同學嗎？或英文變糟糕？
2. 演講比賽對於非參賽的學生而言，也會有學習上的幫助嗎？

APPENDIX D

學生問卷

同學您好：

我是黃毓培，就讀於政治大學英語文學系碩士班英語教學組，目前正著手於碩士論文的撰寫，研究主題為「探索演講比賽的挑戰與收穫」，旨於研究英語演講比賽的教學歷程，與演講比賽所帶給學生的收穫與挑戰。在訪談開始之前，希望能對您過去英語學習歷程有初步的認識。本問卷調查結果僅供本人研究使用，個人資料亦不會對外公布，請放心填寫。如有對研究或個人權益有任何疑問，也歡迎與本人連繫。連絡方式如下：

信箱: mirandahuang0531@gmail.com、手機: 0920789855

Dear student participants:

I am an M.A. student of the TESOL program in National Chengchi University. Now, I am working on my thesis, Exploring the Challenges and Personal Growth from Speech Contests. The purpose of the study is to investigate the instructional process of the English speech contest, and the challenges the students have confronted and benefits have reaped after the participation of the English speech contest. The questionnaire is made to have an brief understanding of your English learning background. All of the results in this questionnaire will be collected for my research alone and your personal information will be kept in total confidentiality. Please fill out the following questions without worries. If you have any questions about the research or your personal rights, welcome to contact me. My contact information is as the follow. (E-mail: mirandahuang0531@gmail.com ; Mobile: 0920789855)

國立政治大學英國語文學系英語教學組碩士生 黃毓培敬上

日期：__年__月__日

From Yu-Pei Huang, an M.A. Student of the TESOL program in NCCU

Date: __ (YY) __ (MM) __ (DD)

1. 姓名 Name : _____
2. 年級 Grade : _____
3. 學習英語的時間 Duration of English Learning : _____年 year(s)
4. 是否參加過英語檢定考試? Have you ever taken English proficiency tests?
 是(請繼續回答第 5 題) Yes. (Please go to Question 5)
 否(請直接回答第 6 題) No. (Please go to Question 6)
5. 英文檢定考試的成績 Grade of English Proficiency Test(s) :
 全民英檢 GEPT
 初級 Elementary 中級 Intermediate 中高級 High- intermediate
 高級 Advanced 優級 Superior
 多益 TOEIC

- 350~ 549 550~ 749 750~ 879
 880~949 950~990
- 托福網路測驗 TOEFL iBT
 29~26 47~70 71~82
 83~108 109~120
- 雅思 IELTS
 3 or 3.5 4~5 5.5~6
 6.5~7 7.5~9
- 其他 Others: _____

級別 Level/ 分數 Grade: _____

6. 是否有在英語系國家就讀經驗？

Have you ever studied in English-speaking countries?

- 是(請繼續回答第 7 題) Yes. (Please go to Question 7)
 否(請直接回答第 8 題) No. (Please go to Question 8)

7. 在英語系國家就學的時間

Duration of Study-abroad Experience

- 0~3 個月以下 no more than 3 months
 超過 3 個月~ 6 個月以下 more than 3 months to no more than 6 months
 超過 6 個月~ 1 年以下 more than 6 months to no more than 1 year
 超過 1 年~ 3 年以下 more than 1 year to no more than 3 years
 超過 3 年 more than 3 years

8. 是否有參加過英語演講比賽？

Have you ever taken part in any English speech contest?

- 是(請繼續回答第 9 題) Yes. (Please go to Question 9)
 否(請直接回答第 10 題) No. (Please go to Question 10)

9. 比賽名稱 Title(s) of the speech contests: _____

比賽名次 Final places: _____

10. 是否有參加過其他相關的英語競賽？

Have you ever taken part in any other English-related competition?

- 是(請繼續回答第 11 題) Yes. (Please go to Question 11)
 否(請直接回答第 12 題) No. (Please go to Question 12)

11. 比賽名稱 Title(s) of the speech contests: _____

比賽名次 Final places: _____

12. 聯絡方式 Contact Information

電話 Mobile: _____

電子信箱 E-mail: _____

APPENDIX E

學生訪談問題

Topic Domain One:

賽前心理

Lead-off question:

大致描述當初是怎麼被老師挑選的？可以說明你當下被挑選出來的心情嗎？

Follow-up question(s)

1. 如果當時沒有被老師挑選去參加演講比賽，你心裡面會作何感受？你會去參加其他的英語比賽項目嗎？為什麼(不)？
2. 得知要參加比賽之後，對於自己的表現有什麼期望嗎？為什麼？
3. 得知要參加比賽之後，比賽中最讓你不安的部分會是什麼？為什麼？
4. 得知要參加比賽之後，比賽中最讓你有信心的部分會是什麼？為什麼？

Topic Domain Two:

賽前經驗

Lead-off question:

這份研究主要是想瞭解英語演講比賽的部份，為了更了解您的先前相關經驗，說明一下先前的相關的比賽經驗嗎？不論是否為英語演講比賽都可以分享。

Follow-up questions:

1. 如果有的話，可否就你記憶所及的部分，描述一下上次比賽的經過？
2. 上次比賽的經驗，整體而言，後來給予你在英語學習上有什麼影響？
3. 你認為先前的比賽經驗會為此次的比賽帶來什麼影響嗎？哪一方面？
4. 如果沒有的話，你先前有哪一些學習經驗你認為可能會對比賽有助益的？為什麼？

Topic Domain Three:

指導方式

Lead-off Question: 可否描述第一天在辦公室時，老師是如何指導大家的？

Follow-up question(s):

1. 從那之後，老師的指導方式開始有什麼不同了嗎？是否可以大致簡述一下老師的指導方式？
2. 除了中午的時間外，你還有私下詢問老師嗎？為什麼(不)？如果有的話，可否大致描述一下私下指導的情形嗎？
3. 整體而言，你喜歡老師的指導方式嗎？為什麼(不)？你覺得老師的指導在哪一方面有給你幫助？又在哪一些方面給的比較不足？

Topic Domain Four:

構思內容

Lead-off Question:

以第一次練習看圖說故事為例，你在準備時大致上是怎麼構思內容的？為什麼會用這個方式來準備呢？

Follow-up question(s):

1. 之後的每一次都用類似的方式構思內容嗎？還是後來有衍伸出其他方式？怎麼研發出來的？
2. 在賽前多次的訓練下，你認為你構思內容的方式有什麼進展？

Topic Domain Five:

發表演說

Lead-off question:

以第一次練習看圖說故事為例，在構思完內容後，可以描述一下你是如何發表你當時構思的內容嗎？

Follow-up question(s):

1. 對你而言，練習發表演說時，相對困難的部分是什麼？相對簡單的部分又是哪些？之後的每一次練習演說時你都如何去調整這些困難的部分？
2. 你還記得你第一次發表演說後，老師給予什麼回饋嗎？後來的練習有依照老師的回饋做調整嗎？為什麼(不)？
3. 整體而言，看圖說故事對你而言是個困難的挑戰嗎？為什麼(不)？

Topic Domain Six:

同儕與其它回饋

Lead-off question:

第一次訓練時，要在同儕面前演說，可以稍微描述一下當時心情與情況嗎？

Follow-up question(s):

1. 第一次訓練時，看到其他同儕的表現，你當下覺得如何？有獲得什麼回饋嗎？
2. 回顧這兩週的訓練過程，你認為你從哪一位同儕身上獲得最多幫助？為什麼？
3. 老師在賽前有安排大家和國中部學弟妹一起練習，有沒有給你不同的刺激？
4. 班上其他沒參賽的同學有沒有給予你其他的幫助？
5. 你覺得同儕和老師給予的幫助有什麼不一樣嗎？為什麼(不)？
6. 除了指導老師以外，關於這次演講比賽，你有私下向其他人請教嗎(別的師長/同儕/家人)？他們給予了你什麼幫助？

Topic Domain Seven:

比賽當天情形

Lead-off Question:

可否描述一下，比賽那天，當你抽到什麼題目？以及看到題目的當下感覺如何？

Follow-up question(s):

1. 在準備的六分鐘內，你可否簡述一下你是如何構思內容？為什麼會想要這樣構思內容？
2. 在上台的兩分鐘左右，你可否簡述一下你當時所講與當初所想有何不同？做了哪些調整？為什麼想要這樣調整？

Topic Domain Eight:

自我回饋與省思

Lead-off Question:

對於自己在這次演講比賽的表現，若滿分為十分，你自己會給自己打幾分？為什麼？

Follow-up question(s):

1. 如果比賽當天是____分，那麼與你第一次練習的情況相較，你給你自己打幾分？為什麼？
2. 這次的比賽演說，和練習時相較，你認為進步最多的在哪裡？
3. 如果這次比賽的演說能再來一次，你會想要再如何調整呢？
4. 這次比賽，你認為最厲害的參賽者是誰？為什麼他/她在你心中是最厲害的？你從他/她身上學到什麼？
5. 未來如果有機會，你還會願意參加英文演講比賽嗎？為什麼(不)？
6. 經過了這次比賽的洗禮，你會願意推薦其他同學參加英語演講比賽嗎？為什麼(不)？
7. 回顧整個培訓過程與比賽，你認為你遇到遇到最大的問題是什麼？為什麼？你最後在比賽時，當時的困難有得以順利解決嗎？
8. 回顧整個培訓過程與比賽，你個人覺得最大的收穫是什麼？