

**Conscious Learning: Improving The Quality Of Oral Presentations in students  
of 6th grade**

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## **Abstract**

This narrative research aims to determine how supporting materials and body management strategies can improve the confidence of sixth-grade students in oral productions in English as a foreign language. The main goal of this project was to improve students' public speaking skills, focusing on a group of 10 students from a private school in Medellin. These students were observed over five months through different data collection tools and sessions designed to create classroom environments that support confident oral performances once a week for 5 months. The study examined how additional materials could address common challenges, such as shyness, engagement, presentation anxiety, and reliance on support materials that often affect students during public speaking. Findings revealed that the strategies applied had a positive impact on students' oral performance, helping them to manage their anxieties and become more confident. These findings suggest that similar approaches could be beneficial in other educational contexts, opening new possibilities for building student confidence and communication skills in language learning. Overall, the results highlight the value of supportive materials and strategic classroom design in fostering a more comfortable environment for students learning to communicate in English.

**Keywords:** Feelings, Foreign Languages, Oral Expression, Performance motivation.

## **Resumen**

Esta investigación tiene como objetivo determinar cómo los materiales de apoyo y las estrategias de manejo corporal pueden mejorar la confianza de estudiantes de sexto grado en producciones orales en inglés como lengua extranjera. El objetivo principal del proyecto fue mejorar las habilidades de los estudiantes para hablar en público, enfocándose en un grupo de 10 estudiantes de una escuela privada en Medellín. Estos estudiantes fueron observados semanalmente durante cinco meses a través de diferentes herramientas de recolección de datos y sesiones diseñadas para crear entornos de aula que fomenten producciones orales con mayor confianza. El estudio analizó cómo los materiales adicionales pueden abordar desafíos comunes, como la timidez, el compromiso, la ansiedad al presentar y la dependencia de materiales de apoyo que suelen afectar a los estudiantes al hablar en público. Los resultados revelaron que las estrategias aplicadas tuvieron un impacto positivo en las presentaciones orales de los estudiantes, ayudándolos a manejar su ansiedad y a tener más confianza. Estos hallazgos sugieren que enfoques similares podrían ser beneficiosos en otros contextos educativos, abriendo nuevas posibilidades para fortalecer la confianza y las habilidades de comunicación de los estudiantes en el aprendizaje de idiomas. En general, los resultados destacan el valor de los materiales de apoyo y el diseño estratégico del aula para crear un ambiente más cómodo para los estudiantes que están aprendiendo a comunicarse en inglés.

**Palabras Claves:** Sentimientos, Lenguas extranjeras, Expresión oral, Motivación escénica.

## **Degree Requirement**

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## **1. Introduction**

Imagine you are in front of your classroom making a presentation for your English class, your hands and voice are trembling, your mind is blank and everyone is staring at you. This is a reality that students constantly face. This study investigated how anxiety and stress influence this activity and seeks through the implementation of certain strategies to improve the quality of these presentations; taking as a starting point a group of 10 sixth grade students from a private school in Medellin.

Communication skills are an essential aspect in the process of learning a second language, which is why they must be developed effectively from a very early age. Sixth grade students were chosen for this study because it was considered a good transition stage between elementary and high school where students can become more aware of their own second language acquisition process and begin to improve the quality of oral presentations in English. King (2002) commented “the introduction of oral presentations to EFL classrooms provides a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confidence in public.”(p.413). Therefore, it is important to apply support materials and body management strategies in a structured way to gradually reduce the stress and anxiety that this activity produces in students.

### **1.1 Statement of the Problem**

Oral presentations in English have long been recognized as a significant challenge in educational settings, particularly in schools where English is taught as a foreign language. Students often encounter a variety of emotions when tasked with presenting in front of an audience, ranging from stress to anxiety. These emotions can significantly impact their ability to perform effectively. This issue is extensively discussed in the study by Tareen, Haand, & Muhammadi. (2023), which found that "EFL (English as a Foreign Language) students faced several challenges during oral presentations," including anxiety and stress, both of which can influence their performance either favorably or unfavorably.

The phenomenon of anxiety and stress during oral presentations is not uncommon; it is, in fact, a widespread issue among students learning English as a foreign language. These

feelings can manifest in various ways, from students forgetting their lines to a noticeable lack of confidence that undermines their ability to communicate effectively. As Tareen et al. (2023) emphasize, "anxiety and fear of public speaking made students feel uncomfortable and vulnerable when presenting in front of large audiences, often causing them to read directly from their slides instead of engaging with the audience." This reliance on reading from slides rather than engaging with the audience not only diminishes the quality of the presentation but also limits the students' ability to develop critical communication skills, which are essential for their development in EFL.

Recognizing the profound impact that these emotions can have on students' academic performance and personal development, this project was designed with a clear vision: to help students manage these emotions, thereby enabling them to deliver more effective and meaningful oral presentations in English. This vision was considered through the implementation of different strategies that includes providing students with ample opportunities to practice their presentation skills in a safe and supportive environment, offering constructive feedback that focuses not only on areas for improvement but also on strengths, and fostering a classroom culture that encourages mutual support and confidence-building among peers.

Moreover, this study delved into the development of essential strategies that teachers can employ in their classrooms to enhance their students' oral presentation skills in English. These strategies are not merely theoretical but are designed to be practical and easily implementable, with the goal of equipping teachers with the tools they need to support their students effectively. By providing valuable resources and guidelines, this project aims to create a framework that teachers can adapt to meet the specific needs of their students, ensuring that every student has the opportunity to succeed.

The significance of this project lies not only in its potential to improve students' oral presentation skills but also in its broader implications for educational practice. The strategies and tools developed through this study will serve as a blueprint for educators who seek to foster a more inclusive and supportive learning environment, where all students, regardless of their initial confidence levels, can thrive. The findings of this research will provide meaningful insights into the best practices for teaching oral presentation skills,

offering practical recommendations that can be implemented across various educational contexts.

## **1.2 Literature Review**

Oral presentations are a factor that is present in every learning process in the educational setting, these activities are one of the most stressful times for a student and can have a high impact on their development; this can become a negative experience as a positive one awakening all kinds of emotions in the student when faced with an oral presentation such as shyness and anxiety causing them to affect and work against the students' confidence when speaking.

When we talk about oral presentations Ong, Wong, Chin (2017) defined them as “the act of delivering a speech or talk in front of an audience, emotions and feelings arise every moment”; according to (Damasio, 1999) “emotions are automatic physiological responses to stimuli, while feelings are conscious experiences that arise from those responses.” When we bring those elements into oral presentations, the most evident feeling is fear, and this can be specifically reflected in anxiety, when we talk about anxiety in oral presentations, we also can use the term presentation anxiety, according to Nordquist (2020) presentation anxiety is the intense worry and fear that an individual experience when doing a presentation to an audience. Anxiety can be present in L1 presentations as in L2 presentations as Arafah (2017) stated Presentation anxiety is also manifested in individuals who use English as their second language. That is, no one who is teaching or learning English as an L2 is exempt from experiencing these emotions and feelings while making a presentation in English.

Fear is an emotion that involves English students in many areas of the class, oral presentations are one of these areas and students can be affected in their skills when doing an oral presentation (Thompson, Healy, & Ouellette 2019) argue that “students who reported high levels of fear of public speaking were more likely to have lower levels of self-efficacy and confidence in their ability to deliver effective oral presentations”. in which they can. On the other hand, anxiety is a feeling that can affect students' performance, causing them to have a low level of efficiency in their work; a study by Mercier, et al., (2019) found that students who experienced high levels of presentation anxiety were more

likely to make errors and show signs of nervousness during their presentations. As was the case with some of the participants in this study, it was found that students who were more anxious usually made more mistakes in their oral presentation before applying the strategies.

In addition "Shyness is a tendency on the part of the person to feel uncomfortable, inhibited, awkward, and very self-conscious in the presence of other people. This produces an inability to participate in social life, even if one wishes to do so and knows how. It is a feeling of helplessness to act in the presence of another person; it is a chronic fear of doing something that produces a lack of confidence in oneself and in others" (Cabrera, 2009, p.2). Several times these shy behaviors can be observed in children from an early age; nowadays everything is related to "multicausality". That is, the cause of shyness is not only one, but several (Cabrera, 2009). In other words, this emotion can be caused by several factors that permeate the life and context of students, directly affecting their level of performance in the classroom, in this case referring specifically to oral presentations. Among the causes we can find that children are not offered the security and space to give their opinions freely, nor are they reinforced in activities that strengthen their self-esteem and self-confidence, thus causing an emotional imbalance, in addition many children are inhibited to ask questions or participate in some conversations that could be beneficial to their intellect, etc.

Benitez Murillo in an article entitled "La importancia de la lengua oral en educación infantil y primaria" (2009) said that school is the place where students should be trained and instructed in the confidence to make oral presentations. In addition, children between the ages of 10 and 11 years old are in an excellent stage to develop their confidence and to put aside shyness and anxiety when speaking in public as they begin to form a more defined sense of their identity and self-concept, which helps them to trust in their abilities.

Oral presentations are one of the most common types of assessments in English classes. According to Rahimi and Abedini (2018), oral presentations can be used as a method of assessment to improve oral skills, critical thinking, and creativity. During oral presentations, students frequently experience different emotions such as anxiety and fear of making mistakes. However, as Reilly (2018) notes, it is normal for anxiety to arise in

stressful situations like presenting, and it is the teacher's fundamental responsibility to teach students how to calm their minds, lower anxiety, and increase concentration.

In oral English learning in high school, Xia Wen (2020) argued that teachers and students need to attach importance to the role of reading aloud, to cultivate good language sense. Teachers need to attach importance to teaching materials in an oral English classroom reflecting the students' life experiences. The design of oral English teaching should consider current situations. Teachers also can make use of modern technology, such as mobile learning software, such as English Fun Dubbing, to enrich oral English classrooms (Xia Wen, 2020).

According to Junjie Hu and Jingxia Liu (2023), the tasks of oral presentation can be varied, and some challenging tasks can be added to make students feel difficult and need to think or discuss to reach a conclusion. Students can also arrange to consult the materials after class and present them in the next class. Oral topics can be varied, and closer to life. Teachers create a situation, letting the students make up dialogues through their own real lives and think about the things around them. This highlights the importance of engaging students in real-life situations, as well as proposing more diverse oral presentation tasks to encourage deeper thinking, allowing students to relate their presentations to previous experiences, supported by materials inside and outside the classroom, making participation opportunities closer and more meaningful.

### **1.3 Theoretical Framework.**

- **Engagement**

According to (Xello Blog, 2022) Student engagement “refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.” In contrast, automatic physiological responses to stimuli, while feeling are conscious experiences that arise from those responses (Antonio Damasio, 1999).

This study adopts narrative research as a methodology of dialogue (Atkinson & Coffey, 2023). Moreover, this study adopts this narrative research because it helps us to be connected and collect information and provide opportunities to analyze personal data.

- **Presentation anxiety**

It is the intense worry and fear that an individual experiences when doing a presentation to an audience (Richard Nordquist 2020). This study adopts narrative research because through students' narratives we can evidence from their experiences the different feelings and emotions such as anxiety and stress. During students oral presentation, anxiety and stress become a detractor to develop students performance in a better way because those emotions affect their qualities, performance and behavior

- **Shyness**

"Shyness is a quality that is shown in some children from an early age, it can be seen in their behavior and actions, especially in situations that require socializing attitudes" Claudia Masic J (2022). This is also an emotion people feel when they are around others, and sometimes that emotion does not let them to share or interact with others. Shyness can mean feeling uncomfortable, self-conscious, nervous, bashful, timid, or insecure Kidshealt (2020). In our research we are going to observe how this emotion affects students' oral presentations in English.

## **1.4 Research Question**

The literature review highlighted the importance of implementing real-life contexts for students to improve their participation in oral presentations. Considering how relevant it is to manage emotional factors such as anxiety and stress that can hinder their performance, our study aims to research on: How do different strategies such as supporting materials, and body management reduce anxiety and stress in oral presentations for 6th-grade EFL students?

## **1.5 Objectives**

In regards to the statement of the problem and the research question, it has been defined as a general objective to determine how support materials and body management strategies can improve 6th-grade students' confidence in oral productions in English classes. For that, some specific objectives were designed that will be a fundamental pillar for obtaining the information required for this project, which focus on the fact that the researchers seek to identify which are the different emotions they feel when they do an oral presentation in English as a foreign language. In addition, it is intended to analyze how these emotions can influence students' performance in oral presentations; finally, with the intention of decreasing this influence and raising the quality of the students' presentations, the researchers seek to examine which strategies help the students overcome feelings regarding oral presentations.

### **1.5.1 General**

To determine how supporting materials and body management strategies can improve 6th grade students' confidence in oral productions in English classes.

### **1.5.2 Specific**

- To identify what are the different emotions that students feel when they do an oral presentation in English as a foreign language.
- To analyze how those emotions influence students' performance in oral presentations.
- To examine which strategies help students overcome feelings regarding oral presentations.

## **2. Method**

For the development of this research, narratives were selected as a methodology; this is, according to Atkinson & Coffey (2003), inscribed as a methodology of dialogue, and for that reason helped to get the participants' experiences and perspectives in a more authentic and meaningful way. Through the use of narratives, it was possible to explore their personal stories, points of views, improvements and emotions during the process, providing deeper insights into the study.

According to Clandinin, D. J., & Connelly, F. M. (2000), in which they present narrative as a research method, they define it as a process for collecting data and analyzing personal narratives or stories.

Narrative research addresses two possible types of narratives: personal and written narratives. Personal narratives are stories told by individuals about their own experiences; they involve a person who has experienced a particular event or phenomenon. Written narratives, on the other hand, are narratives collected from written sources such as books and diaries. The key requirement for this type of narrative is that it must be available for analysis as in the case of personal narratives, focused on the personal experiences and emotions of 6th grade students during their oral presentations in English, which were collected through observations and interviews.

This methodological approach has its foundation in subjectivity, meaning that we are aware of our emotions as we relive memories. We chose to use this method due to its principles. One of these principles emphasizes the exploration of individuals and collective experiences through storytelling. Storytelling is recognized as a fundamental way of making sense of our experiences. Another principle is contextual understanding, which involves comprehending the context in which stories are situated. Finally, this approach focuses on examining the stories that people tell about their lives in specific contexts.

## **2.1 Research methodology**

This research aims to know the experiences lived by sixth grade students regarding emotions such as stress and anxiety that they show when they make oral presentations in English. For this purpose, as a methodology was used narratives, interviews and observing the 10 participants for 4 hours a week for 5 months.

## **2.2 Context**

6th graders from a private school located in Robledo neighborhood, there are 35 students per grade, their ages are between 11 – 12 years, the principal researchers develop 4 hours per week. According to the school standards they must be in B1 level.

As resources, the school has a video beam, tv, library but they have their own English work book.

## **2.3 Sample**

6th graders from a private school in Medellín, most of them have a good level of English with which they can make oral presentations at the level they are asked to, and they have a very good attitude to learn new things.

## **2.4 Data collection**

**Surveys:** Surveys are a technique used with the purpose of “Collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012). This technique, allows researchers to gather and save any type of information that can be useful during the research process, so the researcher can have many sources and enough and relevant facts that can contribute in a meaningful way to reach the goal as (SurveyMonkey, 2024) mentions the importance of surveys “provide researchers with reliable, usable, primary data to inform business decisions. They are important because the data comes directly from the individuals you have identified in your goal. And surveys give you a detailed, systematic way to view and analyze your data.”

**Observation:** Observation is a technique used to collect data that is defined by Baker (2006) “as those studies that involve the systematic recording of observable phenomena or behavior in a natural setting”. It is useful, because it helps researchers to collect information

from the scenario taking into account everything that is happening during the research process.

***Narratives:*** Narratives are a technique that is very useful because according to Ntinda (2020) “Aims to unravel consequential stories of people's lives as told by them in their own words and worlds”. It helps researchers to gather information from the experience of participants.

## **2.5 Data Analysis**

This study examined the experiences of sixth-grade students during their oral presentations in English, as well as how support materials and body management strategies, among other factors, influenced their performance. Through techniques such as observation, narratives, and surveys, patterns in student responses were sought. Both observation and surveys allowed for the collection of key data, such as behaviors and observable emotions like shyness, confidence, or student participation. Additionally, the narratives helped to deepen the understanding of students' subjective experiences, providing not only personal but also emotional context to the observed phenomena.

The application of these methods revealed how complex oral presentations can be for students, as well as how support materials such as posters, visual aids, body management, and even peers can help them reduce or manage the challenges of giving an oral presentation in English. This analysis was guided by narrative principles that emphasize the importance of not only the context and emotions but also the students' interpretation during moments of heightened stress, such as oral presentations.

Finally, the data analysis process was carried out through a procedure that included coding, categorization, and triangulation of each of the findings obtained through the observations made by the researchers, surveys administered to the students, and narratives shared by the students.

## **2.6 Ethical considerations**

- Participation of the students, confidentiality and privacy, maintaining adequate and empathetic communication, which allows them to feel safe sharing their experiences. (See annex for full document).

### **3. Results**

During the data analysis process, which involved the use of forms, observations, and narratives, data was collected from a total of 10 sixth-grade students while they were preparing for an oral presentation in English as a foreign language. The data collection process involved accompanying the students throughout their preparation, including the pre-preparation phase, the real-time presentation, and the post-presentation. As a result of this process, various factors were found to influence the overall outcome of the students' presentations.

#### **1. Classroom Environment and Support for Students' Oral Presentations**

During the students' English presentations, two different classroom environment arrangements were implemented. The first classroom followed a traditional one, with the presenters positioned at the front of the class, facing their peers and the teacher. In the second scenario, a circular classroom arrangement was adopted, allowing the presenters to walk around the classroom, giving them full visibility of their peers, and fostering a sense of inclusion.

Through their narratives, students reported feeling more comfortable in the circular classroom. They expressed that in the traditional, they either felt ignored by their peers or overly scrutinized, which heightened their anxiety. In contrast, the circular classroom made them feel more supported and part of the group, reducing their nervousness. This also created a more interactive and engaging environment. According to Allen and Hessick (2011), the classroom environment can significantly impact student interaction and learning outcomes. Traditional ones tend to focus on individual work, while circular ones promote greater student participation, which was evident in our observations. Students felt more accompanied and supported by their peers, which bolstered their confidence and engagement during the presentation.

#### **2. Visual Aids**

From the beginning, the teacher clarified that students were allowed to use visual aids, such as flashcards or brief notes, during their presentations. The teacher also provided

instructions on how to create effective visual aids that could enhance their performance in English as a foreign language. During a class before the final presentation, students were required to bring their visual aids and complete two mock presentations: one without using their aids and another with them.

When analyzing the students' feedback in post-presentation surveys, it became clear that visual aids significantly boosted their confidence. One common issue was forgetting words or pronunciation, and in the first mock presentation, without the visual aids, students tended to stop their presentation, leading to increased anxiety and loss of focus. However, when they used visual aids, they were able to quickly refer to their notes and continue without significant pauses, maintaining their concentration.

The use of visual aids was particularly effective in reducing stress and increasing confidence. During the final presentation, students who utilized their visual aids demonstrated greater confidence through their body language and speech. As Arafah (2017) pointed out, anxiety is common when speaking in a second language, but visual aids helped alleviate this issue.

### 3. Gesture Control and Body Management

During the preparation process, students were asked to record themselves practicing their presentations. This allowed them to observe their own body language and gestures during the presentation, with the intention of improving their performance for the final version. In the initial videos, students' anxiety was evident through their body language; some were leaning against walls, while others moved their arms or legs excessively, creating distractions.

After reviewing their videos, the students realized that their gestures and body movements detracted from their presentations. This awareness led to the introduction of breathing techniques and slower, more controlled movements that would minimize distractions without making the presenters feel rigid.

One key strategy applied was for students to focus on the back of the classroom to avoid looking at the floor or excessively at their peers, which could increase anxiety. They also practiced taking small, deliberate steps forward without distracting the audience,

maintaining an open posture to convey confidence, and using a steady, controlled vocal tone.

In the final presentation, our observations showed that these strategies were successfully applied by the students. We found that their confidence and sense of security improved, as demonstrated by reduced stress and clearer presentations. This was further confirmed by the students' responses in the post-presentation surveys, which indicated that maintaining eye contact and controlling their body language and voice helped them deliver more effective and confident presentations.

The consistent accompaniment and guidance provided by the teacher throughout the preparation process significantly increased student satisfaction. Students felt more confident receiving continuous feedback, and the final presentation was not solely focused on grading, but on demonstrating the progress achieved through the implementation of these strategies. Classroom organization, visual aids, and gesture control all contributed to reducing anxiety and stress, ultimately resulting in a more successful presentation in English as a second language.

#### **4. Discussion**

Considering that stress and anxiety are indicators that students do not feel confident or secure during their oral presentations in English, the results obtained in this study point to the fact that the strategies provided by teachers and implemented by the students reflect significant progress in the process of acquisition and appropriation of English as a second language. The method used to carry out this research was pertinent, since it was possible to obtain the precise information that was being sought,

Considering the effectiveness of the research according to the results obtained, it is possible to affirm that the strategies used in this study can be applied to a wide variety of educational contexts involving the teaching-learning process of English as a second language.

Although during the process of data collection some limitations arose, such as the cancellation of classes, the non-attendance of some students, etc. these were successfully

resolved, and data collection could continue. But one of the most relevant limitations was the English level of the students, since it was expected to observe an A1 level of English in them, but most of them did not reach this level, which caused a difference in the participants' abilities to perform this activity.

#### **4.1 Implications and Interpretations**

This research process was rigorous and led to various findings; however, it also brought several implications. According to the findings, emotions such as anxiety and stress significantly influence the performance of oral presentations in English as a foreign language, particularly on different topics addressed in the classroom. This is evident in how the classroom environment, students' prior presentation experience, and preparation align to ensure that these emotions act as a positive influence. The research has observed that the classroom environment plays a fundamental role in shaping these emotional responses and their impact on performance, for the other hand, the teacher's role demonstrated a big influence in the students performance due to it having the potential to help students to regulate students' emotions. For the other hand, this study also showed that applying the strategies by the teacher and the students as well can overcome bad experiences during performances in English as foreign language.

#### **Interpretations**

Through the findings obtained in the research process, classroom environment demonstrated that organizing the room in a circular layout provided students with more confidence during presentations. This arrangement gave students greater security when speaking in front of their peers. The constant support from the teacher also contributed to a sense of security and helped reduce students' anxiety. Regular feedback from the teacher made students feel confident that they were doing a good job, as their work was guided throughout the process, significantly lowering stress when presenting in English as a second language. Although the goal was not to memorize the information, using visual aids allowed students to feel more secure during the presentation. Having external support reduced the stress of forgetting any words during their presentation. With the teacher's guidance and strategies such as recording themselves presenting or practicing in front of a

mirror, students became familiar with how to manage their body movements effectively, receiving feedback from their peers as well.

## **4.2 Conclusions and Recommendations**

In conclusion, the process revealed that the use of various strategies implemented by the teacher and applied by the students in the classroom has a significant impact on the development and management of students' emotions when delivering public presentations in English as a foreign language. As students become better prepared and more aware of their learning process, the content to be presented, and the techniques they can use to do so effectively, their confidence in front of an audience increases considerably. Furthermore, the favorable environment established by the teacher, through the creation of a supportive atmosphere and the promotion of a safe space for making mistakes and learning from them, contributes directly to reducing the anxiety and stress typically associated with public speaking. This not only enhances students' overall performance, but also equips them with effective tools for managing emotions, which is important for their academic development. Ultimately, the combination of well-structured pedagogical strategies, intentional preparation, and a positive learning environment creates a transformative effect in the process of acquiring communication skills in a foreign language, resulting in a comprehensive improvement in students' success.

In addition, considering the findings of this research, there are some suggestions and recommendations for teachers, such as implementing body management strategies and using visual aids in students' presentations. Always encourage a suitable learning space, promoting teamwork and mutual support and accompaniment among peers, to reduce emotions such as anxiety and stress that are constant companions of public presentations.

It is also suggested that more opportunities be provided for students to practice more in a safe environment, with constructive feedback to reinforce their areas for improvement and their strengths.

After all, teachers must continue to adapt strategies to their English classes that meet the needs of individual students to improve their confidence and competence in English oral productions by providing useful techniques and strategies that transcend the classroom, and teachers can ensure that student's experiences would be not only successful but meaningful.

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<https://www.researchgate.net/profile/Masykur-Mahmud/publication/327581337>

## 5. Annexes

### CONSENTIMIENTO

Yo, \_\_\_\_\_, autorizo a mi hijo (a) \_\_\_\_\_ a participar en el proyecto de investigación nombrado “conducting research on anxiety and stress in oral presentations”.

Declaro que he leído (o se me ha leído) y comprendido las condiciones de mi participación en esta investigación. He tenido la oportunidad de hacer preguntas y estas han sido respondidas. No tengo dudas al respecto.

Firma del participante: \_\_\_\_\_

Firma del Acudiente del participante: \_\_\_\_\_

Nombre del Acudiente del participante: \_\_\_\_\_

C.C. \_\_\_\_\_

Correo electrónico: \_\_\_\_\_

Número de contacto (opcional): \_\_\_\_\_

\_\_\_\_\_

Firma de investigador

\_\_\_\_\_

Fecha



## CONSENTIMIENTO INFORMADO

### CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN DE LA INVESTIGACIÓN

<b>Título de la Investigación:</b>	Conscious Learning: Improving The Quality Of Oral Presentations in students of 6th grade
<b>Propósito del Estudio</b>	El propósito de nuestra investigación es identificar y analizar cómo emociones como la ansiedad y el estrés afectan las presentaciones orales en inglés de los estudiantes y cómo convertir estas emociones de manera positiva a través de la implementación de diferentes estrategias que den como resultado nuestro proceso de investigación.
<b>Investigadores</b>	Aguirre José Juan, Amu Heimy Tatiana, Andrade Yirleza, Montoya Alejandro.
<b>Datos de Contacto</b>	heimy.amuhu@amigo.edu.co Celular 320533610 yirleza.andradefl@amigo.edu.co Celular 310498942 alejandro.montoyagr@amigo.edu.co Celular 3238076729 juan.aguirreni@amigo.edu.co

	Celular 3053286335
<b>Introducción</b>	Nos permitimos informarle que la persona a la cual usted representa legalmente es invitada a participar en nuestro proyecto de investigación conducido por los estudiantes: Heimy Tatiana Amu, Juan José Aguirre, Yirleza Andrade y Alejandro Montoya, quienes se encuentran adscritos al programa Licenciatura en Lenguas extranjeras con énfasis en inglés en la universidad Católica Luis Amigó.
<b>Participantes de la investigación</b>	Estudiantes de 12 y 13 años escolarizados en el grado 6° de un colegio privado de la ciudad de Medellín.
<b>Criterios de selección de los participantes</b>	<ul style="list-style-type: none"> <li>· Estudiantes que no presenten ataques de pánico.</li> <li>· Tener un nivel A1 de inglés.</li> <li>· No presentar problemas en su habilidad oral.</li> <li>· Estudiantes que hayan tenido experiencia previa haciendo presentaciones orales.</li> <li>· Estudiantes que presenten algún tipo de emoción (ansiedad, estrés) al hacer presentaciones orales.</li> </ul>
<b>Procedimientos</b>	<p>Para nuestro proceso de recolección de datos usaremos:</p> <ul style="list-style-type: none"> <li>· Encuestas al estudiante con preguntas guiadas que nos ayuden a identificar emociones como la ansiedad y el estrés.</li> <li>· Observación del lenguaje corporal y discurso del estudiante a la hora de realizar una presentación.</li> <li>· Entrevista grabada con preguntas orientadoras que nos permitan recolectar información relevante con relación al objetivo de investigación mencionado anteriormente.</li> <li>· Para el proceso de recolección de datos los estudiantes serán organizados en pequeños grupos para efectuar sus</li> </ul>

	<p>presentaciones orales sobre diferentes temas acordados durante la clase.</p>
<p><b>Riesgos</b></p>	<p>De acuerdo con lo dispuesto en la ley estatutaria 1581 de 2012, las disposiciones y normativas para la protección de datos personales; es indispensable hacer un uso debido de los datos personales del menor, protegiendo así sus derechos fundamentales. También poner en consideración la resolución 8430 de 1993, por las cuales se establecen las normas científicas, técnicas y administrativas para la investigación en salud. Basados en el artículo 11, considerando que esta es una investigación con riesgo mínimo para sus participantes.</p>
<p><b>Beneficios</b></p>	<p>Es de suma importancia aclarar que, esta investigación es realizada sin ningún ánimo de lucro, la participación del menor de edad no tiene recompensa material o económica alguna, adicional a ello, el menor puede retirarse del proyecto en el momento que lo considere necesario, los datos e información recolectada por parte de nosotros como investigadores será tratada únicamente con el fin de llevar a cabo buenos hallazgos en nuestro proceso, se asegura que los datos sólo serán utilizados con ánimos mencionados anteriormente y las grabaciones, respuestas a formularios y observaciones serán archivados de manera segura, misma que ponemos a su disposición llegando el caso considere necesaria solicitarla.</p>
<p><b>Privacidad y confidencialidad</b></p>	<p>Para nosotros como investigadores es muy importante contar con su participación y disposición en nuestro proyecto, por lo cual garantizamos que sus opiniones, relatos y demás serán confidenciales y protegidos. Todo el equipo de investigación y docente cooperador tendrán acceso a la recolección de datos presentada pero su identidad será mantenida de manera estricta (no será divulgada en ningún momento).</p>

<b>Derecho a retirarse de la recolección de datos en el estudio de investigación</b>	<p>El estudiante tiene todo el derecho de retirarse de la investigación en el momento que lo considere necesario sin que este incurra en ningún tipo de prejuicio.</p> <p>Al realizar la firma de este documento, se confirma recepción de copia del consentimiento, se da total aprobación para llevar a cabo el proceso de investigación con el menor al cual representa y de igual manera, el menor al firmar el documento acepta la participación en el proceso de recolección de datos del proyecto investigativo.</p>
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