Best Practices for Public Speaking Instruction for EFL Undergraduate Students in Japan: Based on Literature Review From 2016 to 2021

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Abstract

This paper attempts to identify the best practices for teaching Public Speaking for Japanese EFL undergraduate students through a literature review of papers published between January 2016 and April 2021. The paper will be relevant to educators and administrators in charge of or are about to design a Public Speaking course at universities in Japan and abroad. According to Regmi et al. (2010), studies unavailable in English are often excluded from systematic reviews because of language restrictions. Additionally, Sunol and Saturno (2008) argued that research conducted in languages other than English is less available and referenced than those published in English. The organization of the paper will be as follows: (1) a definition of Public Speaking for the purpose of this paper based on literature review, (2) how EFL Public Speaking has been taught in Japan for undergraduate students from 2016 to 2021 based on literature review, (3) how EFL, ESL, and Public Speaking in the native language is taught in countries outside of Japan for undergraduate students from 2016 to 2021, (4) what is known to hinder the act of Public Speaking through research, (5) research-based suggestions offered by researchers and teacher-researchers for effective instruction of Public Speaking at the undergraduate level offered in research papers from 2016 to 2021, and (6) best practices for teaching EFL Public Speaking at the undergraduate level in Japan based on literature from 2016 to 2021.

Keywords: Public Speaking, Higher Education, Curriculum, Instruction, Administration, Japan, Abroad

Introduction

To what extent are faculty members at undergraduate programs aware of how Public Speaking courses are taught in and outside of their own teaching contexts? And to what extent do they apply the best practices to their own teaching contexts? This paper attempts to identify the best practices for teaching Public Speaking for Japanese EFL undergraduate students through a literature review of papers published between January 2016 and April 2021. The paper will be relevant to educators and administrators in charge of or are about to design Public Speaking at universities in Japan and abroad. According to Regmi et al. (2010), studies unavailable in English are often excluded from systematic reviews because of language restrictions. Additionally, Sunol and Saturno (2008) argued that research conducted in languages other than English is less available and referenced than those published in English. The organization of the paper will be as follows: (1) a definition of Public Speaking for the purpose of this paper based on literature review, (2) how EFL Public Speaking has been taught in Japan for undergraduate students from 2016 to 2021 based on literature review, (3) how EFL, ESL, and Public Speaking in the native language is taught in countries outside of Japan for undergraduate students from 2016 to 2021, (4) what is known to hinder the act of Public Speaking through research, (5) research based suggestions offered by researchers and teacher-researchers for effective instruction of Public Speaking at the undergraduate level offered in research papers from 2016 to 2021, and (6) best practices for teaching EFL Public Speaking at the undergraduate level in Japan based on literature from 2016 to 2021.

Defining Public Speaking

After carefully considering three definitions of Pubic Speaking, Bayne's definition of Public Speaking will be used to define Public Speaking for this paper. The process of how the definition was formulated for the paper will be described hereafter. Bayne (2019) distinguishes public speaking (i.e., referring to groups such as in a classroom or meeting) from Public Speaking (i.e., referring to a formalized training context one might find at business seminars and institutions of learning). Since the focus of this paper is teaching a course that is solely focused on Public Speaking effectively for Japanese EFL undergraduate students, capitalized Public Speaking will be employed throughout the paper to refer to classes focusing on Public Speaking.

Public Speaking instruction for Japanese EFL undergraduate students

Three relevant papers (Bayne, 2019; Yamashita & Fuyuno, 2016; Fuyuno & Yamashita, 2020) were found from a review of papers written from 2016 to 2021 regarding how Public Speaking is taught at the undergraduate level for EFL students. Based on the aforementioned available literature, class size and whether English is taught as ESP (i.e., English for Specific Purposes) makes a difference as to the nature of how Public Speaking is taught. Furthermore, while there has been an attempt to develop material using technology for students to continue to work on Public Speaking outside of the classroom, progress has been insufficient to be widely implemented in classrooms in Japan at the undergraduate level.

Bayne (2019) proposes a variety of ideas employed by the teacher-researcher to teach Public Speaking at the undergraduate level for Japanese EFL students that can be categorized into extemporaneous and impromptu speech (Mortaji, 2018). Activities that Bayne (2019) incorporates in class include: brainstorming, summarizing, outlining, group presentations, and providing examples of speeches. For a two-semester course on Public Speaking, he

requires students to deliver three presentations in total that requires students to present on topics set by the instructor while providing autonomy within the parameters. For brainstorming, Bayne (2019) uses the acronym iPOD, a term students already know, to refer to the steps for preparing a presentation (i.e., idea, Plan, Organize, and Deliver), suggesting that faculty members can devise their own acronyms or organizational ideas for students to prepare for extemporaneous speeches. Additionally, Bayne (2019) also offers the idea of a three-things presentation in which students present in two to three minutes three things about an idea, such as their names and what they love and hate. In contrast to the iPOD acronym which is an extemporaneous speech, the three minute three things activity can be categorized into an impromptu speech which requires little or no preparation (Mortaji, 2018).

In contrast to employing both extemporaneous and impromptu speech, large classes that are based on ESP in the undergraduate EFL Japanese context focuses on learning content relevant to students' majors through the English language and finishes the course with grouped extemporaneous speeches. Yamashita and Fuyuno (2016) taught Public Speaking for Japanese undergraduate design students using a movie entitled *The Devil Wears Prada* (Frankel, 2006). Yamashita and Fuyuno (2016) found that such a method allows students to extend both their specialized knowledge of design and the linguistic knowledge in the target language. For the extemporaneous speech at the end of the course, the students were grouped into ten groups of four to five students with one group presenting for fifteen minutes including questions and answers (Yamashita & Fuyuno, 2016). Since the class size was large, lectures that introduced design concepts and showing several minutes of the movie each week comprised most of the class content, and weekly feedback to improve students' Public Speaking skills were not provided. With this case, it can be argued that large class size may be suitable for teaching ESP via movies and lectures with an extemporaneous speech at the end. However, the tradeoff is that the students will not have weekly practice and feedback on extemporaneous and impromptu speeches.

Aside from classroom teaching in the Japanese EFL undergraduate courses, there have been attempts to develop VR Public Speaking software in English, so students can develop their Public Speaking skills outside of their classroom. Fuyuno and Yamashita (2020) tested a prototype of a VR public speaking software in English on middle school and undergraduate students in Japan and found that the participants in the study did not have usability issues, and positive feedback were provided in terms of effectiveness, engagement, and enjoyment using the software. However, Fuyuno and Yamashita (2020) noted that there is still room for improvement on all aforementioned three criteria, suggesting the difficulty of developing an effective software to practice Public Speaking that can supplement classroom learning. From the available research between 2016 to 2021 on Public Speaking instruction for undergraduate students in Japan, more time is expected to take until an effective Public Speaking digital software is adapted by universities to supplement classroom instruction. Currently, the responsibility to teach Public Speaking is left to the responsibility of each teacher in the classroom in the Japanese EFL context at the undergraduate level.

Public Speaking instruction for undergraduates who live outside of Japan: EFL, ESL, and native language

Responsibility for Public Speaking also is ultimately left to the responsibility of each teacher in the classroom for non-Japanese EFL Public Speaking courses. Five different approaches to deliver a Public Speaking course outside of Japan are documented in literature published between 2016 and 2021 which includes Indonesian EFL undergraduate students (Daud,

Chowdhury, Mahdum, & Mustafa, 2020), American undergraduate students (Lyons, 2017; Walton, 2018), U.K. undergraduate students (Quinn & Goody, 2019), and Filipino ESL undergraduate students (Pontillas, 2020).

As with the first approach, Daud, Chowdhury, Mahdum, and Mustafa (2020) reported a mini-seminar project conducted in one Public Speaking course of advanced students at an Indonesian public university. The advanced class was what the researcher considered a large class consisting of 35 students, and the mini-seminar was held in the sixteenth week, the last session of the course, in which the students were given three weeks to prepare. Preparation time included time for each group to design the seminar program, determine the theme of the seminar, divide roles among group members, prepare slides and speech concepts, and time for rehearsal. Daud, Chowdhury, Mahdum, and Mustafa (2020) recommend the mini-seminar not only because it can be used as an alternative assessment model replacing final exams but also because it encourages students to work together in teams and work creatively. The researchers suggest that collaboration and creativity are key competencies that instructors must develop in the classroom in order to respond to challenges posed in society today.

As with the second approach, Lyons (2017) included a global component into a Fundamentals of Public Speaking course taught by the author at Albany State University and found through reflection that important course goals can be reached while infusing an internationalization component without excessive work on the part of the students or the faculty members. Students were placed in groups of five or six and each group selected a theme related to study abroad and places abroad. Each group member examined an aspect of the group's selected theme in a two to three minute-speech. Sixteen students were enrolled in the Fall 2016 semester, and each student was assigned to a group that consisted of five to six students. Students were given three class periods of one week to conduct lap-top research and three periods of one week to practice their speeches. At Albany State University, enrolled students were asked to deliver three speeches: an experience (i.e., descriptive speech), an informative speech, and a group informative speech. For the final speech a group informative speech, students were divided into groups of five and each group was tasked with selecting a group theme. Lyons (2017) points out that internationalizing the course increased the students' knowledge regarding other cultures and encouraged students to take part in the Study Abroad Program at Albany State University.

As with the third approach, Walton (2018) examined how one communication teacher dealt with issues of student reticence and fear in her introductory Public Speaking courses through the use of humanistic, student-centered principles. Walton (2018) found that the teacher's pedagogy emphasized the expression of feelings and emotions, prizing the whole student, and intrinsic motivational learning. Walton (2018) pointed out that while conventional modes of education accentuate rigid behavioral objectives, quantifiable assessment of learning, and objective ways of knowing, humanistic adherents favor approaches intended to encompass the continuity of cognitive and affective educative experiences. Madilyn, the teacher of the Public Speaking courses, kept her students focused on self-directed methods of personal growth and development by employing a version of mastery learning for all major class presentations, in which students can present the speech multiple times.

As with the fourth approach, Quinn and Goody (2019) evaluated the effectiveness of a course aimed at reducing undergraduate students' levels of Public Speaking anxiety and found that across the nine sessions offered with gradual increase in the number of audiences, students had significant reductions in scores on two standardized measures of Public Speaking

anxiety: the Audience Anxiousness Scale (Leary, 1983) and the Personal Report of Communication Apprehension (Levine & McCroskey, 1990). Based on the results, Quinn and Goody (2019) conclude that university departments consider offering courses for students that allow them to practice Public Speaking. Quinn and Goody (2019) point out that out of the 86 students who signed up for the course, only 27 completed the full program. The researchers suggest that if reduction in Public Speaking anxiety can be achieved with fewer sessions, higher number of students may be able to complete the course. They note that students who report very high Public Speaking Anxiety may also have general anxiety issues that require intervention from trained professionals such as clinical psychologists. Quinn and Goody (2019) state that providing students with graduated opportunities to practice Public Speaking while encouraging self-reflection can help them develop their employability.

As with the fifth and final approach, Pontillas (2020) examined 28 undergraduate students in the Philippines who enrolled in Pontillas' (2020) second semester course and found that the teacher-researcher's intervention was effective in helping the students alleviate their fear of public speaking, although the study also confirmed that speaking anxiety did not correlate with speaking proficiency. Motivational letters that provide feedback on students' speech and students' reflection journal format are offered in the research paper. Pontillas (2020) notes that in the Philippines, although English is already a second language in which it has been the medium of instruction from elementary to post-graduate levels, Filipinos still have moderate to high speaking communication anxiety.

What is known to hinder the act of Public Speaking through research?

In the previous section, we have witnessed how in the ESL and native language Public Speaking contexts, anxiety is viewed as a major factor that hinders the act of Public Speaking (Walton, 2018; Quinn & Goody 2019; Pontillas, 2020). Research on Public Speaking supports how in the EFL context, anxiety is considered a major hinderance for Public Speaking students. This section examines the factors that cause students to be anxious in the EFL Public Speaking contexts outside of Japan, before delving into the ensuing two sections on the pieces of advice that researchers and teacher-researchers have offered for teaching undergraduate level Public Speaking courses well and drawing conclusions for how to effectively teach Public Speaking courses for Japanese EFL undergraduate students.

First, with the Lybian EFL undergraduate students, Toubot, Goh, and Abdullah (2018) examined fourth-year undergraduate level students' speaking anxiety that contribute to increasing speaking anxiety among EFL learners in the English department at three universities in Libya and found that low self-confidence was the highest scoring factor followed by fear of negative evaluation and communication appreciation. Specifically, the results indicate that the majority of the students experience low self-confidence; more than half of the students experience fear of others' negative evaluation, and more than one-third experience communication apprehension (Toubot, Goh, & Abdullah, 2018). Based on literature review, Toubot, Goh, and Abdullah (2018) found it debatable whether speaking anxiety and linguistic competence affect each other. According to the research conducted by Toubot, Goh, and Abdullah (2018), more than one-third of the students experience speaking anxiety because of (1) the number of rules they need to master in order to speak grammatical English, (2) they are speaking with native speakers, (3) they feel that their peers are better than they are at speaking in class, and (4) they are speaking in class.

Second, with Thai EFL undergraduate students, Kalra and Siribud (2020) examined anxiety issues faced by 63 first-year engineering students who were Thai EFL students from their own and the researchers' perspectives based on (1) classroom observation, (2) semi-structured interview, and (3) a questionnaire designed based on the researchers' literature review. Kalra and Siribud (2020) found that anxiety was found to cause problems related to self-confidence, self-esteem, and risk-taking ability that ultimately negatively affects foreign language proficiency. The researchers point out that the students' personal, social, and academic contexts are negatively affected because of their speaking anxiety. Karla and Siribud (2020) asked students to deliver four speeches during class, and for each speech delivered, students were asked to videotape themselves so they could watch their own performance and trace their own developments. Furthermore, teacher and peer feedback were provided immediately in class after every speech (Karla & Siribud, 2020). Based on the interviews, students considered their lack of knowledge on a particular speech topic in English to be moderately responsible for creating their English speaking anxiety. Furthermore, from the classroom observation field notes, it was observed that overpreparation before speaking in English is valued, though it would lead to some erosion of speech authenticity.

Advice from faculty members and researchers on Public Speaking at the undergraduate level

Recognizing that Public Speaking taught as EFL, ESL, and native-language courses can all provoke anxiety, researchers who research about Public Speaking and faculty members who teach and conduct research on Public Speaking in EFL, ESL, and native-language contexts have written advice in papers from 2016 to 2021, not only on how faculty members can alleviate anxiety (Toubot, Goh, & Abdullah, 2018; Raja, 2017; Meluch & Feehan, 2019; Madzlan, Seng, & Kesevan, 2020; Cosukun, 2017) but also to understand what to look for in students' Public Speaking Anxiety (Kalra & Siribud, 2020; Tee, Joanna, & Kamarulzaman, 2020), how to promote deep learning of Public Speaking skills in the classroom (Saidalyi & Adlina, 2019; Mortaji, 2018), how to provide support outside of the classroom (Fabian 2019), how to provide self-assessment opportunities (Mutlu, 2018), and why more Public Speaking courses should be offered (Wolverton, 2019; Pierini, 2020). The recommendations from literature between 2016 and 2021 will be discussed hereafter.

Suggestions on how faculty members can help alleviate Public Speaking Anxiety

First, suggestions have been made as to how faculty members can alleviate anxiety of undergraduate students when teaching Public Speaking courses (Toubot, Goh, & Abdullah, 2018; Raja, 2017; Meluch & Feehan, 2019; Madzlan, Seng, & Kesevan, 2020; Cosukun, 2017). In the Libyan EFL context, Toubot, Goh, and Abdullah (2018) suggest that faculty members should speak slowly and use simple vocabulary to convey their educational message, emphasizing that students do not have to understand every word, and that they be flexible to the degree that make their students feel comfortable enough to ask questions. In a Pakistani EFL context, Raja (2017) analyzed the reasons behind the anxiety levels of 50 Computer Sciences undergraduate students of a Public Speaking class and found that 75 percent of the participants agreed that with proper counseling, instruction, and coaching, fear can be overcome. Raja (2017) suggests key techniques that can help students overcome Public Speaking anxiety including the need for the instructor to help students realize that being stressful is natural. Raja (2017) encourages students to thoroughly understand the topic

and prepare well, seek feedback from the audience during practice sessions, and acknowledge their success.

In the Turkish EFL context (Cosukun, 2017) and Malaysian EFL context (Madzlan, Seng, & Kesevan, 2020), researchers suggest that utilizing technology in the classroom can alleviate Public Speaking anxiety. Cosukun (2017) investigated the effect of the Pecha Kucha presentation format on EFL language learners' Public Speaking anxiety. Pre and post test experimental research design was used for 49 English Translation and Interpretation Department students attending a state university in Turkey. The study found that students' English Public Speaking anxiety was reduced significantly as a result of using the Pecha Kucha presentation format. Cosukun (2017) points out that Pecha Kucha presentations can be a part of an EFL speaking course and it is favorable to provide students the opportunity to select a topic they would like to talk about to allow for creativity. The researcher notes that while Pecha Kuscha presentations are difficult to be implemented for learners with low proficiency levels, the format can be integrated into upper intermediate level students (Cosukun, 2017). Madzlan, Seng, and Kesevan (2020) in a Malaysian ESL context investigated whether Pubic Speaking Anxiety can be alleviated through the use of online platforms and or video bogs and found based on mixed-method research that video blogs do bring significant outcomes in reducing Public Speaking Anxiety among 54 first year ESL learners and found that the treatment group's anxiety level decreased significantly after conducting video blogging compared to the control group that did not have the video blogging activity.

In the native language context, Meluch and Feehan (2019) examined 233 undergraduate students 18 to 39 years of age at a Midwestern university taking Public Speaking courses and found that the participants rated instructors who disclosed personal experiences of communication apprehension to their classmates as more competent than instructors who did not disclose such information. In addition, participants' open-ended responses suggest that students perceive supportive instructors who share their personal experiences of communication apprehension with the students to be an important resource for students to overcome their communication apprehension. Furthermore, after a review of literature on Public Speaking Anxiety, Meluch and Feehan (2019) found that the following techniques can relieve anxiety: (1) systematic desensitization (i.e., altering the individual's negative association with Public Speaking Anxiety), (2) cognitive modification (i.e., replacing negative appraisals of Public Speaking with positive views), and (3) skills training (i.e., teaching specific techniques such as selecting the correct organizational structure for a speech and ways to improve verbal and nonverbal delivery). Meluch and Feehan suggest that instructors consider sharing private information with students in an appropriate manner and that they be supportive and empathetic when students communicate their communication apprehension to the instructors.

Suggestions for what to look for in students' Public Speaking Anxiety

Current research on Public Speaking (Kalra & Siribud, 2020; Tee, Joanna, & Kamarulzaman, 2020) suggest that if time and the institution allows, needs analysis and speaking proficiency tests should be conducted to support undergraduate students with improving their Public Speaking skills. Researchers in a Thai EFL context, Kalra and Siribud (2020), suggest that teachers should conduct needs analysis of the learners before implementing a Public Speaking course to determine what situations learners will become anxious to speak English. Tee, Joanna, and Kamarulzaman (2020) reviewed existing evidence to understand the

complexities of strategies that university students use to reduce their fear of Public Speaking and nine peer-reviewed studies published between 2015 and 2020 were selected for review from Science Direct and Google Scholar using search terms such as "public speaking anxiety" and "copies strategies." The study found that students who had an intermediate level of English language proficiency and a high level of speaking anxiety adopted both compensation and metacognitive strategies, whereas those who had a high level of English language proficiency and speaking anxiety adopted the affective strategy.

Suggestions on how to promote deep learning of Public Speaking skills in the classroom

Current research on Public Speaking (Saidalyi & Adlina, 2019; Mortaji, 2018) suggest that faculty members consider integrating motivational peer-feedback opportunities in the classroom and promote opportunities for both impromptu and extemporaneous speeches for students to develop their Public Speaking skills. Saidalyi and Adlina (2019) examined Malaysian EFL university students who were taking a Public Speaking course in the southern region of Malaysia and found that most of the online peer motivational feedback were offered for delivery and voice control skills (i.e., 78.3 percent of the feedback) followed by structure of the speech (i.e., 19.2 percent) and language proficiency (2.5 percent). The researchers point out that motivational peer feedback is crucial in a modern web-based learning environment as it prevents students from not participating in class. Mortaji (2018) investigated Moroccan college students' EFL public speaking competency development through extemporaneous speech performance, after implementation of a teaching strategy involving treatment through weekly impromptu speaking sessions combined with individual goal-setting strategy through feedback from the instructor. Mortaji (2018) found that a combination of sustained impromptu speaking and goal setting contributed significantly and effectively to Public Speaking skills development over the course of the semester. Additionally, the instructor's weekly goal-setting strategy played a major role in building speakers' confidence and overall improvement. According to Mortaji (2018), after practicing through three impromptu speaking sessions, the students showed major improvement in the second extemporaneous speech in terms of topic selection, vocal expression, language, word choice, language use, content, organization, delivery, and confidence.

Suggestions on how to provide support outside of the classroom

Fabian (2019) introduces the concept of having a speaking center at Wake Forest University in the United States in which students who have already taken Public Speaking courses at the university assists peers with Public Speaking skills focusing on empathetic listening. Consultants listen to their peers by first asking the question: "What can I help you with today?" Then, the students address any concern that the peers may have regarding Public Speaking to empower their peers. Fabian (2019) points out that any strong speech requires a strong outline, so the consultants' ability to help students who express doubts about their outline become an important part of empowering their peers so that they can deliver their speeches effectively. Fabian (2019) explains that in addition to empathetic listening, the students provide constructive feedback. According to Fabian (2019), consultants found that spending the first five to seven minutes of a 20-minute consultation activity engaging in empathetic listening helped students feel comfortable, before actively looking through the student's outline or prepared speech.

Suggestions on how to provide self-assessment opportunities

Mutlu (2018) investigated students' views on self-assessment in Oral Communication Skills Course at an English Language Teaching Department of a private university in Turkey; and Mutlu's (2018) qualitative analysis yielded both positive and negative responses. Positive responses included: (1) help for future career, (2) fun, (3) personal development, (4) better understanding of assessment, (5) motivation, and (6) self-confidence. Negative themes included: (1) stressful, (2) lack of training, (3) lack of objectivity, and (4) time-consuming. Mutlu (2018) points out that one of the limitations that may have affected the results of the study is the training that students received only for a very short time. Mutlu (2018) suggests that the disadvantageous aspects of self-assessment including the difficulty of being objective and the amount of time necessary can be overcome by training, and that both self-assessment and teacher-assessment should be implemented.

Suggestions on offering more Public Speaking courses at universities

Current research on Public Speaking (Wolverton, 2019; Pierini, 2020) suggest the importance of offering Public Speaking courses from the undergraduate level. Wolverton (2019) distributed a survey for MBA and undergraduate students and the survey results indicate the desire to learn more about how to effectively conduct business presentations in an online setting. Wolverton (2019) points out that teaching students skills to improve their Public Speaking ability in online settings can better prepare graduates for career success in the digital age. Furthermore, Wolverton (2019) underscores the research result that graduate students who tended to have more professional work experience were more likely to recognize the importance of effective online communication and were more likely to express a desire to learn more about conducting online presentations. At the same time, the researcher notes that students have not been adequately prepared to effectively conduct a business presentation in an online setting. In another study, Pierini (2020) conducted a case study of EFL postgraduate students attending a Public Speaking course in which the author taught at the University of Genoa in Italy and found that speaking English in public was a weakness that most students in class acknowledge based on an original survey. Pierini (2020) further notes that Public Speaking practice allows students to gain confidence in English and communicating in public.

Effective Public Speaking instruction based on literature review

Based on literature from 2016 to 2021, there are three phases in which administrators at universities in Japan and faculty members can think about when considering implementing an EFL Public Speaking course as part of their institutional curriculum.

Phase I: Administrative consideration for incorporating a Public Speaking course

The first phase is preparation that the university administrators need to consider, and relates to the question: "Should our department include an EFL Public Speaking course as part of our curriculum considering: (1) the benefits of Public Speaking for students such as alleviating anxiety (Toubot, Goh, Abdullah, 2018; Kalra & Siribud, 2020) and preparation for their future careers (Wolverton, 2019; Pierini, 2020) and (2) current availability of study abroad programs that might connect to practical use of the skills acquired in the Public Speaking course after taking the course (Lyons, 2017)?

Phase II: Faculty members' preparation in designing their Public Speaking course

After deciding to implement a Public Speaking course if not already implemented in the curriculum, the second phase would be preparation for faculty members before they start to teach a course on Public Speaking. There are seven questions that can be asked based on literature review when they make their syllabi for a Public Speaking course. First, how large of a class can I expect to teach for the upcoming academic year (Yamashita & Fuyuno, 2019; Daud, Chowdhury, Mahdum, Mustafa, 2020)? Second, should I and can I conduct needs analysis (Kalra & Siribud, 2020) of the students in my Public Speaking course before or during the first session to get an idea of their level of anxiety towards Public Speaking and to understand their language proficiency (Tee, Joanna, Kamarulzaman, 2020), particularly speaking? Third, how would my personality and experiences with teaching influence the way I set up my syllabus (Walton, 2018)? Fourth, based on my knowledge and experience with the use of technology in the classroom and the students' levels of Public Speaking Anxiety and proficiency, how should I incorporate technology (Cosukun, 2017) to facilitate students' learning of Public Speaking skills? Fifth, how many impromptu and extemporaneous speeches should I include in my syllabus (Mortaji, 2018)? Sixth, what speech topics should I have students work on considering the students' levels of proficiency (Tee, Joanna, Kamarulzaman, 2020), their interests and background knowledge of various topics (Walton, 2018), and the availability of study abroad programs (Lyons, 2017) and student support centers (Fabian, 2019)? Seventh, should I provide students self-assessment opportunities (Mutlu, 2018)?

Phase III: While teaching a Public Speaking course

While teaching the Public Speaking course, there are three questions that faculty members can consider, based on literature review. First, what feedback is motivating and constructive for each of my students attending class (Pontillas, 2020)? Second, how slowly and simply should I speak in class to convey my educational message to my students in a comprehensible manner (Toubot, Goh, & Abdullah, 2018)? Third, how can peer-motivational feedback be encouraged in class (Saidalvi & Adlina, 2019)?

Conclusion

This paper attempted to identify the best practices for teaching Public Speaking for Japanese EFL undergraduate students through a literature review of papers published between January 2016 and April 2021. Based on literature review, it is safe to acknowledge that there is a scarcity of research in any country (e.g., Japan) to pinpoint precisely how to teach Public Speaking effectively within each country. Therefore, more case studies in the Japanese EFL context for Public Speaking courses are needed to deliver a more culture-specific recommendation. However, the most valuable conclusion drawn from this literature review lies in identifying what considerations administrators and faculty members around the world can make to implement or continue to implement a strong Public Speaking course at their own institutions.

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