

**Enhancing Students' Oral Expression Skills Through Kolb's Experiential Learning**

Diego Fernando Patiño Benítez

Trabajo de Grado Para Optar al Título de Licenciado en Lenguas Extranjeras con Énfasis en  
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Director

Ana Patricia Prada Meneses

Máster en Lenguas Aplicadas

Universidad Industrial de Santander

Facultad de Ciencias Humanas

Escuela de Idiomas

Licenciatura en Lenguas Extranjeras con Énfasis en Inglés

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## Resumen

**Título:** Mejora en las habilidades de expresión oral de los alumnos mediante el aprendizaje experiencial de Kolb \*

**Autor:** Diego Fernando Patiño Benítez \*\*

**Palabras Clave:** Aprendizaje experiencial, Expresión Oral, Presentación de Posters Académicos

### Descripción.

Este informe final documenta un proyecto docente que aplicó la Teoría del Aprendizaje Experiencial (ELT) de David Kolb en un curso de Expresión Oral Académica para estudiantes de sexto semestre de la Licenciatura en Lenguas Extranjeras con Énfasis en Inglés. El objetivo principal fue mejorar las habilidades de comunicación oral de los estudiantes a través de experiencias de aprendizaje prácticas, que culminaron en un evento de presentación de pósters académicos. El proyecto se estructuró en torno al ciclo de cuatro etapas de Kolb: Experiencia Concreta, Observación Reflexiva, Conceptualización Abstracta y Experimentación Activa. Las intervenciones se diseñaron cuidadosamente para alinearse con cada fase del ciclo, incluyendo el análisis de artículos de investigación académica, la práctica de técnicas de expresión oral, el diseño de pósters académicos y la participación en presentaciones simuladas y finales. Si bien el proyecto enfrentó desafíos como interrupciones en el campus y limitaciones de tiempo, los estudiantes mostraron un progreso significativo, particularmente en la fase de Experimentación Activa. Este resultado coincidió con las características de los estilos de aprendizaje convergente y acomodador. El proyecto destacó el valor de la autonomía del estudiante, ya que la selección flexible de temas dio lugar a presentaciones diversas e interesantes. La reflexión del docente en formación enfatizó la adaptabilidad como una habilidad docente fundamental, con la Teoría del Aprendizaje Experiencial como un marco flexible para afrontar desafíos del mundo real. En general, el proyecto demostró que el aprendizaje centrado en la práctica no solo fomenta el desarrollo de habilidades para toda la vida, sino que también promueve la participación sostenida del estudiante, destacando su valor en contextos educativos auténticos.

\* Trabajo de Grado

\*\* Facultad de Ciencias Humanas, Escuela de Idiomas, Director Ana Patricia Prada Meneses

### Abstract

**Title:** Enhancing Students' Oral Expression Skills Through Kolb's Experiential Learning \*

**Author:** Diego Fernando Patiño Benítez \*\*

**Key Words:** Experiential Learning, Oral Expression, Academic Poster Presentation

#### Description.

This final report documents a teaching project that applied David Kolb's Experiential Learning Theory (ELT) in an Academic Oral Expression course for sixth-semester students in the *Licenciatura en Lenguas Extranjeras con Énfasis en Inglés* program. The primary objective was to enhance students' oral communication skills through practical, hands-on learning experiences, culminating in a "Posters' Hall" event where participants presented academic posters. The project was structured around Kolb's four-stage cycle: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Interventions were carefully designed to align with each phase of the cycle, including analyzing academic research papers, practicing oral expression techniques, designing academic posters, and participating in both mock and final presentations. Although the project faced challenges such as campus disruptions and limited time, students showed significant progress, particularly in the Active Experimentation phase. This outcome aligned with the characteristics of converging and accommodating learning styles. The project highlighted the value of student autonomy, as flexible topic selection led to diverse and engaging presentations. The pre-service teacher's reflection emphasized adaptability as a critical teaching skill, with ELT serving as a flexible framework for real-world challenges. Overall, the project demonstrated that practice-centered learning not only fosters the development of lifelong skills but also promotes sustained student engagement, highlighting its value in authentic educational contexts.

\* Bachelor Thesis

\*\* Facultad de Ciencias Humanas, Escuela de Idiomas, Director Ana Patricia Prada Meneses

## 1. Introduction

The present project focuses on the development of various aspects of oral communication in academic contexts. Over several weeks, students engaged in a learning unit centered on key components of academic oral presentations. Guided by the principles of Experiential Learning Theory (ELT), the project prioritized practical application of knowledge alongside theoretical understanding. The topics addressed included the analysis of research articles, effective use of body language, voice modulation, the visual message, and the design of academic posters. Furthermore, these skills were put into practice during a culminating event called *The Posters' Hall*, where students delivered live presentations to showcase their work. This report offers a comprehensive overview of the project's objectives, methodology, results and conclusions, highlighting its role in enhancing these students' proficiency in academic oral communication.

### 1.1 Course presentation

To provide context, the course involved in this intervention was Academic Oral Expression, a required 3-credit subject offered during the sixth semester of the Licenciatura en Lenguas Extranjeras con Énfasis en Inglés program, as it is currently named. It is important to mention that the degree covers a wide range of areas, including Phonetics, Syntax, Linguistics, Foreign Cultures, Academic Writing, Research, among others. These topics are distributed across various courses over the span of ten semesters. The curriculum is structured around four key components: didactics of the disciplines, pedagogy and educational sciences, specific and disciplinary knowledge, and general foundations. This structure aligns with the requirements established by the Ministry of Education (Ministerio de Educación) in *Decreto 2450 de 2015*. The course is part of the program specific and disciplinary line of subjects alongside courses such as Syntax, Phonetics, sociolinguistics and others.

To elaborate, the Academic Oral Expression course is essential for students to develop proficiency in spoken English. It is designed to enhance students' advanced communication skills for academic and professional contexts. The course is based on prior knowledge to foster fluency, accuracy, and confidence in public speaking, focusing on three main content areas: academic presentations, critical thinking exercises, and professional development. Students participate in diverse activities including formal presentations, debates, panel discussions, job interview simulations, and microteaching sessions, all designed to improve both their verbal and non-verbal communication skills. However, it is important to note that not all these activities are conducted; they may vary depending on the professor and available time.

The course uses an interactive, student-centered approach that integrates theoretical knowledge with practical application. Students are exposed to authentic materials such as TED Talks, academic articles, and recorded speeches to analyze effective communication techniques, while also developing and delivering their own presentations.

A significant emphasis is placed on developing students' awareness of speaking strategies, body language, and vocal modulation. By the end of the course, students will end up as confident communicators, prepared to handle a range of academic and professional settings. In conclusion, the course equips students to become effective public academic speakers who can adapt their communication style to diverse audiences and contexts, while critically evaluating both their own and others' oral performances.

## **1.2 Justification**

The Academic Oral Expression course was selected for this project due to the significant impact on the pre-service teacher leading the intervention. Not only was it a course the pre-service teacher substantially enjoyed, but it also provided essential insights into effective communication

strategies within the classroom. This course played a foundational role in shaping the pre-service teacher's teaching philosophy.

Furthermore, this teaching project arises from an identified need to strengthen practical learning opportunities within the Academic Oral Expression course. Surveys conducted with students who have previously completed this course revealed that students expected more practical activities that would enable them to apply theoretical knowledge in realistic academic or professional contexts. This is largely because the course already provides a solid foundation in theoretical concepts. The survey results also reflected a shared perception of the course's positive impact on students' oral skills. A notable 80% of respondents reported that they were given opportunities to practice through real-world scenarios. However, there is a consensus on the need for more practical opportunities, as well as an increase in the weekly hours dedicated to the course. Thus, an ideal framework to address this gap, which also aligns with the preservice teacher's approach to developing this project, is David Kolb's Experiential Learning Theory. This methodology is particularly well-suited for the development of oral communication skills, as it emphasizes practice, feedback, and reflection- key components for continuous improvement.

This project is expected to benefit students with immediate and long-term advantages in their academic and professional journeys. By developing strong oral expression skills through practical exercises, students will be able to use what they learn in the interventions right away, not just in this course, but in every other class that requires presentations or even public speaking in general. Whether they are presenting a research project or presenting at academic events in future semesters, the confidence they gain and techniques they get from this course will enhance those performances. Beyond their time as students, these skills will be useful once they become teachers themselves. The ability to express ideas clearly, engage their students, and structure effective

lessons will make them more effective educators, making sure their own students learn in a meaningful way. The participants will employ the practices learned in this project in all sorts of events, from classroom presentations to conferences and even job interviews.

This project also holds clear pertinence on different aspects related to the teaching of languages. For instance, socially, English is regarded as a device for intercultural communicative interactions and is considered the language used to teach at higher education (McKay, 2002) This may concern verbal and non-verbal communication, which as explained by (Guerrero y otros, 2008) can include visual cues, body language, appearance, voice, among other aspects. It is inferred that teaching English as a foreign language is necessary, along with learning how to use it to communicate ideas effectively. Learners can access more knowledge and be able to share it in their mother tongue, thus showcasing the social pertinence of making a project of this nature.

Additionally, this project holds substantial professional relevance, as it provides the pre-service teacher with hands-on experience and empirical knowledge in a college-level learning setting. At the same time, it offers a practical platform to apply, refine, and assess the pedagogical theories and methodologies studied throughout the degree program, including this course. On the other hand, this experience is particularly meaningful because ELT aligns with the teaching philosophy of the pre-service teacher, which emphasizes growth through continuous practice, reflection, and experimentation.

### **1.3 General objectives**

The present practical teaching project is guided by the following objectives:

- To design and implement a process for improving students' overall speaking skills through the application of David Kolb's theory of Experiential Learning in the Academic Oral Expression course.

- To analyze the impact of exposing students to real-life scenarios both as examples and practical exercises, as a means of improving their oral expression skills.

#### **1.4 Specific Objectives**

In addition to the main objectives, three specific objectives were proposed to support the successful implementation and outcomes of the project:

To implement structured activities aligned with Kolb's four-stage cycle of the Experiential Learning theory.

To assess students' progress in applying oral expression skills in real-life academic/professional settings through individual feedback sessions and group discussions.

To identify the key factors that contribute to the improvement of students' oral communication skills.

#### **1.5 Order of the report**

The following section of this report will outline the key elements included in this work. First, a conceptual framework will be presented, detailing the theories that underpin the methods used during the interventions. This will encompass the theoretical foundations as well as the key terms considered in the development of the project. Next, the methodology will be explained, covering the proposed activities, resources utilized, assessment methods, and the final presentation planned for the participants.

Subsequently, the results of the project's implementation will be discussed, including the outcome of the final presentation, students' feedback, and the pre-service teacher's perspective.

The limitations encountered and the adjustments made throughout the process will also be addressed. Finally, the findings of the entire process will be presented, summarizing the project's

outcomes. This will include an analysis of the knowledge gained by the pre-service teacher, the skills developed by the students, and the overall effectiveness of the interventions.

Additionally, the report will assess whether the project should be replicated in different contexts or across other courses in the undergraduate degree program. It will also evaluate whether Experiential Learning Theory (ELT) proves to be a viable and effective pedagogical approach, worthy of further implementation.

## 2. Theoretical Framework

This section outlines the key theories and concepts that guided the design and implementation of the project. Experiential Learning Theory (ELT) (Kolb, 2014) serves as the primary foundation, particularly its four-stage cycle: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentations. The theory also identifies four learner types - diverging, assimilating, converging, and accommodating – each of which tends to excel at different stages of the learning process.

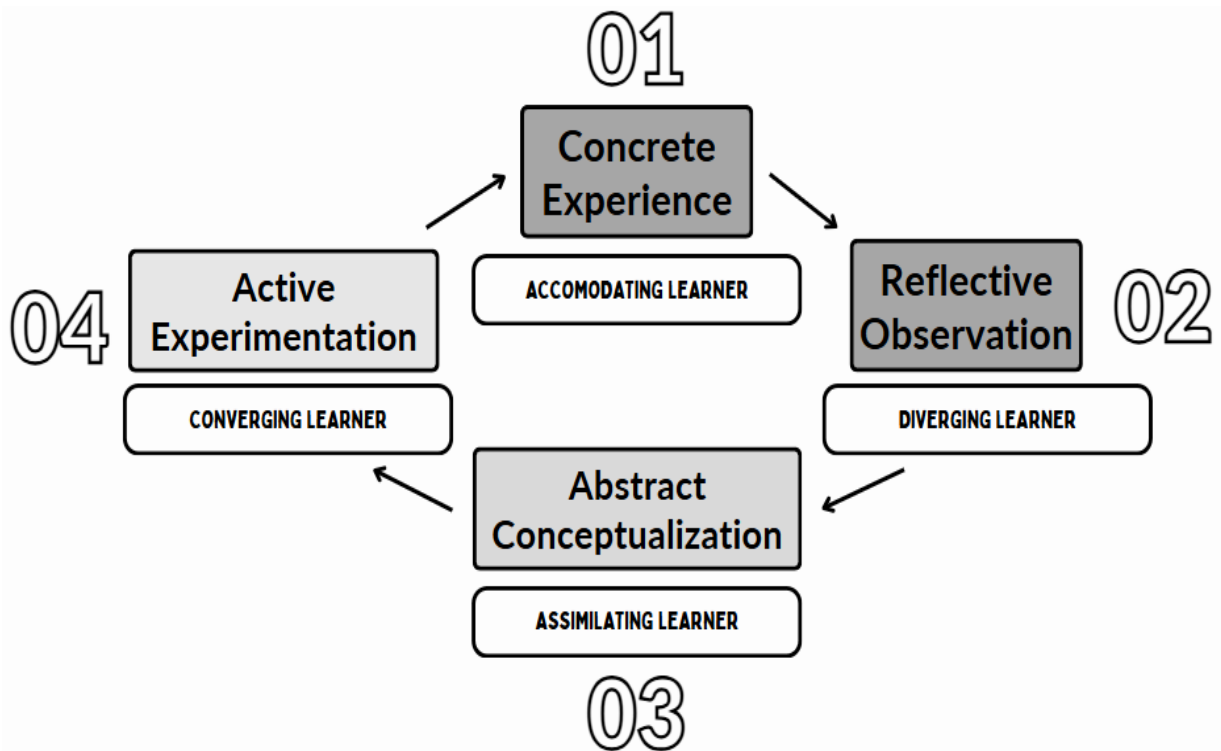
The discussion will also address Task-Based Learning (TBL), and Communicative Language Teaching (CLT) Additionally, the concept of *oracy* will be defined, emphasizing its importance in academic and professional contexts. By synthesizing these frameworks, this section illustrates how their integration supports the project's goal of enhancing oracy skills within a college-level learning environment. Experiential Learning Theory was developed by David Kolb in the 1970s as a student-centered approach that emphasizes the acquisition of knowledge through direct experience. As mentioned above, Kolb (2014) outlines four key stages in the learning cycle. The process begins with Concrete Experience, where students engage in hands-on activities or real-life situations. This stage facilitates an introduction to new knowledge and therefore creates a foundation for deeper learning. It is followed by Reflective Observation, where learners assess and analyze their experience, including their emotional responses to the newly acquired knowledge. Next, Abstract conceptualization, where students connect new knowledge with prior understanding, while taking their personal context into consideration. The cycle culminates with Active Experimentation, where students apply their learning in real-life scenarios.

Kolb's experiential learning theory also identifies four distinct learning styles that shape how students engage with the learning cycle. The accommodating learners thrive in concrete

experience, excelling in hands-on, adaptive activities like improvisational speaking exercises. In contrast, diverging learners excel during reflective observation, demonstrating strengths in open-ended discussions and creative language tasks. Meanwhile, assimilating learners favor abstract conceptualization, showing a preference for organizing language rules and theoretical patterns. Finally, converging learners dominate in active experimentation, demonstrating exceptional ability to apply knowledge to practical, real-world tasks. Recognizing these styles allows educators to tailor language instruction, ensuring oracy development meets diverse learner needs (Kolb, 2014); (Nunan, 2004); (Mercer y otros, 2017).

**Figure 1**

*Experiential learning process*



Research supports ELT's effectiveness in higher education, particularly in developing communication, problem-solving, and critical thinking skills through activities like role-playing

and simulations (Villarroel y otros, 2020). To strengthen the Active Experimentation phase of ELT, Task-Based Learning (TBL) was incorporated into the project. TBL encourages learner-driven knowledge acquisition by framing language as a tool for communication rather than an abstract system (Nunan, 2004), with collaborative tasks reinforcing interaction and practical application (Alghamdy, 2019).

The project also considered Communicative Language Teaching (CLT) for its development, as its objective is improving students' ability to express ideas effectively. CLT prioritizes real-life communication, making students active communicators and teachers as facilitators (Larsen-Freeman & Anderson, 2011). This approach aligns with the project's aims, as CLT fosters oral proficiency adjusted to learners' needs rather than isolated grammatical knowledge (Hiep, 2007). On top of this communicative focus is the development of oracy, a term coined by Wilkinson (1965) to describe the speaking and listening skills essential for verbal communication. Unlike literacy, which deals with reading and writing, oracy supports broader competencies like teamwork and social interaction (Mercer y otros, 2017). Its importance is well-documented: poor oracy skills can hinder both personal relationships and employability (Dippold y otros, 2019), while strong oracy supports intellectual, academic, and social growth (Fletcher, 1993).

By integrating ELT's cyclical learning process with TBL's task-oriented collaboration and CLT's communicative emphasis, this project ensures a complete approach to language acquisition, with oracy development as its main goal.

### 3. Methodology

#### 3.1 Course description

This Academic Oral Expression course is designed exclusively for students enrolled in the BA in Foreign Languages with an emphasis on English. As a 6th-semester course, it requires students to have completed prerequisite coursework, including 5 English courses (from Pre-intermediate to Advanced English 2), 2 Syntax courses, 3 Phonetics courses, and 2 Academic Writing courses. By this stage, students are expected to demonstrate C1-level English proficiency, indicating their ability to use English effectively across diverse scenarios.

Classes were held twice weekly, with two-hour sessions on Tuesdays and Thursdays from 2:00 PM to 4:00 PM. Two classrooms were assigned, both equipped with standard teaching aids such as a board, television, audio system, computer, desk, and seating. In terms of the quality and the distribution of the technological equipment, one of the classrooms had significantly better televisions, an audio system, seating, and even air conditioning, which contributed to the development of the lessons.

Within this project, a group of 12 students took part. Among them, 8 self-identified with a more feminine gender expression, 3 of them with a masculine one, and one of them mentioned identifying as non-binary. They were between the ages of 19 to 24. Moreover, the students were asked about their perceived English proficiency level according to the Common European Framework of Reference (CEFR). 7 students reported proficiency at B2 level, while 2 of them indicated proficiency at a B1 level. Notably, 3 of them were disclosed aligning with the expected C1 level. In regard to how students felt about participating in public speaking activities, meanwhile, 2 of the students expressed a positive reaction to activities of this nature, the other 10 indicated that they feel nervousness or anxiety or even are terrified of doing so. It is also important

to mention that out of the 12 students only 4 alluded to having been taught oral expression strategies before this course.

### **3.2 Resources and procedures**

In the context of this project, student involvement was centered around a final task, an event called *The Posters' Hall*. This event has been held for several semesters, as it takes place as one of the main activities done for the Academic Oral Expression course. It is based around the idea of students experiencing the preparation and presentation of an academic poster. Students chose an online scientific article that aligned to their interests.

The pedagogical procedure implemented in this project was set to primarily follow the four phases proposed in Kolb's Experiential Learning (i.e. Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation). Thus, activities were planned accordingly. Additionally, the project was divided into four stages that covered all the necessary knowledge to fulfill the expectations of the final event. Beyond this, the pedagogical interventions were implemented several weeks into the academic term, following initial instruction by the course professor. Prior to the interventions, the course professor had already introduced fundamental concepts regarding academic events, emphasizing their significance within scholarly contexts. This topic was addressed in order to orient students toward academic poster presentations.

To implement the ELT process, students progressed through the first three stages by engaging with various instructional materials designed to facilitate the concrete experience step. Primary visual aids included video clips, documents, and real-life examples displayed on classroom televisions to demonstrate practical applications of target knowledge and skills. For supplementary reinforcement, flashcards and printed materials were occasionally employed. This ensured students could observe authentic instances of the concepts being studied before advancing

to subsequent learning stages. Thereafter, came the reflective observation step, for which students were surveyed after each showcase of the new information. They were also asked at each opportunity what they considered to be the nature of said knowledge, taking into consideration their prior schooling as well. Following that came the abstract conceptualization step, whereas it was explained before, students continue the knowledge-building process. They would be asked to make connections between the new information, and their context (i.e. previous knowledge, possible use of it, current relevance, etc.). Questions such as: How can those practices be applied to your academic presentation? were part of this step, in each stage. Students were also engaged in considering the potential impact of integrating these practices into their standard academic presentation.

Finally, to fulfill the active experimentation step, students engaged in several activities that will be detailed below. All of these were specifically planned to fit the new information given to the students. It is also important to mention that the final stage of the intervention was heavily rooted in this step of the ELT process. Being the mock version of the event, it was designed to let students experiment on how the final event would make them feel, and their reaction to it. It was expected that students analyzed their own behavior and made changes according to the conclusions they drew from the activity.

### **3.3 Assessment methods**

During the interventions, mostly formative assessment was employed, through both individual and collective feedback. Students were continuously provided with constructive commentary, as well as suggestions to improve their oral expression and academic poster development process. This, also considering that summative assessment was already scheduled during the event of *The Posters' Hall*. Coupled with a final feedback session after the event. During

the presentations, a rubric was utilized to evaluate students on their poster content, body language, speech, time employed, and the way they interacted with the previously created academic poster. As was mentioned earlier on this paper, the students’ affective filter was a key aspect considered for this project, therefore it was taken heavily into account in order to provide sensitive evaluative feedback that was conducted to have a positive reception by the participants.

**3.4 Stages and executed activities**

The students took part in a series of lessons that included both activities to improve their overall oral expression, as well as the necessary assignments related to the creation of the academic poster. It is also worth mentioning that the lessons were mainly directed by the pre-service teacher, with the head professor contributing and complementing ideas on numerous occasions in each class.

To elaborate further, the course’s classes were divided into 4 stages, as was mentioned previously. These were designed to progressively develop students' abilities in all the aspects considered necessary for them to carry out their academic poster presentations. The activities detailed below showcase how each topic was addressed in class.

**Table 1**

*ELT Stage Activities*

Stages	Topic	ELT stage	Activity
1	Academic Research Papers	Concrete Experience	Students were given a piece of paper with a section of a research paper. Working in pairs, they tried to recognize what section it was according to their previous knowledge, and present a brief summary of the section in front of their classmates.
		Reflective observation	Students were given the space to reflect on the difficulty of the task and discussed their prior knowledge of the sections in a research paper.
		Abstract Conceptualization	The teacher presented clear definitions for each section of a research paper. Students then compared the sections, noting similarities and differences between them.
		Active Experimentation	Students were given a full research paper and a worksheet. Their task was to identify each section and write a short summary for every part.

		Concrete Experience	Students selected a topic they were familiar with and delivered an improvised presentation in front of the class. They were instructed to be mindful about their oral expression.
		Reflective observation	Students shared how challenging they found the previous exercise and reflected on which aspects of their oral expression they focused on the most.
2	Oral Expression	Abstract Conceptualization	The teacher introduced key elements of effective oral expression, such as eye contact, posture, voice projection, and hand gestures. Students were asked their strengths and areas needing improvement.
		Active Experimentation	Students played a game where each student drew a piece of paper with either a correct or incorrect use of an oral expression technique. Their classmates had to guess which technique was being demonstrated.
		Concrete Experience	N/A
		Reflective observation	Students shared their ideas on what makes an effective academic poster, discussing aspects like color choice, text size, and overall layout.
3	Academic Poster development	Abstract Conceptualization	The teacher displayed a sample academic poster and explained key design principles, including content selection, color schemes, font choices, and layout organization.
		Active Experimentation	Students began creating their own academic posters based on the research paper they had selected. They received feedback during the process.
		Concrete Experience	N/A
		Reflective observation	N/A
4	Event Preparation	Abstract Conceptualization	The class watched video examples of academic poster presentations to set a proper example
		Active Experimentation	Students participate in a mock version of the scheduled event in order to test both their knowledge and practice the interaction with their academic poster.

In the first stage, students worked in pairs to analyze and summarize sections of research papers, reflecting on challenges and prior knowledge before receiving explicit instruction on the structure and purpose of each section. They then applied this understanding by identifying and summarizing sections in a full paper. The second stage shifted focus to oral presentation skills, beginning with improvised speeches and self-assessment, followed by targeted instruction on practices related to oral expression such as eye contact, posture, and voice projection. Students practiced these skills interactively through a charades game, distinguishing between effective and ineffective methods. The third stage introduced academic poster design, with students sharing their previous knowledge before evaluating a sample poster and learning key design principles.

They then started working on their own posters, for which students used class time and received feedback throughout the process. The final stage prepared students for a culminating event: after observing exemplary poster presentations via video, they participated in a mock session to simulate real-world conditions, practicing both presentation delivery and audience engagement. Not all students were able to participate, due to some lack of preparation. However, the participation of some students set an example for those who did not.

Together, these stages provided scaffolded training in research literacy, oral communication, and visual design, equipping students with practical skills for academic dissemination. Moreover, this structured approach ensured that students developed both the theoretical knowledge and practical skills needed for successful academic poster presentations while refining their oral communication abilities. The collaboration between the pre-service teacher and the head professor further enriched the learning process, providing students with comprehensive guidance.

## **4. Results**

The following section will present the findings in two parts. The first part analyzes key outcomes of the project, including: how the implementation of ELT and TBL impacted the project. Then, how students responded to the ELT process, and which learner they are according to which part of the process they exceeded at. Afterwards, the topics selected by the students for their poster presentations will be detailed, as well as the outcome of the event itself. The second part is a personal reflection from the pre-service teacher, written in the first person, in a narrative way, on how the project shaped his professional growth, as well as his personal reflection during key moments of the process.

### **4.1 ELT and TBL process**

At first, the implementation of ELT in the course evoked curiosity among students, who soon developed a clearer understanding of its application in the first few lessons. During the first stage, students exhibited some apprehension, particularly in the Concrete Experience phase, as they were uncertain about the activity's objectives. However, upon completing the task, they demonstrated improved comprehension of academic research papers. When asked for feedback, none of them expressed dissatisfaction with the activity. It is worth noting that students' prior familiarity with research papers facilitated a smoother development of the lessons. By the Experimentation phase, they had already gained a solid understanding of research documents, allowing them to complete the following tasks effectively.

In the second stage, students encountered challenges related to oral expression, with several students mentioning getting nervous and shy during public speaking exercises. Nevertheless, the experiential approach allowed them to critically assess their strengths and areas for improvement. For example, some recognized their proficiency in delivery but noted insufficient eye contact with

the audience. The final activity in this stage was particularly well received, as it reduced the formality of the situation, making the practice more engaging.

Due to time constraints, the third stage did not include a concrete experience activity, as students needed to spend a significant amount of time focused on designing their academic posters. They followed guidelines on poster design attentively but required repeated corrections regarding color schemes, as some initially selected overly vibrant colors that conflicted with the academic context. After several explanations, some flexibility was permitted to align the design with their research topics. It should be mentioned that poster development extended beyond this stage, with varying levels of time investment from students.

In the final stage, time limitations required a quick transition to the final preparation for The Posters' Hall event. Due to university strikes, students had to expedite their practice and finalize poster details. It is important to mention that some students incorporated immersive activities to complement their presentations. Apart from one pair, all students completed their posters without further revisions, receiving approval from both the pre-service teacher and course professor, confirming their readiness for the event.

Regarding the TBL process- specifically the preparation for The Poster Hall event - students reported being familiar with the event and therefore had prior knowledge of what was expected of them. As it was mentioned above, students were first asked to search for and select a research paper that aligned with their interests and had all the required sections. Students had two weeks to send in their chosen paper for approval. Most of them switched papers, due to sudden lack of interest or realizing they had selected a study without some of the required sections. Notably, some students found a proper research paper swiftly. Afterwards, they began working on their oral expression, for which they delved into the aspects they needed to improve. The most

common ones were lack of eye contact and low voice projection. Students then started to work on their academic posters. Plenty of feedback was given outside of class hours, due to the on-going strikes at the college campus. As a result, students were able to complete their posters on time for printing.

The students were surveyed before and after the event. To gain a better understanding of their perspective regarding both the current project and the event. They were specifically asked which part of the entire ELT process they felt they exceeded at. Despite their initial reaction to the process, most students, specifically eight out of the twelve, mentioned enjoying the active experimentation exercises, therefore aligning with the converging learner's perspective, according to ELT. Three out of the remaining four students expressed enjoying the concrete experience activities, thus aligning with the accommodating learner's perspective. The other student indicated appreciating the abstract conceptualization part of the process, specifically mentioning how despite being familiar with the topics, lacked the necessary knowledge to excel at them. Therefore, aligning with the assimilating learner's perspective. These results undoubtedly show how relevant the hands-on exercises were for the students, and how much the ELT process helped them prepare for the event.

#### **4.2 Event outcome**

Initially, participants were asked to select topics within the domains of English language learning, linguistics, education, and related fields. However, some students expressed dissatisfaction with the restricted topic options. So, to foster greater motivation and engagement in both the event and the project, the guidelines were adjusted to allow for more flexible topic selection. They started to look for research papers that aligned more with their personal topics of

interest. They covered a wide range of social topics during the event. The students participating on the project chose the following topics, that were addressed in their chosen academic paper:

- The Hikikomori Japanese phenomenon, that speaks on people that severely withdraw from society.
- The use of music to teach English as a second language.
- The impact of teen Hollywood movies on the belief of emerging adults regarding gender.
- How psychopathy is present in some toxic romantic relationships.
- The influence a robot has on the decision-making process of humans through persuasion.
- The vocabulary acquisition process of people that play video games in English.

Most participants demonstrated thorough preparation through their presentations. As previously noted, some groups incorporated interactive activities to enhance audience engagement. For instance, the group examining English learning through music invited attendees to collaboratively complete a board with songs that helped them with English. Similarly, the group analyzing the influence of Hollywood teen films recreated the "*Burn Book*" from Mean Girls, prompting the audience to share personal experiences with drama-related situations, which is a key element of their research. Meanwhile, the group investigating the impact of robots in human decision-making administered the MBTI personality test to listeners, as it served as an analytical tool in the study. These interactive methods significantly increased audience participation compared to traditional poster presentations. Notably, only two of the six groups selected topics directly tied to English language acquisition, which shows the importance of allowing students the freedom to choose their poster presentations theme.

Regarding the event, it is important to mention that before it, students from both groups organized themselves in action groups, each dedicated to different aspects of the event. There were groups tasked with the decoration of the event, the safekeeping of the posters, taking pictures of both the process and the event, and finally a group that managed an Instagram account, allocated to showcasing the academic event, as well as the process. The event took place for two days, one assigned to each group that was taking the course. Students were asked to arrive at 6 AM to complete the proper set up, with the purpose of commencing the event at 8 AM. The event went as planned. Luckily, professors from other courses brought their students to join the event. As for the grading, students were assessed using rubrics, all of them achieved a passing grade for the activity. But it is worth mentioning that one of the pairs of students barely passed due to their lack of work during the preparation stage, which was clear during the event.

#### **4.3 Pre-service teacher's personal experience**

In this part of the report, I will recount my firsthand experience as the pre-service teacher in charge of the project. When I first started the journey to the finish line to become a teacher, I had no doubt I wanted to get as much experience as possible. Therefore, I chose to do a teaching practical project as my thesis. Then, it came time to also choose the course I wanted to take on to create a meaningful learning unit, and even though I had many courses in mind, Academic Oral Expression stood out to me. Not only because of what I learned, but also due to the incredible professor that led the way. As I began researching for my project, I kept returning to my core teaching philosophy: that authentic learning happens through continuous and relevant practice. This belief, forged through my many ESL teaching experiences, naturally led me to David Kolb's Experiential Learning Theory (ELT). The theory's emphasis on concrete experience and active experimentation perfectly aligned with my conviction that students learn best by doing, making

mistakes, reflecting, and trying again. This alignment between theory and practice became my guiding light throughout the project.

During "Trabajo de grado I", I read paper after paper to properly prepare my proposal for the learning unit I was going to apply for the following semester. A debate was initially proposed, along with ways to help students participate in this activity effectively. Also, activities were planned to follow Kolb's 4-step cycle and help students prior to the event. The proposal was finally delivered and approved.

The following semester, as I was getting ready to implement what I had planned, I got news about my project director. I learned he would be leaving the country to pursue an academic opportunity. I felt both happy for his opportunity and anxious about my project's future. Finding a new director required me to adapt quickly, a skill that would become crucial throughout this journey. Working with the new professor meant reimagining my project to fit "*The Posters' Hall*" event. As I redesigned the activities, I remained committed to ELT principles while ensuring they would be engaging enough to lower students' affective filters. This balance between academic rigor and enjoyable practice reflected my teaching values in action.

The first classes brought both nerves and validation. Teaching my peers felt surprisingly natural, and their gradual willingness to participate showed me the power of transparent communication about my role in supporting their learning. When campus disruptions began affecting our schedule, I had my first real test of flexibility, which is a quality I now recognize as essential for any soon-to-become teacher. The initially rescheduled and later cut short mock poster presentation was particularly disappointing, as it represented the crucial "active experimentation" phase of ELT. However, seeing students organize their own preparation sessions outside class

demonstrated the motivation that experiential learning can foster, even when formal plans fall through.

The event day, prior to its start, construction noises tested everyone's patience, but also revealed our collective resilience. At that moment, I understood that teaching isn't about perfect conditions but about maintaining focus on learning despite obstacles. On top of that, students had been informed that their posters were being kept in a common study room for which none of them had the key for. I managed to find the contact of someone who knew the person that had said keys and drove to the person's house to retrieve them. This truly tested my problem-solving skills, for which I must mention I am, to this day, very proud of. Afterwards and excluding the construction noises, the event went as planned. I finally got a full view of what all of us had accomplished. A spontaneous potluck was organized by the students for our final session. Their initiative to create closure, beyond learning their grade and moving on, showed they were invested not just academically, but emotionally in the process.

This experience transformed my understanding of teaching. Where I once saw ELT as a structured cycle, I now think of it as a flexible framework that can be accommodated to real-world unpredictability. Most importantly, I learned that students would meet your level of commitment, when they saw me adapting to challenges, they did the same. Their feedback about improved presentation skills confirmed that even imperfect implementation of good theory can yield meaningful growth. This project affirmed my belief that practice-centered teaching creates the most lasting learning and has inspired me to continue developing as an educator who values adaptation as much as preparation.

### **Conclusion**

The analysis of results confirms Experiential Learning Theory's effectiveness for developing academic oral skills, with students demonstrating notable improvement in presentation abilities and confidence through the four-stage cycle. This experience was structured around Kolb's model while adapting to real classroom challenges, proving its practical applicability in higher education language courses. The findings align with previous studies highlighting experiential methods' superiority over traditional instruction for skill acquisition. While the project successfully implemented its core objectives, future applications could benefit from extended practice sessions and stronger alignment between student-selected topics and language learning goals. Key areas for further exploration include measuring long-term skill retention and adapting the model for different proficiency levels. The project establishes a valuable framework that could be expanded to other courses within the program. Considering how relevant ELT proved to be, it is important for students to question current methods in order to make space for different approaches to vary the education they get and, therefore keep the program updated.

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**Appendices**

**Appendix A. Research Report Worksheet**

**RESEARCH REPORT**

<b>NAME OF THE STUDY</b>	
<b>AUTHOR(S)</b>	
<b>ABSTRACT</b>	
<b>INTRODUCTION</b>	
<b>OBJECTIVES</b>	
<b>PARTICIPANTS</b>	
<b>METHODOLOGY</b>	
<b>DATA ANALYSIS</b>	
<b>FINDINGS</b>	
<b>CONCLUSIONS</b>	
<b>DISCUSSION (Not mandatory)</b>	
<b>LIMITATIONS (Not mandatory)</b>	

**Appendix B. Participant Questionnaires (Pre- and Post-Event)**

Questions pre-event			
	1. What are your strengths going into the event?	2. What weaknesses do you identify yourself for the event?	3. Do you see yourself giving academic presentations in the future?
1	My biggest strength for this poster presentation is that I like to interact with people and to speak in public	I think I need to work on my body language, especially my hand gestures, they tend to be exaggerated.	I would say I see myself doing poster presentations in the future, but I would like to have more academic preparation.
2	I feel confident about the topic that I chose. I think that it will be interesting for some people. Also, I think that I really know the topic and I can improvise if something happens.	I need to practice more confidently. I really like my topic but having to expose for many people, gives me nervous	Yes, I would like to do presentations in the future. First, I need to improve my presentations, but it would be amazing.
3	I think I have a great knowledge about the research topic, so I think I would be able to answer questions with confidence. Also I feel kind of confident with my pronunciation.	I need to improve the speed with which I speak and not hesitate so much.	It is not my ideal future, but I think I'm not completely against doing it if the opportunity presents itself.
4	- Answer unpredictable questions. - To solve spontaneously If i get stuck in a part of the presentation.	- Confidence -Eye contact - Be more friendly with the audience	Yes, I could take a risk and do it, I would want to be a speaker at least once because I don't like to be afraid of it. I will feel happy if I could overcome my stage fright.
5	I think since I'm talking about something I like I can be confident enough	Preparation, nothing "speech" related except for eye contact maybe and also, I have no classroom practice.	Hopefully yes about something that I write in a couple of years from now
6	What I feel confident about in my presentation is my poster. I think it is well-distributed and beautiful. Another thing is the information I have in my mind about our research.	I need to improve a lot on my body language and eye contact, sometimes I just look at one direction and I think is because I'm nervous. Also, my fluency and finding the words to explain myself.	I do see myself giving presentations but in group not alone so I don't feel nervous
7	I think i have the ease to improvise if I forget something in the poster presentation, and I know the content of the article.	I need to practice the way I talk. I mean to organize my ideas and make them clearer. Also, my tone of voice and body language.	Yes, I really like these types of activities. I enjoy feeling nervous and anxious before the presentations, and the realization after that.
8	Mastery of the topic, body language	I need to be more confident. I need to be more fluent. I need to be less anxious.	Of course I do. It is not like i want to do it, I'm not closed to the possibility of doing it in the future

Questions pre-event			
	1. What are your strengths going into the event?	2. What weaknesses do you identify yourself for the event?	3. Do you see yourself giving academic presentations in the future?
9	I feel confident with the way I can explain the topic of the article because I totally understand it. Also, I think it's interesting so people aren't going to be bored.	I would like to improve with my body expressions because I think I move my hands a lot because of nervousness. I usually try to hide them but people can see I'm nervous in my hands.	I would like to give academic presentations. I think it's nice when you can share your findings with others; however, I need first to improve the way I present.
10	Personally, my strengths are the confidence I show regarding the speech presentation. Also, the topic is quite near to our daily life activities so I feel the topic is very clear.	I want to improve my posture; I feel that when I'm concentrated in speaking, I forget to have a correct posture	I think I can handle a poster presentation in the future as we are being so well prepared with recommendations and advice that the professors give us in class
11	I feel most confident about my knowledge about the whole article and also that I practice sometimes so I feel more confident about the speech	I need to work in the organization of the information and my gestures and body language.	Of course, I see myself talking in a formal presentation and yes, I want to because I enjoyed taking this subject.
12	With the thing I really feel confident with my presentation is with the poster and with my good tone of voice, because I feel that I have a good voice and that everyone can hear me well.	I need to work or study more in the information of my presentation because I want to feel more confident with speaking with the audience because I know the topic! but sometimes nervousness makes me forget the important things.	Yes, and not only because of this career is about making presentations or investigations. It's because I want to be more confident when I speak in public and It's one of my purposes.

Questions post-event			
	1. What was your favorite part of the process?	What surprised you the most about your own presentation?	What would you do differently?
1	The practical exercises we did in class to focus in the body language and so on. Then, I learned and noticed a lot of things I did unconsciously.	The confidence achieved along the presentation time. After a few repetitions the script of my speech became clearer	I would suggest to be more aware of circumstances like hard work (construction) they were performing at the same time the other group was presenting. That's very unfortunate but it could be avoided if the school directives were more communicative
2	I think it was the speech preparation for the event. In my opinion, it was also the most	I think it was the confidence I got throughout the development of the event. At the beginning, I was very	I think I would have liked to choose a different research article.

Questions post-event			
	1. What was your favorite part of the process?	What surprised you the most about your own presentation?	What would you do differently?
	important thing even more than the poster preparation.	nervous and stucked to the prepared speech, but then I gained confidence to the point that I was talking about the topic freely.	
3	My favorite part of the process was the creative part it was great to organize a decoration and do the decoration with my classmates with music and food was a really good experience also the actual presentation was great I felt comfortable and was interesting to read all the gossips and experiences	I think we could select an article with more exact results so it would be easy to do the poster	It was difficult to select our article because we want something interesting but at the same time easy to understand so we searched and read a lot of articles but the most interesting we're really difficult to understand later we found one with an attractive name and all the parts that we needed and we selected it but when we were doing the poster when notice that the results were in so obvious and we were more and up for interpretation
4	I think that one of my favorite parts was the creation of the posters looking for the best fonts and trying to make it aesthetic also I like the process of reading our paper because it was an interesting topic	I thought that a few of the viewers would like our topic but the majority were really focused and interested on what we said	I consider that I would be better to start preparing earlier the presentation at the end we had to run and do things faster than we expected
5	I love the process of creating the poster choosing the colors adding graphics and important information I also enjoyed doing the activity game with the participants they seemed really interested in that game	What surprised me the most in my presentation was that I didn't feel as nervous as I thought I would be maybe because participants were kind and good listeners, they seemed to like the presentation	I would bring a QR code with the MBTI test
6	Even though I considered it was the hardest one my favorite part of the process was to present the poster because I really enjoyed interacting with people and sharing my knowledge	What surprised me the most was to see that the audience was actually interested in our presentation at first, I thought they would not care	I would have done an activity to integrate and interact more with the audience as some other groups did
7	I really enjoyed the activities proposed during classes regardless the activities required interaction which I get anxious about it was great I found them interesting and dynamic	I got surprised in the fact that I didn't feel anxious not even a minute it was like war is over because if I am completely sincere, I was afraid of the poster's Hall from the beginning of the program	I would add an activity to engage more the audience also it would be great if both groups could have done the presentation in just one day

Questions post-event			
	1. What was your favorite part of the process?	What surprised you the most about your own presentation?	What would you do differently?
8	My favorite part of the process was doing all the activities we had planned well because people really liked it and are interested in doing it	What surprised me most about presenting was being able to do it in a good way expressing myself well and without so many nerves a long time ago I always stayed blocked and didn't say anything	I would have liked that the participants would take the MBTI test
9	I think that my favorite part was being able to get some knowledge about the academic presentations through games and enjoyable activities I could be more conscious of some aspects of myself when speaking in public and that was really meaningful to me	I feel as I'm going to die right there but, in this presentation, I felt at ease I wasn't nervous at all nor my heart was beating as if it was going to explode, I really like that and also it took me by surprise because I felt confident and relaxed even when there were a lot of people listening to me talking	Maybe I would prepare myself more and I would have preferred if the poster hole was done only in a day not two, I think that was the main reason of why everything on the second day was so chaotic
10	Creating the poster and trying to organize the most important information even though it was kind of a stressful I felt good doing it	I only felt nervous the first time I presented it and I thought I would be more anxious but I wasn't	I would create an interesting and joyful activity for my presentation in that way people would feel more engaged with the topic
11	My favorite part of the process was learning about the communicative ideas expressing correctly and showing yourself confident because it was a big deal for me so learning about this and putting it in practice was so good	I was really surprised about the improvement in my eye contact because it was really difficult for me. looking at people up to their eyes all my life has been very complex when I do a presentation so to be aware in the moment that I was looking at their eyes seeing everyone and feeling confident was amazing	I suppose that my expression was worrying at best so if I could do I would do it like more expressive have more enthusiasm and be happier
12	Probably it was the fact of talking about something that I liked and that I know about it was easier that way	Not much I was not nervous and I thought that I was going to be anxious but that was not the case	Being part of the process, I was just focusing on doing the presentation and that's pretty much it. I would've put more effort in it.

Appendix C. Academic Posters

Presenters:  
Ronald Gomez  
Kevin Aguirre

**EFL Students' Vocabulary Acquisition through Digital Video Games**

Author: Mohsen Ebrahimzadeh  
<sup>1</sup>Department of Foreign Languages and Linguistics, Shiraz University, Fars, Iran

**INTRODUCTION**

- The study reveals insights into how digital video games may enhance vocabulary acquisition compared to traditional pencil-and-paper approaches.
- The objective of the study was to evaluate vocabulary acquisition through Digital Video Games (DVGs) in high schools.
- Answers the following questions:
  - How does a commercial DVG affect high school EFL students' vocabulary acquisition?
  - How does playing individually affect vocabulary acquisition as compared to watching others play a commercial DVG?

**RESULTS**

The pre-examination consisted of 21 multiple-choice vocabulary questions created by the researchers and it was done 2 weeks before the interventions. The results showed that the students were not familiar with the target words

The posttest results had a variation depending on how many items were evaluated. The results showed that the viewers and the players had better scores than just the readers

		N	Min	Max	Mean	Std. Devia
Immediate posttest 1 (6 items)	Readers	68	0	6	3.85	1.54
	Players	63	0	6	4.10	1.36
Immediate posttest 2 (4 items)	Readers	69	0	6	4.30	1.33
	Watchers	72	0	4	2.22	1.02
Immediate posttest 3 (4 items)	Readers	62	0	4	2.82	1.05
	Watchers	71	0	4	2.76	.98
Immediate posttest 4 (4 items)	Readers	62	0	4	1.56	.99
	Players	57	0	4	2.82	1.00
Immediate posttest 5 (3 items)	Readers	67	1	4	3.25	.86
	Watchers	62	0	4	1.44	1.03
Immediate posttest 6 (3 items)	Readers	57	0	4	2.65	1.19
	Watchers	71	0	4	2.39	1.08
Immediate posttest 7 (3 items)	Readers	62	0	3	1.48	.90
	Watchers	57	0	3	2.39	.73
Immediate posttest 8 (3 items)	Readers	71	0	3	1.94	.88
	Watchers	71	0	3	1.94	.88

Answering the first question, DVGs affect positively high school students since it facilitates their vocabulary acquisition. The following table shows the comparison between the results of each group

(I) Group name	(J) Group name	Mean difference (I-J)	Std. error	Sig.
Readers	Players	-1.0297 <sup>a</sup>	.11739	.000
	Watchers	-.8944 <sup>a</sup>	.11155	.000
Players	Readers	1.0297 <sup>a</sup>	.11739	.000
	Watchers	1.352	.11506	.470
Watchers	Readers	.8944 <sup>a</sup>	.11155	.000
	Players	-1.352	.11506	.470

As for the second question, the difference between the watchers and the players is not significant enough (.01) as it happens in other groups (Readers and watchers' readers with .07)

**CONCLUSION**

The study looked at vocabulary learning with a commercial Digital Video Game (DVG), comparing Readers, Players, and Watchers groups. Players and Watchers performed better than Readers, showing the potential of DVGs in education

However, careful selection of DVGs is needed, considering factors like vocabulary presentation and integration within gameplay

**METHODOLOGY**

241 male High school students

- 1 Mixed methods approach
- 2 Pretest, test and immediate posttest
- 3 Analysis of the pretest and posttest

**REFERENCES**

Ebrahimzadeh, M. (2017). Readers, Players, and Watchers: EFL Students' Vocabulary Acquisition through Digital Video Games. *English Language Teaching*, 10(2), 1. <https://doi.org/10.5539/elt.v10n2p1>

Toxic Relationships: The Experiences and Effects of psychopathy in Romantic Relationships

Authors: Adelle Forth, Sage Sezlik, Seung Lee, Mary Ritchie, John Logan, and Holly Ellingwood

Presenters: Nefer Tatiana Castro Cristancho and Karen Nathalia Gómez Amézquita

**Introduction**

**Keywords:** PTSD, coping strategies, psychopathy

This article explores the impact of psychopathy on individuals involved in romantic relationships with psychopathic partners. The study aims to understand the mental and physical health consequences reported by intimate partners of individuals with psychopathic traits and investigates the relationship between psychopathy severity, coping strategies, and symptoms of posttraumatic stress disorder (PTSD) and depression.

**Results**

**What are the Experiences and Physical and Mental Health Effects Experienced by the Intimate Partners of Individuals With Psychopathic Traits?**

DEGREE OF IMPACT	PHYSICAL HEALTH		MENTAL HEALTH	
	N	PERCENT	N	PERCENT
Rare	70	15,3	2	0,4
Mild	90	19,7	7	1,5
Moderate	103	35,7	79	17,3
Extreme	120	26,3	363	79,4

The qualitative analysis of participants' responses to the open-ended question revealed various emotional, biological, behavioral, cognitive, and interpersonal consequences of being involved with a partner exhibiting psychopathic traits.

**What Type of Abuse (Physical, Sexual, or Emotional) is Most Predictive of PTSD and Depression?**

It was challenging to determine if emotional abuse had a stronger impact on psychological distress than other forms because nearly all participants reported experiencing emotional abuse, leading to limited variability in this factor.

**Conclusions**

- Psychopathy has a wide range of effects on intimate partners, including emotional, biological, behavioral, cognitive, and interpersonal impacts.
- Coping strategies play a significant role in the manifestation of psychological distress symptoms.
- Understanding the physical and mental health symptoms experienced by intimate partners and the factors that influence their severity can aid in developing targeted treatment interventions.
- The severity of psychological distress symptoms is related to both adaptive and maladaptive coping strategies, while the type of abuse does not predict depression symptoms.

**Methodology**

89.5% 10.5%

- 01 Sociodemographic and relationship questions
- 02 Self-Report and Psychopathy Scale-III
- 03 Impact of Event scale-Revised
- 04 Beck Depression Inventory-II
- 05 Open-ended question on effects
- 06 Brief COPE

**References**


Forth, A., Sezlik, S., Lee, S., Ritchie, M., Logan, J., & Ellingwood, H. (2022). Toxic Relationships: The Experiences and Effects of Psychopathy in Romantic Relationships. *International Journal of Offender Therapy and Comparative Criminology*, 66(15), 1627-1658. <https://doi.org/10.1177/0306624X211049187>

Type of Abuse	Percentage
Emotional	42%
Behavioral	18.5%
Biological	21.4%
Cognitive	11.6%
Interpersonal	6.5%

## Persuasion Strategies Using a Social Robot In an Interactive Storytelling Scenario

Authors: Raul Benites Paradedá, Carlos Martinho & Ana Paiva  
INES-ID and Instituto Superior Técnico, University of Lisbon

Presenters: Maria Ulloa & Angie Díaz



### Introduction

Fake news is a prevalent issue that can easily spread misinformation due to its persuasive nature. This study explores the use of personality traits in persuasion, focusing on a storytelling decision-making scenario. This study aims to validate the effectiveness of persuasion strategies used separately in previous studies combined, expecting to create a valid persuasion model. A between-subject study was performed in which the way the influence applied by the robot was manipulated. So, two conditions were designed: **C1** and **C2**. In this sense, the hypotheses defined in this study are as follows:

**H1:** Participants with a high level of assertiveness are more challenging to persuade than those with lower levels.

**H2:** Participants will change their decision more because of the talk with persuasive arguments than the gazing strategy.

**H3:** The combination of creating a personality-based persuasion model can influence the decision-changing in most of the decisions made by the participants.

### Methodology

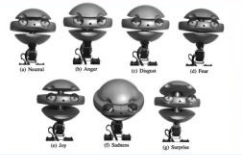
**Pre-Interaction:** MBTI questionnaire, module responsible to classify the person's personality and socio-demographic questionnaire.

**Interactive Narrative-Interaction:** A researcher introduces a touchscreen table and robot to a participant, who initiates a narrative. The robot talks to build trust, then presents two options. Persuasion strategies encourage the participant to choose or change their decision, ending with either victory or tax payment.

**Post-Interaction:** Assessment participants' perception of a persuasive storytelling robot and its influence on decision-making, using a 5-point Likert scale. Results provide insight into participants' perception of the robot's influence.

**Materials**

- Emys head robot
- Touchscreen table



### Results

1117 DPs (decision points) were analyzed

**C1-** The agent tries to convince the participant in opposite to her/his personality.

**C2-** The agent tries to convince the participant in congruency to her/his personality.

**Hit-** the influence effort made by the agent was successful.

**Statistics of DPs and influences by study conditions**

Condition	DPs	DP/MBTI	DP/NoMBTI
C1	202	146	56
Opposite	Hit   86	39	47
C2	215	144	71
Congruent	Hit   152	94	58
Total	417	290	127
	Hit   238		

**Statistics of participants' assertiveness level by study condition and persuasion success**

	Participants' Assertiveness Level High (44,73%)		Low (55,26%)	
	MBTI	NoMBTI	MBTI	NoMBTI
C1	19	19	20	28
C2	35	20	59	38
Total	54	39	79	66
Hit	93		145	


### Conclusion

- Strategies must be developed to identify personality traits in real-time during interactions or through observed actions.
- Factors such as person-robot trust and assertiveness levels can impact persuasion efficiency.
- The success of persuasion strategies can be linked to the target's personality traits, allowing for tailored appeals to psychological needs.
- Persuasion is more challenging when the target's intention aligns with their personality, requiring greater effort to induce change.
- When the target's intention opposes their personality, persuasion demands less effort as the change aligns with natural behavior.
- External variables like environment, setting, role, and narrative can still influence behavior.
- Thoughtful, peaceful, and humanistic design of persuasion strategies utilizing personality traits is essential to prevent misuse for spreading misinformation.


### Acknowledgements

Paradedá, R. B., Martinho, C., & Paiva, A. (2020). Persuasion strategies using a social robot in an interactive storytelling scenario. *Proceedings of the 8th International Conference on Human-Agent Interactions*. <https://doi.org/10.1145/3406499.3415084>

## Mean girls? the influence of gender portrayals in teen movies on emerging adults' gender-based attitudes and beliefs



Authors: Elizabeth Behm-Morawitz and Dana E. Mastro  
Presenters: Melissa Ortiz and Vanesa Vera



### Introduction

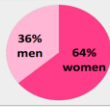
**General objective**

- This paper aims to observe how high levels of affinity, exposure and liking to teen movies are associated with negative attitudes toward female friendships, gender-based attitudes, social aggression and roles of women in general on emerging adults.

**Theory**

- Bandura's social cognitive theory.

### Methodology

- Method** Surveys.
- Sample**

- Dependent variables**
  - Affinity, liking and exposure.
- Independent variables**
  - Female and male friendships.
  - Attitudes toward women.
  - Evaluation of friends' behaviors.
  - Consequence of Social Aggression.

### Results

- The higher affinity and exposure to teen movies, the more unfavorable perceptions and attitudes toward friendships and female friendship.
- More exposure to teen movies is linked with less positive views of women's rights, while stronger affinity leads to more positive views of women's rights and roles.
- Higher character affinity is linked to the belief that social aggression leads to popularity.

- Exposure to teen movies can be associated with more positive views of friendships.

- Male perception toward female friendships are inversely proportional to exposure to teen movies.

### Conclusion

- The key takeaway is that teen movies seem to portray female social success as dependent on manipulative behavior.
- Analyze the specific rewards and consequences teenagers experience in the films due to their actions.
- This would provide a clearer understanding of how specific media portrayals trigger particular responses from viewers.

### Further research

Test if exposure to these messages in movies leads viewers to act more aggressively in social situations.

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**Authors:**  
Andrade Molina, C., Barba Ayala, J., & Bastidas Amador, G

**Influence of Music in English in the Teaching of a Second Language in the Universidad Técnica Del Norte**

**Presenters:**  
Juan Luis Naranjo  
Santiago Hernández

**INTRODUCTION**

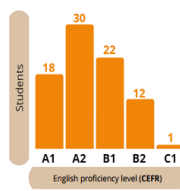
- Ethnomusicology, as a field bridging culture and education, has shed light on the role of music in language learning.
- The study "Influencia de la música en la enseñanza del inglés" delves into the impact of English music on second language acquisition among students at the Universidad Técnica del Norte.
- The objective of the study was to analyze the impact of listening to music in English on the mastery of the target language.

**FINDINGS**


The test results placed the students into different English proficiency levels according to the Common European Framework of reference for languages, showing a marked tendency between A2 and B1.

The survey findings indicated that half of students prefer to listen to music in English over their native language.

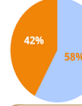
90% of the students surveyed prefer to listen to music in their electronic devices, because they are part from the Millennial and Z generations.



Level	Number of Students
A1	18
A2	30
B1	22
B2	12
C1	1



89% Does listening to music in English improve language domain?



42% Spend 3+ listening to music in English daily

The eighty-nine percent of the students consider that the habit of listening music in English enhances a lot the proficiency of this language.

The fifty-eight percent of students say they dedicate to listen to music in English an average of three and more daily hours.

**CONCLUSIONS**

- The results underscored the significant impact of listening to English music on foreign language proficiency among Universidad Técnica del Norte's English students.
- Music was identified as a valuable tool for developing receptive and productive language skills, facilitating the English learning process.
- Students with intermediate to advanced English skills predominantly listened to English music, indicating a positive influence on language mastery
- The study advocates for further scientific research to harness music's pedagogical potential in English language education.

**METHODOLOGY**

- Qualitative paradigm
- Cambridge English Language Test (83 students)
- 85 Students (1st, 2nd, 3rd, 4th) survey
- Analysis of the test & questionnaire

**REFERENCES**

Andrade Molina, C., Barba Ayala, J., & Bastidas Amador, G. (2018). Influencia de la música en inglés en la enseñanza de un segundo idioma en la Universidad Técnica del Norte. *Contrato*, 14(01), 48-64.

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## Staying inside: social withdrawal of the young, Finnish 'Hikikomori'

Authors: Hanna-Mari Husu and Vesa Välimäki  
Presenters: Jeimy Alejandra Lalton Aguilera and María Alejandra Ortiz Lozada  
Universidad Industrial de Santander

**Introduction**

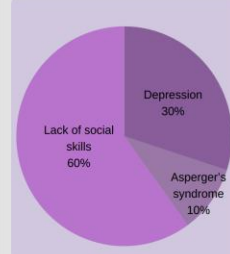
- The article delves into the **social withdrawal** of young Finnish adults, identified with the phenomenon of **hikikomori**: young adults who isolate themselves from society and social relationships.
- It scrutinises young people's **contingent life events** that influence their choice to withdraw.
- The authors aim to overcome the dualism between **sociological and psychological points of view** regarding the hikikomori phenomenon.

**Data collection**

- 1 Data was gathered from the online forum "Hikikomero", which serves as a support group for socially withdrawn young adults.
- 2 The data consisted of **10 threads**, which dealt with general reasons given by the young adults themselves for social withdrawal(422 posts).
- 3 The authors used the **ATLAS.ti program** for data analysis.

**Results**

- An **overly demanding outside world**: society is seen as demanding and unjust.
- Personality traits or psychological states** (depression, Asperger's syndrome, lack of social skills) are understood as preceding social withdrawal.



Reason	Percentage
Lack of social skills	60%
Depression	30%
Asperger's syndrome	10%

- Lack of self-efficacy**: contingent events, such as experiences of bullying and bereavement, which are perceived as uncontrollable.

**Conclusion**

- The social withdrawal of young Finnish adults is influenced by a complex interplay of social, psychological, and contingent factors.
- Feelings of inadequacy, disillusionment, and a lack of self-efficacy, lead to their decision to withdraw from social interactions.
- The withdrawal is a combination of social and psychological factors, as well as contingent events that may have influenced the individuals' life trajectories.

**Methodology**

- Most participants were **male**, and the **age** of participants was suggested to be between **20 and 30**.

theory-based thematic analysis

1. Ways in which they perceived their place in society and type of social resources experienced.

2. Psychological understanding and explanations for their psychological states.

3. The role of contingent events in young adults' lives in encouraging social withdrawal

Three research questions

**References**

Husu, H. M., & Välimäki, V. (2017). Staying inside: social withdrawal of the young, Finnish 'Hikikomori'. *Journal of Youth Studies*, 20(5), 605-621.

**Appendix D. Academic Poster Presentation Assessment Rubric**



**THE POSTERS HALL**

**Nombre del evaluador:** \_\_\_\_\_

**Cargo:** \_\_\_\_\_

**Nombre del presentador:** \_\_\_\_\_

Criterio	Puntaje (1.0 - 5.0)	Observaciones
Tiene un amplio dominio del tema y presenta la información de forma clara y precisa.		
Realiza movimientos y gestos naturales a lo largo de la presentación, tiene una postura adecuada, usa sus manos para apuntar el póster y explicar sus ideas. Adicionalmente, hace contacto visual constantemente.		
Su tono y volumen son adecuados. Hace cambios en su entonación en algunas partes de la presentación para captar la atención de la audiencia.		
Expresa sus ideas con fluidez, hace pausas cortas y no usa muletillas al hablar.		
Usa las estructuras gramaticales correctamente. Su vocabulario es académico y acorde al tema presentado.		
<b>PUNTAJE TOTAL</b>		<b>Comentarios:</b>