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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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Theme: Academic Talks and Communicative Competence

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DEDICATION

TO:

To my family, who have been my strength, my motivation, and my greatest blessing.
To my friends, who never let me give up and reminded me that I was capable of achieving this dream.
To my professors, who inspired me to grow, and to believe in my potential.
Thank you for walking with me on this journey.

Oscar.

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Tema: Academic Talks and Communicative Competence

Autor: Jiménez Jiménez Oscar Lauriano

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ABSTRACT

This descriptive study explored the perceptions of the role of Academic Talks in developing communicative competence in the English as a Foreign Language (EFL) classroom. A total of 68 participants, 19 males and 49 females from the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) program at the Universidad Técnica de Ambato, completed a structured survey measured on a Likert frequency scale. The instrument was validated by five research experts, achieving an Aiken's V of 0.99, and demonstrated high reliability with a Cronbach's Alpha of 0.915. The study aimed to identify the Academic Talks most used by students, determine which components of communicative competence showed the greatest development, and recognize the strategies students employ to enhance their communication skills. Results revealed that TED Talks and motivational talks were the most frequently used formats, valued for their accessibility, clarity, and engaging content, which motivated students and increased their confidence. Grammatical competence showed the strongest improvement, followed by sociolinguistic and strategic competences, while discourse competence, although improved, remained less developed. And lastly, students mainly relied on audiovisual aids, internal monologue, and repetition to reinforce communication, while drama activities were the least used, suggesting opportunities for more performance-based strategies. The results also revealed low student interest in seminars and workshops, despite their potential to promote direct interaction, collaborative learning, and meaningful oral practice. Overall, the study highlights the effectiveness of Academic Talks as tools for strengthening communicative competence and guiding strategic language development in EFL contexts.

Keywords: Academic Talks, audiovisual strategies, communicative competence, EFL learning, TED Talks.

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RESUMEN

Este estudio descriptivo exploró las percepciones sobre el papel de las Academic Talks en el desarrollo de la competencia comunicativa en el aula de Inglés como Lengua Extranjera (EFL). Un total de 68 participantes, 19 hombres y 49 mujeres del programa de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) de la Universidad Técnica de Ambato, completaron una encuesta estructurada medida con una escala de frecuencia tipo Likert. El instrumento fue validado por cinco expertos en investigación, obteniendo un valor de Aiken V de 0,99, y mostró alta fiabilidad con un Alfa de Cronbach de 0,915. El estudio tuvo como objetivos identificar las Academic Talks más utilizadas por los estudiantes, determinar qué componentes de la competencia comunicativa mostraron un mayor desarrollo y reconocer las estrategias que los estudiantes emplean para mejorar sus habilidades comunicativas. Los resultados revelaron que los TED Talks y las charlas motivacionales fueron los formatos más utilizados, valorados por su accesibilidad, claridad y contenido atractivo ya que motiva a los estudiantes y aumenta su confianza. La competencia gramatical mostró el mayor desarrollo, seguida de las competencias sociolingüística y estratégica, mientras que la competencia discursiva, aunque posee un desarrollo significativo, se desarrolló en menor medida. Finalmente, los estudiantes utilizan principalmente ayudas audiovisuales, monólogo interno y repetición para reforzar la comunicación, mientras que las actividades dramáticas fueron las menos empleadas, lo que sugiere oportunidades para estrategias más basadas en la actuación. Los resultados también revelaron un bajo interés de los estudiantes en seminarios y talleres, a pesar de su potencial para promover la interacción directa, el aprendizaje colaborativo y la práctica oral significativa. En general, el estudio resalta la efectividad de las Academic Talks como herramientas para fortalecer la competencia comunicativa y guiar el desarrollo estratégico del lenguaje en contextos de EFL.

Palabras clave: Academic Talks, estrategias audiovisuales, competencia comunicativa, aprendizaje del inglés, TED Talks.

CHAPTER I.- THEORETICAL FRAMEWORK

1.1 Research Background

This research utilized previous studies and credible sources from different digital libraries and academic databases such as Google Scholar, Taylor & Francis Online, and ResearchGate. The selection of those sources was intentional as they had a wide reach on contemporary publications in the English language, research papers, and studies. The literature review had important insights as to how Academic Talks contribute to the improvement of students' communicative competence. Through exposure to authentic oral resources, Academic Talks promote effective academic discourse and appropriate speech delivery, enabling learners to strengthen their fluency, confidence, and interactive skills in English. Therefore, this study aims to find out how Academic Talks are pedagogically supported to enhance communicative competence in the context of higher education in EFL.

Patty (2024) concluded that the implementation of TED (Technology, Entertainment, and Design) Talks as instructional media produces a significant positive impact on university students' speaking competency. The meta-analysis combined findings from sixteen experimental studies that compared TED Talks with control groups who followed traditional instruction. Overall, the analysis revealed a strong positive effect on students' oral performance, showing that learners exposed to TED Talks consistently achieved better speaking outcomes than those taught through traditional methods. Although the magnitude of improvement varied across countries, the highest impacts were observed in Middle Eastern and Asian contexts, and even the lowest results demonstrated a positive influence. Despite these cross-national differences in impact, the overall pattern indicated that incorporating TED Talks into speaking tuition significantly improves the oral skills of university students. Country, instructional design, and the characteristics of learners might be used as contextual variables affecting the strength of outcomes, Patty said. These contributions combined to reinforce the notion that, when relevant to the needs and contexts of the learner, incorporating TED Talks into academic curricula can be a powerful pedagogical resource.

Alghmadi (2024) found that embedding TED Talks in the classroom of Saudi university students may facilitate improving the speaking of English as a foreign language in the class. The study consisted of thirty-two undergraduate students studying English as a Foreign Language (EFL) at a Saudi university who took a pre-test and post-test design to evaluate their oral performance before and after TED Talks. It examined spoken language competency in several linguistic dimensions, including fluency, vocabulary, grammar, pronunciation, and content. After treatment, students scored better on the post-test measures in all the areas assessed, indicating improved verbal ability. The statistical results support such significant gains in their findings and indicate that students who engaged with TED Talks are better than those taught through traditional pedagogy. On the basis of these results, the findings highlighted the teaching power of real oral materials such as TED Talks to promote accuracy and effective oral production in EFL learners.

Tran and Nguyen (2024) determined that TED Talks is an effective and authentic technological asset to enhance English-majored public-speaking skills in higher education. They undertook their mixed methods trial in Vietnam, at Van Lang University, with a sample size of sixty-one senior EFL students. This data was gathered through online questionnaires and semi-structured interviews that questioned students about their learning practices and perceptions of the use of TED Talks. Through this study, we examined the use of TED Talks to aid students in developing their delivery habits on the lecture, pronunciation, confidence in classroom presentations and oral presentation strategies: students used TED Talks to improve delivery skill such as performance, pronunciation, confidence and organisation in their classroom presentations. Results found that participants were finding it helpful in the sense that they regularly used TED Talks as a teaching method and view speakers in their classroom who offered a TED Talk for building up their speech fluency and natural speaking ability. In addition, the participants stated that watching actual speakers on the platform led them to observe good speaking practice and model the process of their presentation as they model the speech organization and enhancement of their presentation for their performances. In general, Tran and Nguyen reiterated that embedding TED Talks into EFL learning promotes the motivational, multimodal climate for students, self-learning, communicative confidence and mastery of effective oral expression in the academic setting, according to the study.

Kaçauni and Robo (2024) indicated that the systematic inclusion of TED Talk videos in the classroom would contribute to improving the students' presentation performance in English as a foreign language. Analysis was conducted at Fan S. Noli University in Albania with 14 first-year English majors, using a repeated-measures approach to follow students' progress through multiple presentations. Participants were exposed to several TED Talk videos, which were the authentic input models presented sequentially, prior to preparing their own. The performance evaluation used presentation rubrics that addressed key communicative aspects such as fluency, grammatical accuracy, organization, and overall presentation quality. Student scores on the Friedman and Wilcoxon tests increased substantially and were consistent with an expected effect of repeated exposure to TED Talks. The study's researchers noted that, over time, these students learned how to formulate ideas and articulate themselves more confidently. Finally, from their study, they showed that TED Talks are a good pedagogical resource for developing linguistic competence to master both English and presentation at the tertiary level in the EFL field.

Thuy and Tuyen (2024) inferred that TED Talks serve as an authentic and engaging resource for enhancing EFL students' listening comprehension in secondary education. Their mixed-methods study was conducted in Ho Chi Minh City, Vietnam, with eighty eleventh-grade students who were divided into experimental and control groups. During a five-week intervention, a listening intervention in the experimental group was provided with the support of TED Talk videos while the control group continued the traditional textbook-guided instruction. To explore progress and perceptions, the researchers used pre- and post-tests, questionnaires, and semi-structured interviews. Research findings indicated a significant improvement in listening performance among TED Talk learners compared to the control group. The study highlighted the use of TED Talks by students to enhance motivation and engagement in lessons regarding authentic usage of language, cultural significance, and meaningful topics (interviews). Other students or learners struggled with fast speech and diverse accents. In general, the study identified TED Talks as an effective resource for EFL teachers, because it allows for active listening to be engaged in, and this process can foster students' receptive abilities during EFL language learning sessions.

Liu (2021) carried out an investigation about the changes in and effects of TED Talks on postgraduate students' English-speaking performance and speaking anxiety in China. The quasi-experimental study lasted ten weeks and involved 322 participants, including 166 students in the TED Talk group and 156 students in the conventional learning group. TED Talks were used to create a realistic and culturally rich environment for practicing spoken English. To evaluate outcomes, students delivered eight-minute oral presentations and completed the 12-item English Speaking Anxiety Scale before and after the intervention. The analysis showed that both groups improved their speaking performance and became less anxious about speaking English during the ten-week period. However, the TED Talk group demonstrated better organization in their oral presentations and reported slightly lower anxiety levels than the control group. The results indicated that the learning mode influenced students' use of move structures in their presentations but had no significant effect on overall performance or anxiety. Liu concluded that TED Talks can effectively supplement EFL learning through virtual and context-based practice.

The selected studies collectively show that exposure to authentic academic talk genres significantly enhances learners' communicative competence in higher-education EFL contexts. Across diverse settings, students demonstrate improvements in core dimensions such as fluency, accuracy, pronunciation, organization, and overall delivery after engaging with real models of spoken academic discourse. These findings indicate that authentic oral input supports learners in internalizing effective presentation structures, developing clearer idea formulation, and building confidence when speaking in academic settings. The studies also highlight reductions in speaking anxiety and increases in motivation, suggesting that academically oriented talks foster a supportive and engaging learning environment. Moreover, learners benefit from observing real speakers, which allows them to model discourse strategies and strengthen both productive and receptive skills. Overall, this body of research confirms that integrating academic talk formats into instruction meaningfully supports the development of communicative competence.

Theoretical Foundation of the Variables

Independent Variable: Academic Talks

Instructional Media

Heinich et al. (1996) define instructional media as the channels and resources that teachers use to convey knowledge to learners. These media play a mediating role in the learning process by bridging the gap between the source of knowledge and the student. Teaching media includes both traditional tools (such as textbooks, posters, and charts) and modern technologies (including videos, computer programs, and digital content sources). Each type of media serves to capture attention, clarify complex concepts, and facilitate meaningful interaction between teacher and learner. Heinich et al. emphasize that media must be selected carefully and used purposefully to support students' understanding and achievement of learning objectives.

Edgar Dale (1946) proposed the Cone of Experience in his seminal book *Audio-Visual Methods in Teaching*, a model that explains how people remember what they learn as they move from abstract experiences toward more concrete and interactive ones. Dale argued that demonstrations and real-world activities deepen understanding more effectively than purely verbal instruction. Dale viewed instructional media as the connecting link among different levels of abstraction, describing media as "the medium of translation from symbolic information to meaningful knowledge." Dale's framework continues to inform current perspectives by highlighting instructional media as essential resources not only for engaging learners but also for supporting comprehension and instructional effectiveness.

Richard E. Mayer (2001), the author of the Cognitive Theory of Multimedia Learning, developed a cognitive perspective on instructional media. Mayer demonstrated that people learn more effectively from words and pictures together than from words alone, since verbal and visual information are processed through distinct yet complementary channels in the human mind. Based on these design principles, Mayer introduced the concepts of coherence, contiguity, and redundancy, which serve as an operational framework for presenting instructional media in ways that minimize cognitive load and promote meaningful learning. His theory defines media as cognitive tools that support learners in integrating new information with prior knowledge.

Mayer's contributions continue to influence educational psychology and instructional design, shaping how multimedia materials, videos, and digital presentations are created and implemented in contemporary classrooms.

Aliakbari and Mardani (2022) demonstrated that the use of instructional media, particularly mobile-assisted and multimedia resources, is associated with the development of learners' communicative skills. Their findings indicate that exposure to authentic audiovisual input fosters motivation and enhances oral participation, enabling students to engage in more natural interactional practices. Instructional media are conceptualized as vehicles that integrate visual and auditory elements to simulate real communicative situations in the classroom. Based on these theoretical assumptions, it is recognized that instructional media provide learners with opportunities to internalize language patterns and improve fluency through repeated and meaningful exposure.

Vu and Tran (2022) emphasized that instructional media provide access to authentic discourse and intercultural perspectives, thereby reinforcing both pragmatic and discourse competence. Through the theoretical lens of communicative competence, these authors explain that video-based and multimedia materials enable learners to interpret sociolinguistic cues and contextual meanings embedded in authentic communication. In alignment with these insights, Sirisrimangkorn (2021) concluded that the structured use of project-based video presentations significantly improves speaking performance and learner autonomy. Consequently, it is established that instructional media, when integrated within communicative frameworks, function as catalysts for interaction, reflection, and performance-based learning.

Digital Video Resources

Mayer (2001) established the Cognitive Theory of Multimedia Learning, which has been considered one of the main theoretical bases for understanding digital video resources. According to this theory, it is proposed that learning occurs through two channels, the visual and the auditory, and that both possess limited capacity for information processing. It has been assumed that meaningful learning takes place when learners actively select, organize, and integrate visual and verbal information. Therefore, digital video resources have been conceived as tools capable of facilitating

comprehension when designed to reduce cognitive overload and direct learners' attention to essential information.

Brame (2016) stressed that the theoretical application of cognitive principles is critical for designing and delivering educational videos. Digital video resources should be developed with attention to pacing, segmentation, and redundancy in order to optimize working-memory capacity. Accordingly, it is argued that video-based instruction should not merely present content but must engage learners cognitively, shifting them from passive observers to active processors of information. When aligned with the principles of cognitive load theory, this approach positions digital video resources as tools for mental organization.

Burn and Parker (2003) developed the Kineikonic Mode Theory, which is applied to explain how meaning is structured over time in moving-image media. Within this framework, digital video resources are interpreted as multimodal compositions that integrate dynamic imagery, sound, and gesture. The authors argue that the kineikonic mode supports learners in recognizing temporal and visual patterns, thereby enhancing their comprehension and recall. From this theoretical perspective, it is posited that digital videos function as evolving texts that stimulate analytical observation, contextual understanding, and reflective interpretation throughout the learning experience.

Sweeder (2007) theorized the pedagogical integration of digital video through a framework that links media design to instructional principles. He argues that digital video resources should be considered explicitly in curriculum design rather than used as isolated materials. When connected to clear pedagogical purposes and supported by reflection and scaffolding, these resources promote meaningful engagement and conceptual understanding. From this perspective, it is contended that the educational value of digital videos does not lie in their technical features but in their alignment with cognitive and communicative learning models, which makes them effective instructional technologies.

Authentic Audiovisual Materials

According to Bacon and Finnemann (1990), authentic materials are texts or recordings produced by native speakers for genuine communicative purposes rather

than for instructional design. In their study, the authors used authentic spoken and written materials to examine how exposure affects learners' attitudes and strategies. They concluded that such materials expose students to real language forms in spontaneous ways, which supports their ability to engage in authentic communicative situations instead of relying on artificial textbook dialogues. Through their audio-visual components, authentic materials provide learners with natural speech patterns, varied accents, and real-world interaction, thereby enhancing their capacity to interpret meaning through linguistic cues and situational context.

Krashen's Input Hypothesis (1992) provides theoretical support for the use of authentic materials by proposing that language acquisition occurs when learners receive input that is comprehensible yet slightly beyond their current level of competence. This perspective suggests that genuine information drawn from real-life contexts promotes learning more effectively than simplified instructional texts. These theoretical contributions serve as a foundation for the use of authentic audiovisual resources in contemporary English as a Foreign Language (EFL) education, in which exposure to natural input is essential for the development of communicative competence.

Authentic audiovisual materials (AAMs) are defined as real-world multimedia resources created for native-speaker audiences that provide learners with exposure to natural language use, varied accents, and spontaneous communicative contexts rather than scripted pedagogical input. A recent systematic review by Azhari and Hashim (2025) highlights that such materials immerse learners in naturalistic English, enhancing listening comprehension, vocabulary acquisition, and cultural understanding by situating language within meaningful social contexts. The review further emphasizes that authentic audiovisual input supports learner autonomy and motivation, as students engage with content that reflects real-life discourse and cultural nuance, an approach that aligns with communicative language teaching principles prioritizing meaningful interaction over contrived examples. These characteristics make authentic audiovisual materials particularly valuable for developing communicative competence, as they bridge the gap between classroom instruction and real-world language use. By integrating authentic multimodal language sources into EFL pedagogy, learners can observe and practice communicative strategies that

contribute to their ability to understand and produce language effectively in both academic and real-world contexts (Azhari & Hashim, 2025).

Bedaiwy (2022) revealed that the integration of TED Talks as authentic academic audiovisual input reduces students' anxiety and increases oral participation by providing realistic models of communication. Supporting this view, Vu and Tran (2022) emphasized that authentic materials foster intercultural awareness, enabling students to interpret messages across different cultural contexts. More recently, Tilwani et al. (2022) confirmed that the structured use of TED Talks directly supports the development of communicative competence by enhancing fluency, accuracy, and students' attitudes toward oral performance.

Academic Talks

Edwards (2004) claimed that academic talk culture reflects institutional imperatives and disciplinary standards. Speakers, of course, have to find the right mix of accuracy and accessibility that can be both understood by specialists and broader academic audiences. And academic talk effectiveness relies on language competence as well as speaker's ability to adjust to the different audiences, the use of discourse markers, and use of visual aids in order to help the ideas to transition logically. This is what makes academic talks a resource for language learners, as they illustrate how knowledge production and communication take place within professional domains.

Academic talk does not merely dispense information; it presents as an act of persuasion where the speaker needs to direct the listeners through the application of logical reasoning, research results, and structured communication (Shewchuk 2012). In this way, academic talk is a form of practice of content, combining that clarity with the tools of the rhetorician in the form of performance. Academic talks are formal oral presentations designed to communicate research findings, theoretical perspectives, or professional practices within an academic community.

Recent studies have revealed that preparation and pre-conference training greatly improve the quality of academic talks. Breitkopf and Keloharju (2025) found that structured guidance and rehearsal sessions enhance clarity, persuasiveness, and the overall reception of research presentations at scientific meetings. These findings suggest that academic talks are not static performances but dynamic learning events

through which speakers develop their communicative competence by receiving feedback and engaging in deliberate practice.

Rowley-Jolivet and Carter-Thomas (2005) defined academic talks as formal or semi-formal oral presentations delivered in educational or professional settings, in which language is used to inform and educate through the transfer of disciplinary knowledge. Their analyses showed that academic talks constitute one of the most influential genres in academic discourse, as they combine linguistic precision, pragmatic awareness, and rhetorical organization. Research in this area argues that speakers must synthesize complex information and make strategic use of multimodal resources, such as gestures, slides, and prosody, to ensure coherent communication. Consequently, academic talks serve as pedagogical spaces in which learners engage in structured argumentation, formal vocabulary use, and delivery skills that are essential components of communicative competence.

Hyland (2009) elaborated on this perspective by suggesting that linguistic knowledge is only one dimension of academic speaking and that meta discursive awareness, the ability to guide the listener, highlight key arguments, and establish interactional engagement plays a central role in effective communication. He argued that academic talks require speakers to balance accuracy and persuasion while demonstrating control over discourse organization and audience adaptation. These communicative practices support the development of several dimensions of communicative competence: linguistic competence, through the use of appropriate vocabulary and syntax; discourse competence, through coherent and logical structuring; sociolinguistic competence, using a formal academic register; and strategic competence, through managing anxiety, paraphrasing, and responding effectively to questions. In this sense, academic talks represent a multidimensional communicative activity that integrates theoretical content with purposeful interaction.

Types of Academic Talks

Academic Talks constitute relevant communicative events in higher education because they provide learners with authentic exposure to specialized knowledge and diverse presentation styles that support cognitive and oral development in the EFL context. Although there is no universal classification, different authors highlight the educational value of multiple types of academic and professional presentations,

therefore this research organizes Academic Talks into five categories that contribute to communicative competence: TED Talks (University of Exeter Library, 2022; Sugimoto et al., 2013; Anderson, 2016), Motivational Talks (Abdul-Ajid, 2024; Yerznkyan & Harutyunyan, 2024; Radyuk & Zakir Oglu, 2024), Conference Talks (Teplitskiy et al., 2022; Singh et al., 2019; Rowley-Jolivet, 2002), Guest Lectures (Jablon-Roberts & McCracken, 2022; Ji et al., 2021; Mahadewi & Pudjawan, 2021) and Seminars and Workshops (Jain, 2024; IFERP, 2023; Sarnecka et al., 2021; Sufi et al., 2018) since these formats promote academic participation, meaningful interaction and practical language learning in real communication situations.

Ted talks

TED Talks are a series of short and meaningful presentations, usually less than eighteen minutes long that tackle topics like science, technology, design and global issues. Hosted by well-trained professionals from all disciplines and recorded in TED and TEDx events all over the world, these talks are designed to spread valuable ideas for sharing worldwide through an appealing and accessible medium. Additionally, the videos are available for free online, promoting open access to innovative and educational content (University of Exeter Library, 2022).

According to Sugimoto et al. (2013), TED Talks are spaces to share ideas worth spreading through short, captivating presentations in the fields of technology, entertainment, design, and many other subjects. Founded in 1984, TED, via videos from the early 2000s onwards, has radically reframed the way we share knowledge, both academic and motivational, around the world. In addition, these talks are deliberately limited to 18 minutes each, emphasizing clarity, emotional engagement, and multimodal delivery to maintain audience attention.

Additionally, Anderson (2016) discovered that many of the best TED Talks incorporate personal narratives, providing research-based insights to bolster engagement in the audience, and ultimately helping the TED Talks be more persuasive. Think Do Schools Kill Creativity? by Ken Robinson, Your Body Language Shapes Who You Are by Amy Cuddy, and The Power of Vulnerability by Brené Brown demonstrate that authenticity, simplicity, and emotional resonance make complex concepts, once put into understandable terms, carry weight for virtually all people.

In this context, effective communication in the TED genre requires balancing narrative engagement with intellectual depth. This pairing enables academic ideas to be expressed in ways that are not only educational but also compelling and accessible to audiences around the globe.

Motivational talks

According to Abdul-Ajid (2024), motivational talks are speeches that are designed to motivate, empower, and provide an encouraging factor for individuals to achieve their personal or academic goals. These talks make use of both motivation as well as impact; they have an emotional resonance and inspire action. They can be about gratitude, self-belief, and perseverance, and often are used in times of trouble. Motivational talks are a unique and distinct form of public discourse designed to induce followers to seek personal or career advancement.

Motivational speeches, in the words of Yerznkyan and Harutyunyan (2024), play on the psychology of the audience and speak to their desires for achievement, resilience, and self-confidence. These speeches are usually spoken in educational, corporate, or wellness settings and are all about being optimistic, continuing to strive, and understanding yourself. Additionally, motivational speech uses positive communication styles (storytelling, repetition, use of inclusive pronouns) to foster emotional connection and a shared sense of purpose between the audience and the speaker.

Radyuk and Zakir Oglu (2024) highlighted that rhetorical devices, such as rhetorical questions, imperative verbs, evaluative adjectives, and so on, have always been employed by motivational speakers to mold perception and action. Moreover, the implementation of digital media has significantly expanded the scope for motivational discourse by enabling motivational speakers to modify their style, tone, and mode of delivery of verbal communication in online settings, such as social media and video-sharing sites. Therefore, motivating speech becomes part of linguistic engineering, psychological awareness, and communicative aim for a purpose to direct individuals to make them feel empowered and to transform their behavior for the better.

Conference talks

A conference talk is a structured presentation where an expert delivers research, ideas, or insights to an audience of peers and professionals (Teplitskiy et al., 2022). The topics of discussion are extremely heterogeneous, encompassing emerging technologies (artificial intelligence, cybersecurity), business and leadership strategies (change management, the future of work), personal development topics (mental health, effective communication, etc.). Conference talks also address topics like methodological challenges in research or the effects of climate change on agriculture.

Conference talks, in contrast to other forms of oral communication including lectures or motivational speeches, are primarily used to disseminate original works and to encourage scholarly exchange rather than persuasion or entertainment (Singh et al., 2019). A typical outline of these talks is drawn in much the same way as written research articles: introduction, methods, results, and discussion. Nevertheless, the oral delivery is modified in order to keep the listener's attention with the help of clear organization, visuals, and active participation methods.

Conference talks are multimodal performances that make extensive use of visual discourse, including slides, charts, and diagrams, to illustrate complex concepts and strengthen the speaker's credibility (Rowley-Jolivet 2002). Similarly, Atai and Talebzadeh (2012) elaborated on conference presentations as being a "genre chain" connecting written papers, abstracts, and PowerPoint slides to a shared communicative purpose: the dissemination of specialized knowledge and the fostering of professional dialogue.

As Sarabipour et al. (2020) have argued, conference talks have developed in accordance with advances in technology and institutional processes with a focus on clarity, interaction, and collaboration, especially in global academic settings. A prime example is in technology conferences like the Google I/O Conference, which hosts people like Sundar Pichai who talk about artificial intelligence and software innovation. In the field of education, for example, presentations at the TESOL (Teaching English to Speakers of Other Languages) International Convention depict educators speaking about effective language-teaching methodologies and classroom innovations.

Invited talks or guest lectures

A guest lecture or invited talk is when an expert is invited by an organization (like a university, a conference committee) to share their expertise in their area. The selected speaker may offer relevant situations, career insights, and experiences to enhance or augment the information presented in the course (Jablon-Roberts & McCracken, 2022). These sessions aim to offer students and faculty insights and current knowledge that goes beyond traditional classroom content.

Not only that, unlike standard program content-specific course lectures, there are no formal curricular limitations on invited talks. What they do have is an added note of attention to current research, innovative practices, and interdisciplinary collaboration. These talks have been described as authentic communicative events which bridge the gap between the academy and the profession enabling the interface between the academy and the profession and thus breaking through the box of the curriculum through experiential and discursive enrichment.

For example, a university might invite Dr. Noam Chomsky to present questions on linguistic theory or global politics and give students perspectives that extend beyond their typical coursework. Similarly, regarding technology, we would host a speech by Elon Musk at an engineering symposium addressing advancements in sustainable energy or space exploration. This sort of event is a textbook example of an invitation to speech, a bridge from what kids learn in the lab to real-world expertise, thereby raising intellectual curiosity and professional awareness, among students.

Ji et al. (2021) noted that interactivity and rhetorical design are heavily related to guest lecture effectiveness. The use of question-and-answer sessions, audience participation, and the use of visual aids or storytelling techniques were mentioned as approaches that better capture the audience's attention, engagement, and understanding. For instance, students have already reported an inclination toward career-oriented, conversational, and audiovisual talks, as they lend motivation and conceptual clarity. Therefore, guest lectures have been conceptually positioned in terms of pedagogical performances, bringing academic content together with communicative and affective aspects, aiming for an intellectual and personal relationship between speakers and their listeners.

Mahadewi and Pudjawan (2021) aimed that the integration of guest lectures into the instructional process significantly contributes to the improvement of students' communicative competencies. It was argued that when expert presentations are combined with guided discussions or online forums, the learning process becomes more participatory and reflective. It was concluded that guest lectures function as fusion academic events that blend expert discourse, instructional communication, and rhetorical engagement. From this theoretical standpoint, invited talks have been interpreted as dynamic educational practices that operate between the domains of lecture, seminar, and public talk, enriching academic experience through authentic exposure and interactive dialogue.

Seminars and Workshops

Seminars and workshops are educational events, but largely differ in their purpose, format, and participant engagement. Seminars, in contrast, are more of a knowledge dissemination method where experts provide information to the public through lectures or presentations and interact little if any, generally in the form of brief question-and-answer sessions (Jain, 2024). They tend to have larger audiences and shorter durations. Workshops are hands-on and active learning experiences in smaller, more interactive environments. Facilitators lead participants through problems and exercises, promoting teamwork and personal feedback. For example, a business may put on a seminar on how digital marketing has been trending and a workshop where staff learn new tools for social media (IFERP, 2023).

According to Sarnecka et al. (2021), seminars and workshops are learning formats that promote active learner participation, critical thinking, and practical engagement. These formats prioritize collaboration, dialogue, and experiential learning over the passive reception of information, thereby challenging traditional lecture-based instruction. A seminar is typically a small-group academic setting in which participants analyze, discuss, and present findings on a specific topic, whereas workshops emphasize hands-on practice by guiding learners to apply concepts in real time under expert supervision. For example, a seminar on intercultural communication may include a theoretical presentation by a linguistics specialist followed by group discussions, while a workshop on public-speaking skills might involve participants delivering short presentations and receiving peer and instructor feedback.

Sufi et al. (2018) underlined that not only do seminars and workshops seek to increase learner engagement, but also their engagement with professional communication, and mutual reflecting, also through peer learning-related practices. Workshops are often effective with tangible learning outcomes and structured feedback instruments to evaluate their educational effectiveness. Similarly, Sarnecka et al. (2021) showed that writing workshops built on guided practice and peer collaboration greatly enhanced students' academic productivity and self-confidence. So, the view seminars and workshops in a pedagogical genre that connects the concept with practice, that brings theory to practice through reflection, dialogue and experiential learning.

Academic formats have seen significant evolution over recent years from traditional, face-to-face sessions to hybrid as well as online formats and have facilitated wider audience and global partnerships. Thanks to this, seminars and workshops emerged as integral aspects of contemporary academic and professional education. Interactive lecture spaces where ideas are shared, collaborative knowledge is built, and educators and students engage in co-construction are the main features of such learning environments.

Dependent Variable: Communicative Competence

Communication Studies

As Craig (1999) describes, Communication Studies is interdisciplinary inquiry exploring how people use verbal, nonverbal, and digital modes of communication to pass on information, create meaning, and make connections. It also proposed that this sphere synthesizes theoretical approaches derived from linguistics, sociology, psychology, rhetoric, and media studies to analyze interpersonal and mass communication. A theoretical framework developed with this perspective; Communication Studies is classified as a "meta discipline" which combines a wide range of approaches to exploring communicative behavior across contexts. For educational contexts, it has often been argued that Communication Studies offers theoretical perspectives about the process through which language can be used either as a medium for knowledge transmission or a skill to be developed for academic and professional competence.

Using the Mathematical Model of Communication, Shannon and Weaver (1949) developed the scientific process of communication, whereby messages are carried linearly between sender and receiver. It was proposed that this model introduced a systematic view emphasizing the efficiency and clarity in message transmission. Habermas (1984) shifted the focus of the study of communication from simple information exchange to the concept of meaning as being socially and interactively negotiated in his Theory of Communicative Action. Theoretical concepts of communication studies have been articulated based on these theoretical developments, which have provided both the mechanical aspects of message transmission and the cultural, pragmatic, and relational functions of language.

Van der Wilt (2023) reinforced that oral communicative competence has been closely associated with peer interaction and social participation within educational settings. It has been argued that communicative exchanges among learners foster linguistic fluency, critical thinking, and interpersonal awareness, which are fundamental to effective language acquisition. Within this theoretical framework, communication studies have been regarded as directly relevant to language education, where communication functions simultaneously as the process and the ultimate goal of learning. Furthermore, it has been emphasized that discipline integrates the analysis of nonverbal communication, multimodality, and intercultural interaction, all of which have been recognized as vital components in the development of communicative competence in contemporary learners.

Pragmatic Competence

Hymes (1972) claims that pragmatic competence arises from his view of communicative competence; that is, efficient verbal exchange relies both on precision in language usage and appropriateness of language. It was emphasized that speakers should be able to modify speech to fit social and cultural expectations. Austin (1962) and Searle (1969) developed Speech Act Theory to view speech as acts, requests, apologies, or refusals, rather than speech forms. Their work stressed the importance of intention and situation as inputs to meaning, not only of structure. Following on from this, Bachman (1990) incorporated pragmatic competence into his work on communicative language ability (as a method to be able to utilize language use contextually to understand its use, as perceived to be appropriate, to the

communicative sense) for the speaker, with consideration of the context and to the communicative purpose of the spoken language, attentive (to the communicative quality of language). Both have been hailed for developing the theory that viewed pragmatics as the basis of language acquisition and communicative efficacy.

Sitorus et al. (2024) defined pragmatic competence as the ability to use language appropriately within specific social and cultural contexts. It encompasses interpreting implied meanings, performing speech acts, and adjusting communicative style according to situational and sociocultural variables. Pragmatic competence requires sensitivity to communicative intentions, social relationships, and contextual factors that shape language use in interaction.

Ahmed (2023) further emphasizes that for effective communication there is a pragmatic component that transcends grammatical capability: not only must the language be appropriate, but it should fit naturally with society and its context as well. Effective communication is not just speaking and figuring out the best thing to say: it is also when, how, and to whom to say it. For the theory of pragmatic competence therefore, in this case pragmatic competence is seen as a component which ensures communicative outcomes are not only grammatically correct but also socially meaningful and functionally effective. Thus, it has been demonstrated to be an important subcomponent of communicative competence that links linguistic form with social purpose and success in interaction.

Discourse Competence

Halliday and Hasan (1976) theorized that discourse competence originates from their theory of cohesion, which describes how meaning is built up across sentences through cohesive bonds such as reference, substitution, ellipsis, conjunction, and lexical cohesion. Cohesion was highlighted as the primary medium through which language attains unity and coherence beyond individual sentences. As Canale (1983) later would develop, they were integrated into his model of communicative competence by stating that it is as much a requirement to organize discourse as grammar if the aim is to communicate successfully. Later, Bachman (1990), who refined these concepts within his own framework of communicative language ability, synthesized both discourse and pragmatic components to clarify how language users construct coherent and contextually appropriate messages. These theoretical

contributions taken together have been acknowledged as establishing discourse competence as the principal component of oral and written communication that helps ensure that the language used is cohesive, coherent, and meaningful within extended interaction.

Canale and Swain (1980) described discourse competence as language understanding and use at a higher level beyond the sentence level and in terms of meaning beyond sentences that guarantee cohesion and coherence in the communicative exchange. This competence consists of the ability to use linguistic and pragmatic tools to organize spoken and written texts in a logical and meaningful manner. Discourse competence within their epistemological and theoretical context was considered one of the four basic elements of communicative competence in addition to grammatical, sociolinguistic and strategic competence. This dimension allows the speakers and writers to connect their ideas, maintain thematic unity, and develop messages that are both comprehensible and contextually appropriate.

Discourse competence refers to the ability to organize ideas coherently and cohesively in spoken or written communication, enabling language users to produce stretches of discourse that are logically connected and contextually appropriate. According to Celce-Murcia (2021), discourse competence involves managing textual features such as coherence, cohesion, genre conventions, and information flow so that messages achieve communicative purposes effectively within specific contexts. This competence extends beyond grammar by emphasizing how speakers arrange utterances, use transitions, maintain thematic continuity, and adapt discourse structures to academic, social, or professional genres. In the EFL classroom, strengthening discourse competence enables learners to participate more effectively in complex communicative events, such as presentations, debates, or academic talks, because they can structure their messages in a clear, persuasive, and contextually meaningful way (Celce-Murcia, 2021).

Discourse competence refers to the ability to construct coherent and cohesive stretches of language that extend beyond isolated sentences and demonstrate meaningful organization, logical flow, and contextual appropriateness. Matiso and Tyantsi (2023) explain that discourse competence constitutes a foundational component of communicative proficiency because it requires learners to manage

coherence, cohesion, and discourse structure in ways that enable them to participate effectively in real communicative events. According to their analysis, this competence allows learners to develop ideas systematically, interpret extended texts, and engage in spoken or written communication that aligns with academic or social expectations. Strengthening discourse competence therefore equips EFL learners to structure presentations, articulate viewpoints, and follow the conventions of academic communication with greater clarity and confidence (Matiso & Tyantsi, 2023).

Communicative Competence

Communicative competence was defined by Hymes (1972), who stressed that effective communication is not just about the grammar rules of spoken language if not also the use of spoken communication within social and cultural contexts. Speakers needed to know how, when, and to whom the language should be used according to social norms and communicative purpose, it was explained. This theoretical moment represented a move away from purely structuralist accounts of language toward functional and contextual approaches. Communicative competence has, therefore, been interpreted from this perspective as the integration of linguistic knowledge and pragmatic ability that allows people to participate in effective interaction.

According to Canale and Swain (1980), and later expanded by Canale (1983), communicative competence is composed of four interrelated components for the achievement of effective and appropriate communication. Grammatical competence is the ability to understand and communicate with others in a certain way according to the linguistic norms including vocabulary, pronunciation, and syntax. Sociolinguistic competence relates to the awareness of social and cultural context and helps learners to use language according to setting, topic, and relationship between interlocutors. Discourse competence is the capacity to have coherent, cohesive synthesis of ideas over sentences and their logical flow of information whether spoken or written. Lastly, strategic competence includes the combination of verbal and nonverbal strategies that aid in overcoming communication breakdowns, compensating for linguistic limitations, and maintaining conversation fluency.

Bachman (1990) advanced the theoretical understanding of communicative competence by proposing his model of Communicative Language Ability (CLA), which integrates organizational competence (grammatical and textual knowledge),

pragmatic competence (functional and sociolinguistic knowledge), and strategic competence (cognitive and psychophysiological mechanisms that support language use). He argued that effective communication involves not only command of linguistic forms and textual cohesion but also the ability to deploy language appropriately in context and to manage communication through planning, monitoring, and repair strategies. Within the sphere of academic talks, this model becomes particularly salient: presenters must draw upon organizational competence to structure their discourse, pragmatic competence to tailor register and interaction to their audience, and strategic competence to navigate real-time challenges such as audience questions and unplanned transitions. Thus, Bachman's framework offers a comprehensive lens through which to analyze how speakers of academic content integrate these competences to realize communicative goals.

Communicative competence is increasingly understood as a performance-based construct that integrates language use, interaction, and contextual awareness. Andres-Kimkiman (2025) explains that in contemporary secondary-school curricula, communicative competence is developed through tasks that require students to negotiate meaning, participate in authentic communicative situations, and adapt their language to different purposes and interlocutors. From this perspective, communicative competence is conceived not as a single skill but as a multidimensional capacity that emerges when learners engage in purposeful communication, combining appropriate linguistic forms with pragmatic sensitivity and discourse management. The study highlights that educational programs aiming to strengthen communicative competence must provide opportunities for meaningful interaction, guided practice, and reflection so that students can internalize the strategies required for effective communication in both academic and real-world settings (Andres-Kimkiman, 2025).

Savignon (2018) reaffirmed that communicative competence should be viewed as a relational and evolving concept, shaped by context, culture, and interaction. It has been stated that competence develops through authentic communication rather than mechanical practice, reflecting learners' capacity to negotiate meaning and co-construct understanding. From this theoretical perspective, communicative competence has been regarded as the ultimate goal of language education linking linguistic performance, pragmatic appropriateness, and intercultural awareness in the development of proficient communicators.

Communicative Competence Components

The foundational division of communicative competence originates from the influential frameworks proposed by Canale and Swain and later expanded by Celce-Murcia. Their models established the core components: grammatical, linguistic, sociolinguistic, discourse, and strategic that continue to guide contemporary understandings of communicative ability.

Grammatical competence

Grammatical competence refers to an individual's implicit knowledge of the rules that govern a language's structure. It enables people to form and understand grammatically correct sentences by mastering elements such as word order, sentence formation, and the use of word parts like prefixes and suffixes (Canale & Swain, 1980). This part of communicative competence, emphasized as part one of its cornerstone, is that the effective construction of communicative content requires more than just fluency; it must also be accurate (structure). Also, grammatical competence includes syntax, morphology, vocabulary, semantics, and phonology (which, together, contribute to valid language production and comprehension).

For instance, when an individual has grammatical competence, they can discern readily between correct and incorrect subject–verb agreement, as in The dog runs and The dog run, or The dogs run and The dogs runs. Similarly, it also helps speakers to be aware of how natural word order comes across, as in She quickly read the book, compared to the awkward She the book read quickly. By these examples, they show that while they work on grammar rules as rules, they are applying them unconsciously under the surface level, indicating their latent competence in terms of syntax and linguistic structure (Canale & Swain, 1980).

In practical terms, grammatical competence involves mastering the structural aspects of language such as verb tenses, word order, and agreement so that messages are both intelligible and linguistically acceptable. This competence is main focused on the accurate and appropriate use of language forms, permitting learners to construct grammatically correct sentences that convey meaning clearly and effectively.

According to Loor (2025), grammatical competence forms the foundation upon which learners develop their overall communicative ability in EFL. It allows them to

structure sentences and to see how elements of language work together to relay ideas correctly. When a learner correctly says, “She has been studying English for three years” instead of “She is studying English since three years,” they demonstrate an understanding of the present perfect continuous tense and how it expresses actions that began in the past and continue into the present.

Discourse competence

Discourse competence (Canale, 1983) describes the capability of linking sentences and ideas in speech and writing in order to produce coherent and cohesive communication. Whereas grammatical competence works towards the development of grammatical sentences, discourse competence deals instead with constructing those sentences logically enough to share coherent messages that the audience members will be able to comprehend. That is, it deals with the way language is organized in terms of multiple sentences in order to create unity and clarity in communication.

There are four crucial components of this competence. The first is cohesion, connecting disparate sections of a text through connectors, pronouns or transitional phrases. The second one is coherence, ensuring the logical progression and unity of ideas within a discourse. The third is genre awareness, which entails adapting tone, structure and language with the communicative context or text type. Rhetorical effectiveness is an essential component that deals with adjusting the message in accordance with the audience, purpose, and setting. Complementarily, they allow speakers and writers to take grammatically sound sentences and shape them into organized and purposeful communication.

For instance, a student begins a presentation: “First, I will explain the causes of climate change. Then I will discuss its effects on biodiversity. Finally, I will propose possible solutions.” This is indicative of successful discourse competence through clear organization, logical sequencing by the use of linking expressions. On a broader level, discourse competence is the ability to uphold coherence, well-structured and meaningful communication aligned with the communicative goal of discourse speakers so that their thoughts and ideas can be transmitted with precision and clarity.

Linguistic competence

Linguistic competence refers to a language user's internalized knowledge of the formal structure of a language, including its syntax, semantics, and phonological systems, which enables them to produce and comprehend grammatically acceptable sentences. In open-access research, Tulasi and Murthy (2022) describe linguistic competence as the mental equipment that speakers possess, encompassing knowledge of how syntactic, semantic, and phonological units are organized and the rules that govern their combination. This competence serves as the foundation for communicative ability because it provides the essential linguistic resources upon which more complex communicative and pragmatic skills are built, distinguishing the underlying cognitive capacity for language from its performance in real social contexts.

Sociolinguistic competence

Sociolinguistic competence refers to the ability to use language in socially appropriate ways according to the speaker's context and their relationship with interlocutors, topics, or situations (Canale and Swain 1980). It allows speakers to adjust their language, tone, and vocabulary to the appropriate level of formality and communicative intent. This competence involves selecting suitable registers and linguistic strategies, applying politeness norms, understanding cultural conventions, recognizing regional and social linguistic variations, and employing speech acts appropriately. As the second core component of communicative competence, sociolinguistic competence reflects one's capacity to communicate in socially and culturally acceptable ways.

Strategic competence

Strategic competence, as identified by Canale and Swain (1980), is a combination of verbal and nonverbal strategies in order to maintain effective communication and overcome linguistic difficulties. Verbal strategies are like rephrasing, asking for clarification, and using synonyms when a word is forgotten, and nonverbal strategies, like gestures, facial expressions, and body language, that supplement or replace spoken words. This skill empowers speakers to explain what

they are trying to say even when their grammatical, discourse, or sociolinguistic accuracy is limited.

According to Zhang et al. (2021), the concept of strategic competence involves the need for learners to respond quickly and adjust their speech for comprehension, particularly in second-language settings where communication barriers manifest. It ranges from achievement strategies, circumlocution, approximation, code-switching, etc.; avoidance strategies, steering clear of unfamiliar topics; stalling strategies, gaining time while planning speech; self-monitoring, identifying and correcting any mistakes; and interactional strategies, asking for clarification, confirming comprehension. Such mechanisms allow speakers to hold on to fluency and manage breakdowns in interaction.

For example, when a student has forgotten the word *refrigerator* and chooses to simply say *the thing you use to keep food cold*, they show strategic competence. Now, in this specific case, as a student paraphrasing the speaker, in this context, he uses that word so that communication continues despite being deficient in vocabulary. More importantly, strategic competence promotes the continuation of communication as speakers repair misunderstandings, negotiate meaning and make good interaction even when language resources are limited.

Improving communicative competence involves applying instructional strategies that promote purposeful language use, interaction, and clarity in communication. Scholars have outlined a range of practical methods to support learners in this development. Specifically, Ekwelibe and Udoh (2014) highlighted eleven strategies designed to enhance students' ability to use English effectively. These strategies are:

Oral conversation

According to Bakhtin (1994), oral conversation is a spontaneous and interactive exchange of ideas, emotions, and information through spoken language between two or more individuals. Unlike formal communication such as lectures or speeches, conversation is dynamic, reciprocal, and often informal, involving continuous speaking and active listening. Its success depends on several competencies: grammatical competence for producing accurate sentences, discourse competence for

organizing ideas coherently, sociolinguistic competence for context-appropriate language use, and strategic competence for managing communication challenges.

Oral conversation requires more from an audience as well and depends more upon receiving immediate feedback and using other forms of nonverbal communication such as tone, gestures and facial expressions, to convey or clarify the message and promote communication. Linguistically, oral discourse is characterized by turn-taking, adjacency pairs (i.e., question–answer, greeting–response), repairs, overlaps and backchannel signals, which are designed to hold communication together (Hall, 1992). This is what renders conversation such an idiosyncratic type of interaction, a mix of structure and spontaneity.

From pedagogic and linguistic perspectives, Thornbury (2005) identifies the oral conversation as a training ground for communicative competence. It reinforces learners' fluency, strategic awareness, and skillful navigation of discourse in genuine communicative contexts. Historically, the conversational genre has evolved from informal, everyday exchanges to institutionalized practices such as interviews, classroom discussions, and debates, reflecting broader social and technological changes in communication. the reaction.

Storytelling

Mlynarczyk (2014) described storytelling as the interactive art of communicating a story with the use of words, actions, and expression to entertain, educate, and connect with an audience. Storytelling relies on the establishment of plot details such as a story start, middle, and end; relatable characters; conflict and resolution; and a purposeful message for narrative to carry significant meaning. As opposed to a free-form oral conversation, storytelling tends to be structured and intentional, an art of performance through its tone, gesture, and overall pace in a certain way to inspire an audience emotionally. Whereas conversation is talking exchange, storytelling is an invitation to an audience to visualize and experience the narrative.

Storytelling itself, which has the power to overcome time and scale through multiple mediums (oral storytelling, print, visual art, film, digital media), remains a powerful tool in human communication and expression. Zhussupova and Shadiev (2023) showed that storytelling assists academic public speaking through integrating

narrative structure with visual and technological elements, allowing learners to develop creativity and rhetorical control. A helpful example of a storytelling strategy might take place in a classroom context where a student uses a short personal story to explain an idea or make a point during a presentation.

For instance, when someone learns that the topic is overcoming challenges, they might reply, “When I began learning English, I was a little too nervous to talk in front of other people. But one day, I joined a speaking club, and though I made mistakes, I still tried. After a few months, I was more confident and fluent.” The student discusses and describes personal growth and encourages their audience to understand what they are reading better with the help of their stories. Not only does this strategy help with communication, but it also helps communicate emotions and situations in support of the idea being conveyed.

Drama

Drama, as defined, is a type of fiction for performance through dialogue or action, it’s derived from the Greek word meaning *deed* or *act*. It was explained that in the language classroom, drama helps learners use language authentically and expressively, enhancing communicative competence through fluency, accuracy, and pragmatic awareness. Drama is seen as generating interactive situations, where learners have to negotiate meaning, express emotion, and adapt language according to communicative purpose (Plou, 2016).

Angelianawati (2019) mentioned that drama features such as dialogue, role interaction, emotional expression, and improvisation, which can be described as making way for authentic and meaningful communication. These attributes have been linked with a possibility to play with linguistic structures and pragmatic strategies in realistic communicative scenarios. From this theoretical base, drama has been seen as the combined work of language, creativity, and performance serving to stimulate linguistic and interpersonal development.

Composition writing

According to Nordquist (2024), composition writing is an essential skill in arranging words, sentences, and paragraphs into a clear piece of writing. This includes the product (e.g. an essay, report, article) but also includes the stages of writing in order to create the product in its form and meaning. Unlike creative writing, composition writing is usually non-fiction, which is written to inform, persuade, describe, or narrate clearly. Prewriting, outlining, drafting, revising, and editing are the steps to develop this content. A good composition uses a unifying, logical structure: introduction, body, conclusion.

When a student is requested to write a brief essay to express their thoughts on a topic, such as "My Favorite Hobby." The student organizes their essay with an introduction, body, and conclusion: "My favorite hobby is painting. I enjoy it because it allows me to express my feelings and relax after school. I usually paint landscapes and animals, and sometimes I display my artwork at local exhibitions. Painting has helped me improve my creativity and patience." Here the student uses composition writing when putting thoughts together, practicing grammar and vocabulary, communicating ideas in writing etc.

Role-playing

Role play is an interactive language learning process; as Ladousse (1987) explains, when learners play specific roles and enact communicative scenarios with each other, they ready themselves for the authentic use of language. Unlike a typical classroom role play focuses on spontaneity, adaptability and social interaction. The aim here is to mirror real communicative experiences in which learners negotiate meanings, say what they think and use language at the appropriate level for the role and the goal. Features of role-play include contextualized dialogue, improvisation, emotional participation and collaborative problem-solving. As already mentioned, the linguistic, sociolinguistic, discourse and strategic elements of communicative competence are mobilized (Canale & Swain, 1980).

For example, students could pretend to attend academic conferences, interviews, or participate in panel discussions, situations that reflect the organization and speaking requirements of academic conversations. Role-playing thus becomes a

pedagogical rehearsal area that develops learners' confidence, fluency, and communicative capability for the real academic and professional situations in which they will find themselves. For example, during a lesson related to order food, students might perform a role-play: one student should act like a customer and the other like a like a waiter. The customer says, "I would like a cheeseburger and a soda, please," while the waiter responds, "Sure! Would you like some frie potatoes with that? Through this dramatic enactment, students practice real-life dialogue, intonation, and body language, making the language learning experience interactive and memorable.

Dialogue

Bakhtin's (1986/1994) definition of dialogue is a verbal or written interaction between two or more people that develops meaning through interaction, reciprocity, and turn-taking. Dialogue, as opposed to monologic types of learning formats like lectures or formal presentations, is shared and co-constructed. It depends on mutual understanding and the negotiation of ideas occurring in real time. Dialogue is a pre-written exchange in which learners practice vocabulary, grammar, and pronunciation accurately, and role-playing involves acting out real or imagined situations that allow for creative and spontaneous language use.

Dialogue in language education serves mostly as a means to cultivate communicative competence through real relationships between language learners that rely on comprehension, response and adjustment to the interlocutors (Brown, 2007). Dialogue, a mode of communication that includes turn-taking, adjacency pairs, repairs, question-and-answer sequences, and contextual feedback and resembles natural conversation, is a key component of dialogue (Thornbury, 2005). In the process, students gain proficiency and pragmatism in their language use — learning not only to be correct, but to be fluent and pragmatic.

According to Chiu et al. (2022), in the EFL context dialogue-based instruction allows students to internalize the pragmatic and discourse conventions that are vital for effective oral communication. This is especially crucial for academia, where interaction and audience awareness are essential skills for those concerned with public speaking and discussion. For instance, simulations of dialogue, like interviews, academic debates or teacher–student exchanges, support learners' development of

sociolinguistic and strategic skills necessary to be able to maintain coherence and manage meaning in real-time discourse.

For example, dialogue is both pedagogy and a communicative pattern and it promotes the interactive aspect of academic language. It builds learner confidence that spontaneous utterance is safe, supports the linguistic development of the language, enhances speaker's linguistic accuracy and communicative awareness, and trains one to improve their oral communication skills in the academic and professional fields. We also invite students to join in with reading circles and grammar games to foster understanding and teamwork.

Using Language Acquisition Videos and Other Visual and Audiovisual Aids

Mayer (2001) pointed out that language acquisition videos and other visual or audiovisual tools are helpful means to help learning to become easier and faster by appealing to several senses. Such materials offer a complex, contextualized learning environment where students can enhance vocabulary, increase their ability to pronounce sounds and understand cultural subtleties much better than text-based instruction alone. They embed memory through visual and audio input; visualizing sounds and relevant images allows students to spot abstract concepts through visual representation.

Moreover, audiovisual materials provide students with first-hand experiences to recognize and practice authentic language pronunciation, intonation, conversational rhythm, and the language of native speakers. Exposure to such materials can aid learners of varying proficiency levels and cater to different learning styles by providing accessible, interesting, and motivating input (Wei, 2022). They provide access to resources (such as short video clips, interactive videos accompanied by comprehension quizzes, real-life objects, and visual organizers including charts and Venn diagrams), which make language learning more engaging, meaningful, and effective.

Wood-Borqué (2022) noted that audiovisual materials are very powerful in establishing one’s communicative competence. They present learners with examples in authentic communicative situations, contextualized vocabulary, grammar, and discourse patterns. In addition, audiovisual input helps learners internalize pragmatic and sociolinguistic norms and understand how language works depending on the social

and cultural context that students are in. This provides learners with a holistic understanding of language use as well as linguistic and intercultural awareness, key for effective communication in real-world contexts.

Consistent Reading and Language Games

According to Saputra et al. (2021), regular reading and language games are a fun and helpful method of learning a language, especially for younger children. This approach marries regular reading practices and games with playful, interactive approaches that support literacy and communication skills. By frequently reading, they improve fluency, comprehension, and vocabulary, and they will have a positive attitude towards reading as they read regularly. Simultaneously, language games include fun and low-stress experiences of vocabulary, grammar, and pronunciation practice in a context with meaning.

An example is the grammar race, in which students read short texts in groups, summarize them, and then compete in a quick grammar activity to reinforce specific structures. These experiences offer the collaborative and communicative values that create the context for dynamic and motivating language experiences. According to Nguyen (2021), this pairing of reading and games increases motivation and builds communicative competence, catering to several learning styles through multisensory engagement.

The ultimate aim of this strategy is the acquisition of language fluency, vocabulary recall and conversation-awareness skills necessary for being able to take part in spoken academic genres, for example those in classroom discussions and academic talks. Wright et al. (2006) have pointed out that the effectiveness of reading and language games lies in their repetitive exposure, learner engagement, motivation and immediate feedback. These components foster both the development of receptive (reading and listening) and productive (speaking and writing) skills, supporting the cyclical nature of language acquisition. Within this theoretical framework, language games are viewed as interactive pedagogical tools that reduce anxiety, stimulate participation, and transform traditional language practice into dynamic, communicative experiences. Together, consistent reading and language games create a balanced environment that integrates comprehension and production, fostering confidence and long-term linguistic development in learners.

Asking Questions for Clarification and Cooperation

Questions asking to clarify or cooperation is a communicative strategy to promote understanding and teamwork through clear dialogue and mutual engagement (Vance and Smith, 2021). Clarification questions assist listeners in validating meaning, avoiding misunderstandings, and actively participating by asking for information or confirming interpretations (e.g., “Could you elaborate on that point?”). Cooperation questions, on the other hand, seek alignment to a common outcome, encourage respectful dialogue, and stimulate trust where divergent views are allowed to emerge (for example, “What are some other paths we could take to address this problem?”).

Combined, these two types of questions enhance communication by ensuring accuracy, reducing assumptions, and reinforcing collaboration within interpersonal or group settings. Regarding language learning, their critical purpose is to support comprehension, teamwork, and discourse repair (which comprise the prerequisites of communicative competence). Features such as clarification requests, confirmation checks, comprehension checks, cooperative feedback, and others prevent misunderstandings and promote the negotiation of meaning (Pica, 1994).

Teaching question-forming skills in the EFL classroom supports the proper development of both linguistic and strategic competence. Encouraging students to ask questions fosters active engagement in academic tasks such as group discussions, peer-feedback sessions, and research presentations. When learners ask clarification questions during academic talks, they not only deepen their understanding of the content but also demonstrate awareness of the features of academic discourse. In doing so, they are guided to follow the norms of cooperative and purposeful communication.

Thus, this approach serves as an important link between receptive and productive use of language. Incorporating clarification and cooperation type questions in lesson-planning allows educators to foster students' confidence, help them be collaborative constructors of knowledge, and facilitate students' effective communication in school and practice situations.

Repetition

Gallardo (2021) explained that repetition serves as such a linguistic (and pedagogical) mechanism that reinforces learning in which repetition is an iterative

process of exposure and practice. For learners, it leads them to internalize words, grammar, and pronunciation. For example, a teacher might have students repeatedly have a conversation like “How are you?” “I’m fine, thank you” to practice correct pronunciation, intonation, and automatic language use. This repetition allows learners to develop precision and ease in delivering known phrases, the fundamentals of spontaneous interaction.

As a teaching method, repetition helps to consolidate memory, assists with mastering the skill, deepens comprehension, and closes learning gaps. Linguistically, it supports emphasis, rhythm, and clarity, both in spoken and written discourse. But repetition can only really be effective if it is done with intention, as in the case of spaced repetition, varied formats, and meaningful practice in order to avoid monotony and promote lasting understanding rather than rote memorization (Bygate, 1987).

Repetition has three characteristics: pattern repetition, repetitions of vocabulary and grammar, and repetition of formulaic sequencing, all of which contribute to fluency and comprehension of oral messages. Within the EFL, repetition is the language of the transfer and consolidation from oral to written context, that is to say, students can acquire some vocabulary and write later in academic speech at large. As an example, when learners simulate the imitation of modeling sentences, brief dialogues, academic lecture excerpts or the same, they start to learn the rhythms and patterns of speech (Arredondo-Tapia & Garcia-Ponce, 2021).

Thus, repetition functions not as mechanical memorization but as a cognitive and communicative tool that supports the development of linguistic, discourse, and strategic competences essential for academic communication. For example, after introducing the word *responsibility*, a teacher may guide students to repeat it several times in isolation *Responsibility, responsibility, responsibility* and then in context: *It is my responsibility to take care of my homework. Repeat: It is my responsibility to take care of my homework.* This process reinforces pronunciation, meaning, and usage, leading to improved accuracy and confidence in both speaking and writing.

Engaging in Internal Monologue

Engaging in internal monologue or *self-talk* is the covert verbal communication that we turn to to reflect, plan, solve problems, and modulate emotions. This inner

monologue functions as a cognitive tool to help people practice and rehearse conversations, arrange thoughts and make decisions in order to use this information before saying anything to people. Alderson-Day and Fernyhough (2015) described that this internal discourse improves communication skills, lowers anxiety, aids memory and planning. A person's inner monologue acts as an intermediary between thought and speech, allowing people to change mental ideas into structured language.

Common elements of internal monologue are: self-questioning, mental rehearsal, error correction, and lexical retrieval. These processes collectively enhance the linguistic and strategic aspects of communicative competence (Lantolf & Thorne, 2006). By doing what they do inwardly, they will improve on vocabulary use and sentence structure, and they will develop a clearer understanding of communication problems if they are to occur. This reflective activity not only enhances accuracy and fluency in learners but also promotes self-regulation and confidence in language use.

Indeed, in the context of EFL, verbal internal monologue has profound power for oral fluency and communicative confidence. Learners will take a mental trip through language, before speaking or doing assignments for school. For instance, before giving an academic talk, students can silently arrange and organize their thoughts, predict questions the audience might ask or practice transitions, critical expressions and so forth. This mental readiness is useful for a more natural performance and less speech anxiety.

A student preparing for a classroom presentation might consider the next: “First, I will introduce my topic about climate change. Then, I will explain the causes. Finally, I will suggest solutions.” Through this internal rehearsal, the student practices sentence construction, vocabulary, and logical ordering without the stress of public speaking. Thus, internal monologue, in its functional aspect, is a psychological preparation strategy that links cognition to performance and therefore aids learning to speak more coherently, fluently, and confidently in academic contexts.

1.2 Objectives

1.2.1 General Objective

- To analyze students' perceptions of Academic Talks and their role in the development of Communicative Competence.

1.2.2 Specific Objectives

- To determine which academic talks are most used by students to improve their communicative competence.

- To distinguish which communicative competence components have students developed mostly.

- To identify the strategies students have employed most in their communicative growth.

Research Questions

1. Which academic talks students use most to improve their communicative competence?
2. Which communicative competence components have students develop mostly?
3. What strategies have students employed most for their communicative growth?

1.3 Fulfilment of objectives

All the objectives of this study were successfully achieved after the analysis of the survey data, which allowed students to share their experiences and perceptions regarding academic talks. This information made it possible to answer the research questions and understand how academic talks contribute to the development of students' communicative competence.

For the first specific objective, the survey revealed that TED Talks and motivational talks are the formats students use the most. These talks are appreciated for being easy to access, visually interesting, and easy to follow, offering clear examples of pronunciation, organization, and real-life communication. Students also

reported that the relevance and flexibility of these talks increase their motivation and confidence, making learning more enjoyable and practical.

Regarding the second specific objective, the findings showed that grammatical competence was the most developed. Sociolinguistic and strategic competences also showed notable growth, while discourse competence, although improved, developed more slowly. This indicates that students are more confident in using correct structures and strategies for effective communication, although they still face challenges in organizing longer and more complex messages.

For the third specific objective, the survey highlighted that audiovisual aids, internal monologue, and repetition are the most frequently used methods. These strategies help students better understand information, prepare mentally before speaking, and reinforce language points through communicative practice. On the other hand, drama activities were used the least, suggesting a potential opportunity to incorporate more performance-based strategies that can increase learners' spontaneity, creativity, and fluency in real communicative situations.

CHAPTER II. METHODOLOGY

2.1 Materials

To conduct this research, both technological and human resources were essential. The technological resources included laptops, mobile devices, and projectors, which facilitated access to digital information and the creation of online questionnaires. The primary tool for data collection was Google Forms, because of its accessibility and capacity to organize responses efficiently. In instrument development, the researcher followed guidance by Willis (2023) who states that all materials used to complete the study should be described in detail, including the equipment and tools to allow replication. The human resources were the students who voluntarily participated in the survey.

2.2 Methods

This research applied a quantitative method, since it focuses on collecting and analyzing numerical data that expresses the influence of Academic Talks on students' communicative competence in the EFL classroom. In quantitative studies, measurement, statistics, and objective indicators are used to evaluate variables in a structured way. As Hernández-Sampieri et al. (2014) state, the quantitative method allows researchers to evaluate the relationship between variables through numerical evidence obtained from standardized instruments such as surveys or performance tests.

2.2.1 Research Approach

This research employed a quantitative approach, which focuses on the measurement and statistical analysis of data to understand how Academic Talks contribute to the development of communicative competence in EFL students. The quantitative perspective allowed the researcher to gather observable and measurable information through structured Likert-scale surveys that assessed students' perceptions of fluency, pronunciation, discourse organization, interaction, and strategies used during communication. Following Hernández-Sampieri et al. (2014), the quantitative approach aims to collect objective evidence that identifies tendencies and relationships between variables by applying standardized instruments that ensure precision and reliability. Therefore, this approach enables the evaluation of how exposure to Academic Talks influences the improvement of communicative performance in a verifiable manner.

Moreover, the quantitative method was appropriate since Academic Talks and Communicative Competence as the variables are objectively and numerically measurable. Cohen et al. (2018) state that quantitative methods allow researchers to generalize their findings as they convert observations into meaningful numbers indicative of patterns in educational contexts. Specifically, the purpose of this analysis is to measure the communicative abilities of particular students and to substantiate its impact as a pedagogical tool such that its findings, through a mathematical lens, are not inherently subjective but are grounded in data.

2.2.2 Modality

The research adopted a bibliographic and field mode. On the basis of theoretical and empirical evidence, the bibliographic modality was used in which literature (books, journals, and scientific articles) was searched for its support of classroom talk and communicative competence variables. The field modality was the direct collection of primary data from university students where the research was carried out. The survey was administered through Google Forms for genuine responses to real educational contexts. As Snyder (2019) points out, bibliographic or body of literature-based research enables scholars to read academic work to critically synthesize past research in order to establish a theoretical basis and locate gaps of the new analysis. This makes certain that this study is grounded in previously published scientific knowledge and contributes to ongoing academic discussion.

2.2.3 Type of Research / Research Design

This research is descriptive because it observed, reported and analyzed the current situation of EFL learners without manipulating any variables. Because the study design was non-experimental, data was gathered in real-life context, where students reported their authentic experiences about classroom talk and their communicative competence. Descriptive studies are designed to accurately depict the phenomenon, and to describe the behaviour of the variables, and also help us understand their behavior in real situations (Manjunatha 2019).

2.2.4 Techniques and Tools

The technique employed in this study was the survey, which is widely used in educational research to gather structured data directly from participants. According to Cohen et al. (2018), surveys allow researchers to collect quantitative and qualitative data from many respondents efficiently and to compare results across variables. The instrument for data collection was a questionnaire, designed and administered through Google Forms. The questionnaire consisted of closed-ended Likert-scale items measuring the independent and dependent variables: the five types of Academic Talks, the eleven teaching strategies, and the four components of Communicative Competence. Before final application, the instrument was validated by expert judgment and pilot tested to ensure clarity and reliability.

2.3 Population

The population consisted of 68 students enrolled in the PINE (Pedagogía de los Idiomas Nacionales y Extranjeros) program at UTA (Universidad Técnica de Ambato) in Ecuador during the August 2025–January 2025 academic period from fifth and sixth level of the career.

These students were chosen because they had participated in EFL classes that promoted communicative interaction and classroom talk. Their experience made them suitable participants to provide accurate and reflective responses. All participants voluntarily agreed to take part in the research and completed the survey by Google Forms.

Table 1. Population

Genre	Participants	Percentage
Male	19	28 %
Female	49	72 %
TOTAL	68	100 %

2.4 Ethical Considerations

Due to the requirement of this study in terms of ethics, the current research was able to keep up the transparency of the research and respect for all involved. Each questionnaire participant was told the purpose and objectives of the research before

filling in the survey. Informed consent was obtained by way of the Google Form at a digital session, and subjects consented to respond with free will and to do so anonymously. The information was collected, analyzed and confidentiality was maintained and no personal identifiers were included. The research was in accordance with the standards of ethical principles (i.e., honesty, integrity and respect for human dignity, UK Statistics Authority, 2022). All data collected were strictly for academic and research use only.

2.5 Procedure

To ensure that the methodology was strong and also an accurate comprehension of Academic Talks and Communicative Competence in EFL learners, the study was developed within a structured and sequential process. The first phase consisted of a comprehensive bibliographic review focused on theoretical perspectives and empirical findings related to independent and dependent variables. For that purpose, rigorous academic sources like books, scientific articles and peer-reviewed research were used to search systematically on Google Scholar, Taylor & Francis, ResearchGate, and others. This literature review enabled the identification of the components of communicative competence and the pedagogical relevance of Academic Talks in foreign language learning environments.

After grounding theoretical foundation, the second phase was to devise a structured questionnaire with three sections to gather quantifiable data related to the research questions. To conduct the survey, constructions were drawn from the established literature and used in designing the items. The instrument was periodically modified in the course of its development to ensure that it was clear, coherent and relevant to the population it was intended to reach. Likert-scale items were chosen to facilitate statistical interpretation of students' perceptions of the educational impact of Academic Talks.

Before applying the final instrument, the variables and indicators established in the operationalization table were evaluated through an expert judgment validation process. Five specialists reviewed the correspondence, coherence, and clarity of each item in relation to the dimensions of Academic Talks and Communicative Competence with a score ranging from 0.99 to 1 in the Aiken's V coefficient, which means that they were valid. After incorporating the experts' recommendations, a pilot survey was

conducted with a group of ten students with similar characteristics to the target population, in order to verify the comprehension of the questionnaire and detect any necessary adjustments. Subsequently, the reliability of the instrument was verified using Cronbach's Alpha, obtaining a high coefficient of 0.915, which confirmed that the items demonstrate excellent internal consistency and accurately measure the variables under study.

The following data collection was conducted, based on the validated questionnaire by sending out the survey link to students of the fifth and sixth semester. Respondents were invited to provide honest and voluntary responses on how Academic Talks contributed to their communicative proficiency. After the collection of response data, data were ordered and analyzed with the aid of statistical analysis (descriptive statistics, frequency distributions, and means calculation). The analysis presented results as shown in tables to facilitate interpretation in accordance with specific research objectives.

After all, based on the outcomes found in this research, the study formulated relevant conclusions and practical recommendations. The whole process from theoretical inquiry to data analysis contributed to a better understanding of the value of Academic Talks as an instructional approach that supports the development of communicative competence in EFL contexts.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The current chapter highlights the data analyzed obtained after the survey as a mean to answer the three research questions derived from the study's specific objectives. The data was analyzed through the program SPSS (Statistical Package for the Social Sciences) to calculate the mean and tabulate the findings of each of the survey items.

1. Which academic talks students use most to improve their communicative competence?
2. Which communicative competence components have students develop mostly?
3. What strategies have students employed most for their communicative growth?

Table 2. Academic Talks most used by students

Item	Mean
1.- I like to watch short academic videos about different topics like science, technology, etc. [TED Talks]	**3,71**
2.- I enjoy listening to talks that inspire me to complete my personal or academic goals. [Motivational talks]	**3,65**
3.- I like to watch presentations where experts share their investigations in academic areas. [Conference Talks]	3,35
4.- I am interested in talks presented by external experts. For example: researchers, professionals, and specialists. [Invited talks or Guest lectures]	3,22
5.- I go to different academic sessions with experts, where I can interact with them. [Seminars and Workshops]	**2,56**

Note: The following rating scales were used to determine the measurements: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.

Analysis and Interpretation

Research Question 1: Which academic talks students use the most to improve their communicative competence?

The results from Table 2 reveal that students most frequently academic talk used to improve their communication performance are TED Talks. This is because these videos not only offer clear and concise explanations but also expose learners to

authentic language models, varied accents, and organized discourse (m = 3.71). Similarly, motivational talks also appeared as a highly used academic talk as its relatable topics and accessible language may support learners' ability to understand messages, interpret intentions, and strengthen both their listening comprehension and ability to discuss personal or academic goals (m = 3.65). In contrast, the least used format was seminars and workshops. Since these activities generally require real-time participation and a higher level of interaction, students may present a lesser involvement with this resource because factors such as scheduling, duration, and the need to actively engage with presenters or peers can make students consider it as a waste of time and effort (m = 2.56).

Overall, the data suggests that students prefer academic talk formats that are brief, easily accessible, and widely available such as TED-talks videos and motivational talks since they provide allow them to observe real and authentic communicative patterns and vocabulary at their own pace. On the other hand, formats that require real-time participation or formal academic environments, including guest lectures and workshops, are used less frequently. This preference may be connected to convenience and familiarity with digital tools, and students' comfort levels when improving their communicative abilities with different types of academic content.

Table 3. Communicative Competence Components

Item	**Mean**
6.- I try to use grammatical rules correctly. [Grammatical competence]	**4,29**
7.- I connect ideas logically, so people understand clearly. [Discourse Competence]	4,01
8.- I choose the appropriate language when speaking in different situations. [Sociolinguistic competence]	**4,15**
9.- I use gestures, facial expressions, or rephrasing when I forget or don't know a word. [Strategic competence]	4,07

Note: The following rating scales were used to determine the measurements: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.

Analysis and Interpretation

Research Question 2: Which communicative competence components have students developed mostly?

The results in Table 3 show that the most developed component of communicative competence among students is grammatical competence, followed by sociolinguistic and strategic competence. The highest score obtained in grammatical competence suggests that students make a consistent effort to use grammar correctly when speaking. This strong focus on accuracy may come from classroom practices where grammar is often emphasized (m = 4.29). Sociolinguistic competence also showed a high level of development (m = 4.15), meaning that students frequently adjust their language depending on who they are talking to and the situation they are in. Strategic competence was another component with a solid score (m = 4.07). This indicates that learners commonly use gestures, paraphrasing, or facial expressions to keep communication flowing when they cannot find the exact words, they need to communicate something. Although discourse competence received the lowest score among the four components (m = 4.01), it still shows that students are generally able to connect ideas and express themselves clearly. However, they might feel less confident when trying to give long explanations or organizing more complex messages.

Based on these findings, students have developed grammatical, sociolinguistic, and strategic competence the most. These components appear to be the ones they naturally rely on when communicating, especially when applying rules accurately, adapting their language to different contexts, or using alternative strategies to keep conversations going. In contrast, discourse competence, although still strong, is the least developed of the four components. This suggests that students may find it more challenging to organize longer messages in a clear and cohesive way.

Table 4. Strategies with Academic Talks

Item	Mean
10.- My teacher promotes spontaneous conversations to exchange ideas and express emotions. [Oral conversation]	3,93
11.- My teacher motivates me to perform stories using gestures and expressions to make our talk more attractive. [Storytelling]	3,59
12.- My teacher uses drama activities to help us practice speaking English through dialogue. [Drama]	**3,34**
13.- I write organized texts that have introduction, body, and conclusion. [Composition writing]	3,78
14.- I participate in role conversations to practice real life situations. [Role-playing]	3,69
15.- I prepare dialogues to reinforce the correct use of language. [Dialogue]	3,59
16.- I use audiovisual materials (videos, images or graphics) to facilitate language learning. [Using Language Acquisition Videos and Other Visual and Audiovisual Aids]	**4,13**
17.- My teacher combines reading games to make learning English enjoyable. [Consistent Reading and Language Games]	3,78
18.- I have to ask and answer questions to confirm meaning and avoid misunderstandings. [Asking Questions for Clarification and Cooperation]	3,85
19.- I repeat vocabulary, grammar and pronunciation to help me remember information. [Repetition]	**4,07**
20.- I talk to myself in English to organize my ideas before speaking. [Engaging in Internal Monologue]	**4,09**

Note: The following rating scales were used to determine the measurements: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.

Analysis and Interpretation

Research Question 3: What strategies have students employed the most for their communicative growth?

The results in Table 4 show which strategies students rely on the most to support their communicative growth, especially when preparing for academic talks. The strategy used most frequently is working with audiovisual materials. Students find videos, images, and graphics especially helpful because these resources make it easier to understand content and organize ideas before speaking in academic situations (m = 4.13). Other highly used strategies include repetition (m = 4.07) and internal monologue (m = 4.09). Repetition helps students remember vocabulary, grammar, and pronunciation, while talking to themselves in English allows them to rehearse and structure their thoughts. Both strategies give students confidence and help them perform better when they participate in presentations or discussions. On the other hand, drama activities were the least used strategy. This suggests that students are not frequently exposed to activities that focus on their communicative performance, even though these activities could help them speak more naturally and confidently in front of others (m = 3.34).

Overall, the findings show that students mostly depend on strategies that help them prepare their ideas, reinforce language accuracy, and feel more secure before speaking, especially in academic talk activities. The most used strategies (audiovisual materials, internal monologue, and repetition) directly support their ability to communicate clearly and confidently during presentations or classroom discussions. Meanwhile, strategies such as drama suggest that students may feel uncomfortable from more expressive and interactive speaking opportunities. Increasing these types of activities could better support their communicative competence and strengthen their performance during academic talks.

3.2 Discussion

Research Question 1: Which academic talks students use the most to improve their communicative competence?

The analysis showed that students mostly rely on short academic videos such as TED Talks and motivational talks. TED-style videos are characterized by being concise with explanations, and having accessible vocabulary, and relatable speakers who discuss topics from science to personal growth. Patty (2024) explains that TED Talks can enhance communicative competence because they provide authentic models of pronunciation, fluency, and discourse organization while they keep learners

interested. In the same way, Tran and Nguyen (2024) highlights that these talks help students observe how real speakers structure their ideas, use transitions, and maintain coherence, which supports learners' development of their communicative confidence. Similarly, motivational talks were also widely used, likely because they present everyday topics with an emotional appeal that can make students feel more comfortable when communicating with spoken English.

On the other hand, academic formats that demand higher interaction, such as seminars and workshops, were used less frequently. Sarnecka et al. (2021) suggest that these activities require more planning, teacher facilitation, and active participation, which might not always be possible in regular university classes. Nevertheless, Sufi et al. (2018) highlight that a seminar can provide valuable opportunities for collaborative dialogue and feedback. Although students tend to choose more accessible and visually supported academic talks, it should be important to promote interactive formats like this one as they expose learners to richer communicative situations.

Research Question 2: Which components of communicative competence have students developed mostly?

The results highlighted that grammatical competence emerged as the most developed component, followed by sociolinguistic, strategic, and discourse competences. The discourse competence, although it was developed to a good degree, was the least strengthened of the four components, indicating that students may experience more difficulty when trying to organize longer messages in a clear and cohesive manner. This result reflects Canale and Swain's (1980) model, which positions grammatical and sociolinguistic competence as core elements of communicative performance.

Furthermore, Savignon (2018) argues that communicative performance grows when learners interact with authentic language rather than through isolated practice. In this context, academic talks, such as TED talks or motivational talks, expose learners to models of formal and meaningful spoken communication. While participants in this study only completed a survey and were not directly observed performing academic talks, their responses still reflect skills commonly associated with these communicative situations. Academic talks generally require students to organize their ideas clearly, to express their opinions with coherence, to clarify

meaning when necessary, and also to manage the anxiety that often appears before communicating. Since students reported strategies that match these demands, their answers help illustrate how academic talk tasks commonly work in classroom environments for their communicative development.

Research Question 3: What strategies have students employed the most for their communicative growth?

The analysis showed that the most frequently used strategies are audiovisual aids, internal monologue, and repetition. This choice highlights that students focus more on improving comprehension and building confidence before communicating. Mayer's (2001) Cognitive Theory of Multimedia Learning explains that combining visual and verbal input supports better understanding and reduces mental effort, which helps clarify why audiovisual resources are widely used. Similarly, internal monologue assists students in planning and mentally rehearsing their ideas before speaking, while repetition strengthens memory and fluency (Alderson-Day and Fernyhough, 2015). On the contrary, drama was the least used strategy. Angelianawati (2019) explains that drama can significantly support learners' communicative development by encouraging them to create dialogues with emotional engagement, creativity, and meaningful expression. Although its use may be limited because of the lack of time, space, or teacher preparation, incorporating more drama-based activities could help students to practice spontaneous language use and to develop a greater level of confidence.

Overall, the results show that students tend to rely on structured and vocabulary-focused strategies rather than creative or spontaneous strategies. While these approaches support understanding and organization, integrating more dynamic strategies could improve students' communicative development by promoting active language production and expressive skills (Mayer, 2001; Sweeder, 2007).

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the responses of 68 students regarding the use of academic talks to develop their communicative competence, the following conclusions were made:

First, the findings show that students rely most on TED Talks and motivational talks to strengthen their communicative competence since these formats are easily accessible, visually engaging, and easy to follow, which makes them especially helpful for learners who want clear examples of pronunciation, organization, and real communication. Moreover, because these talks are relatable and can be watched at any time, students feel more motivated and confident when using them.

On the other hand, the results reveal that of all components of communicative competence (grammatical, sociolinguistic, discourse and strategic), the grammatical competence showed the strongest development, suggesting that students feel more confident using correct structures when they find themselves in meaningful communicative contexts. Sociolinguistic and strategic competences also showed a strong growth, indicating that students are able to choose appropriate language depending on situations and use strategies when communication becomes challenging. Although the discourse competence was the least developed competence, it still showed progress. However, its lower level may suggest that students find it more difficult to organize longer and coherent messages, especially when expressing complex ideas.

Finally, the analysis shows that the strategies students use the most for their communicative development are audiovisual aids, internal monologue, and repetition to support their communicative growth. These strategies help them to understand information better, to prepare them mentally before speaking, and to reinforce language points through practice. In contrast, drama activities were used the least, even though they can encourage creativity and spontaneous communication, which could suggest an opportunity to incorporate performance-based strategies that can help students build confidence and fluency in real communicative situations.

4.2 Recommendations

Based on the conclusions of this study, the following recommendations are proposed to support the effective use of Academic Talks in developing students' communicative competence.

Because students reported using TED Talks and motivational talks mostly for improving their communicative competence, universities should consider including these resources regularly in EFL classes. As these talks are short, engaging, and easy to understand, it could help students to stay motivated while improving their communication skills. It would also be helpful for institutions to create a digital space where teachers and students can access a collection of academic talks organized by topic and level. This way, learners can practice with authentic materials whenever they need, supporting both classroom learning and independent study.

Moreover, regarding the most developed communicative competence, it was the grammatical competence which showed the highest development. This suggests a need for teachers to think about activities that are focused on developing the rest of the communicative components. For example, grammar reflection exercises can promote structural accuracy, whereas role-plays and peer discussions can be used to support discourse and sociolinguistic skills. These activities would help students practice what they observe in Academic Talks so that passive exposure could be turned into active communicative practice.

Finally, students' most common strategies were audiovisual aids, internal monologue, and repetition to support their communicative growth. For this case, it is suggested that institutions offer training programs and workshops to increase the number of methodological approaches the teachers could apply for their student's communicative growth. There should be an emphasis in activities like storytelling and drama to facilitate authentic communication and increasing confidence between speakers. In addition, educators in universities could use them to complement other techniques such as repetition and audiovisual support.

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Annexes
Annex 1

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 29 de julio 2025

Magister
Ximena Calero
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Mg.Vera de la Torre Ana Jazmina, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: " Academic Talks and Communicative Competence" propuesto por el estudiante Jimenez Jimenez Oscar Lauriano, portador de la Cédula de Ciudadanía, 1804846655 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato, el cual se llevará a cabo dentro 4to nivel del mismo marco académico de la carrera mencionada .

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

UNIVERSIDAD TÉCNICA DE AMBATO
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS EXTRANJEROS
COORDINACIÓN

Mg. Vera de la Torre Ana Jazmina
Coordinadora de la Carrera
1801249341
0998254544
aj.vera@uta.edu.ec

Annex 2

Cronbach's Alpha

Reliability Statistics

Cronbach's Alpha	N of Items
,915	20

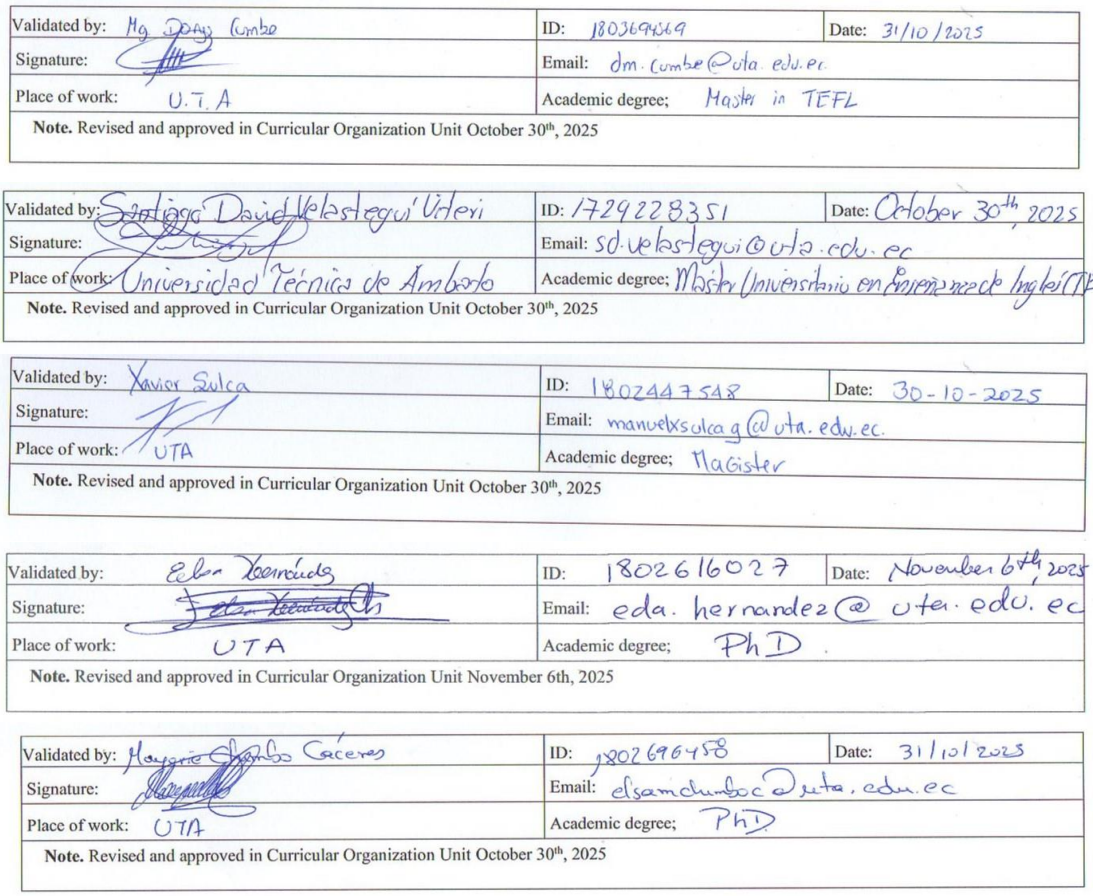
Note: Reliability statistics with Cronbach's Alpha of 20 items with Likert scale.

Annex 3

Survey upon request

Annex 4

Expert validation



Validated by: Mg. Diana Cumbe	ID: 1803694569	Date: 31/10/2025
Signature:	Email: dm.cumbe@uta.edu.ec	
Place of work: U.T.A	Academic degree; Master in TEFL	
Note. Revised and approved in Curricular Organization Unit October 30th, 2025		

Validated by: Santiago David Velastegui Viteri	ID: 1729228351	Date: October 30th, 2025
Signature:	Email: sd.velastegui@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree; Máster Universitario en Enseñanza del Inglés (TEFL)	
Note. Revised and approved in Curricular Organization Unit October 30th, 2025		

Validated by: Xavier Sulca	ID: 1802447548	Date: 30-10-2025
Signature:	Email: manuelxsulcag@uta.edu.ec	
Place of work: UTA	Academic degree; Magister	
Note. Revised and approved in Curricular Organization Unit October 30th, 2025		

Validated by: Eda Hernández	ID: 1802616027	Date: November 6th, 2025
Signature:	Email: eda.hernandez@uteq.edu.ec	
Place of work: UTA	Academic degree; PhD	
Note. Revised and approved in Curricular Organization Unit November 6th, 2025		

Validated by: Mayorie Chumbo Cáceres	ID: 1802696458	Date: 31/10/2025
Signature:	Email: elsamchumboc@uta.edu.ec	
Place of work: UTA	Academic degree; PhD	
Note. Revised and approved in Curricular Organization Unit October 30th, 2025		

Annex 5

Aiken

Max	4
Min	1
K	3

V = V of Aiken
$\bar{X}$ =Average judge rating
k = Range of ratings (Max-Min)
l = lowest possible score

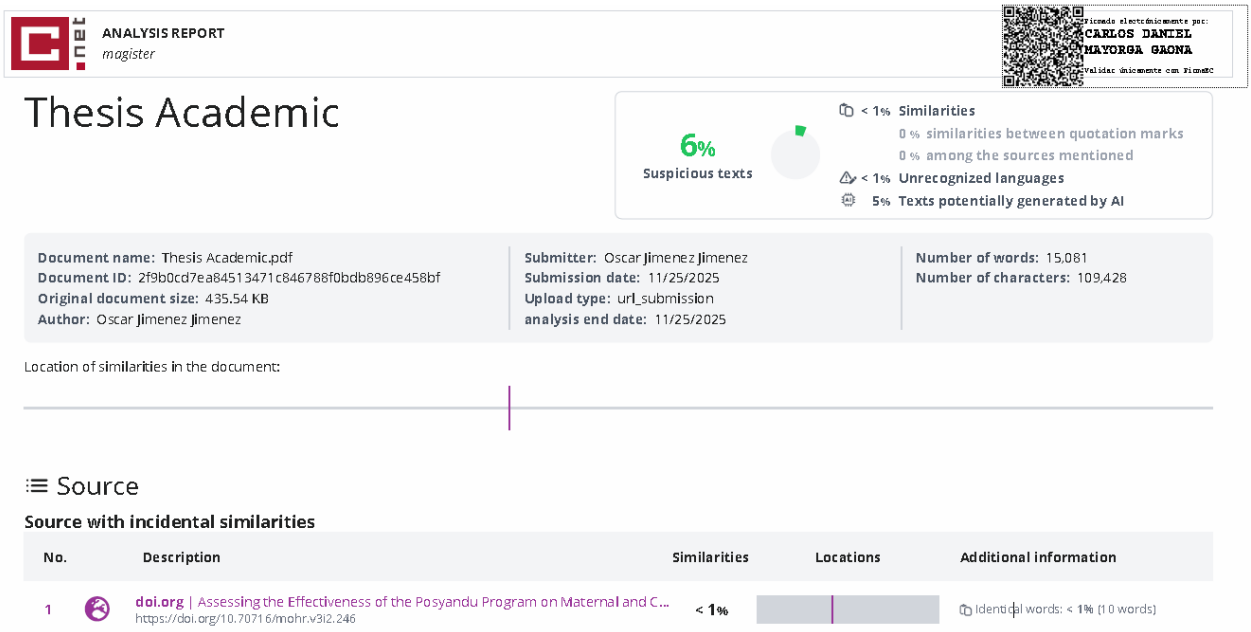
Relevance: The item is appropriate to represent the specific component or dimension of the construct.
Coherence: The statement of the item is understood without difficulty, it is concise, exact and direct.
Pertinence: The item corresponds to the theoretical concept formulated.

Aiken V values such as V= 0.70 or higher are adequate (Charter, 2003).

		T. Doris	T. Elsa	T. Xavier	T. Santiago	T. Mayorie				
		J1	***J2***	***J3***	***J4***	***J5***		***Media***	***DE***	***V Aiken***	***vg***
ITEM 1	*Relevance*	3	4	4	4	4		3,8	0,45	0,93	Valido
	Pertinence	3	4	4	4	4		3,8	0,45	0,93	Valido
	Coherence	3	4	4	4	4		3,8	0,45	0,93	Valido
ITEM 2	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 3	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 4	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 5	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 6	*Relevance*	3	4	4	4	4		3,8	0,45	0,93	Valido
	Pertinence	3	4	4	4	4		3,8	0,45	0,93	Valido
	Coherence	3	4	4	4	4		3,8	0,45	0,93	Valido
ITEM 7	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 8	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 9	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 10	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 11	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 12	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 13	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 14	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 15	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 16	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 17	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 18	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
ITEM 19	*Relevance*	2	4	4	4	4		3,6	0,89	0,87	Valido
	Pertinence	2	4	4	4	4		3,6	0,89	0,87	Valido
	Coherence	1	4	4	4	4		3,4	1,34	0,80	Valido
ITEM 20	*Relevance*	4	4	4	4	4		4	0,00	1,00	Valido
	Pertinence	4	4	4	4	4		4	0,00	1,00	Valido
	Coherence	4	4	4	4	4		4	0,00	1,00	Valido
									TOTAL	0,99	Valido

Annex 6

Compilatio. Report



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