STUDENTS' OPINIONS TOWARD ORAL PRESENTATIONS

IN EFL CLASSROOMS

A MASTER'S PROJECT

BY

MISS CHANIDA SIRIPHOTCHANAKORN

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in English

at Srinakharinwirot University

May 2005

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AN ABSTRACT

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Although English has been taught as a foreign language in Thailand for a number of years and Thai students have studied English for more than 10 years, they cannot yet communicate in English well. To find effective methods or activities to develop students' oral proficiency should be done continually. The purpose of the study was to investigate students' opinions toward oral presentations, whether it would help students to develop speaking skills. Sixty fourth-year English major students enrolled in the first semester of the academic year 2004 in the Department of Western Languages at Srinakharinwirot University (SWU) were asked to reply to questionnaires. Results indicated that the students rated their English proficiency (vocabulary, grammar, and speaking and pronunciation) as average in each component. The students agreed that oral presentations could help them develop their speaking skills ($M = 4.38$, $SD = .62$). They also agreed that oral presentations should be included in the courses offered in the English program ($M = 4.15$, $SD = .73$) and all students should be required to give oral presentations in the English courses ($M = 4.33$, $SD = .62$). However, the students pointed out their problems during giving oral presentations. More than half of the students had mistakes in grammar (86.67%); spoke English with wrong pronunciation (68.33%); could not find the words that could help them present their ideas clearly (60%); and felt nervous and could not speak out (55%). In conclusion, giving oral presentations is one speaking activity that can help students to practice not only speaking but also presentation skills.

การศึกษาความคิดเห็นของนักเรียนที่มีต่อกิจกรรมการนำเสนอหน้าชั้นเรียน

ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

บทคัดย่อ

ของ

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ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ. สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ:
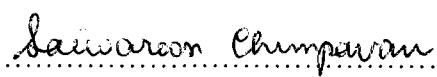บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. คณะกรรมการควบคุม: อาจารย์ สายวรุณ
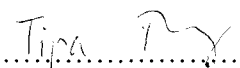จำปาวัลย์, อาจารย์ ศิรินันท์ ศรีเนาวรัตน์, อาจารย์ ไมเคิล รูดีย์.

ภาษาอังกฤษเป็นภาษาต่างประเทศที่คนไทยได้เรียนมาเป็นเวลานานแล้ว และเยาวชนไทยเป็น
จำนวนมากเรียนภาษาอังกฤษเป็นเวลามากกว่า 10 ปี แต่ก็ยังไม่สามารถใช้ภาษาอังกฤษในการสื่อสาร
ได้ดีเท่าที่ควร การศึกษาวิจัยค้นคว้ากลวิธีการสอนรวมไปถึงกิจกรรมที่มีคุณภาพเพื่อพัฒนา
ความสามารถและทักษะด้านการพูดของนักเรียนจึงเป็นสิ่งที่ควรกระทำอย่างต่อเนื่อง งานวิจัยชิ้นนี้มี
วัตถุประสงค์เพื่อสำรวจความคิดเห็นของนักเรียนต่อกิจกรรมการนำเสนอหน้าชั้นเรียนว่ากิจกรรมการ
นำเสนอหน้าชั้นเรียนนั้นสามารถช่วยพัฒนาทักษะการพูดของนักเรียนหรือไม่ กลุ่มตัวอย่างของงานวิจัย
นี้เป็นนิสิตวิชาเอกภาษาอังกฤษ ชั้นปีที่ 4 ปีการศึกษา 2547 ภาควิชาภาษาตะวันตก มหาวิทยาลัยศรี-
นครินทรวิโรฒ ประสานมิตร จำนวน 60 คน โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล
ผลการวิจัยพบว่า นิสิตประเมินความสามารถด้านภาษาอังกฤษด้วยตนเอง ทั้ง 3 ด้าน ได้แก่ ด้านการใช้
คำศัพท์, ด้านการใช้ไวยากรณ์, ด้านการพูดและการออกเสียง อยู่ในเกณฑ์ปานกลาง นิสิตส่วนใหญ่ เห็น
ว่ากิจกรรมการนำเสนอหน้าชั้นเรียนช่วยพัฒนาทักษะการพูด (ค่าเฉลี่ย = 4.38 ส่วนเบี่ยงเบน
มาตรฐาน = .62) และเป็นกิจกรรมที่ควรบรรจุไว้ในทุกรายวิชาของโปรแกรมวิชาภาษาอังกฤษ (ค่าเฉลี่ย
= 4.15 ส่วนเบี่ยงเบนมาตรฐาน = .73) นอกจากนี้นิสิตเห็นว่า นิสิตทุกคนควรทำกิจกรรมการนำเสนอ
หน้าชั้นเรียนในทุกรายวิชา (ค่าเฉลี่ย = 4.33 ส่วนเบี่ยงเบนมาตรฐาน = .62) อย่างไรก็ตามนิสิตได้ชี้
ให้เห็นถึงปัญหาที่พบระหว่างทำการนำเสนอหน้าชั้นเรียน โดยนิสิตมากกว่าครึ่งหนึ่งมีปัญหาในการใช้
ไวยากรณ์ผิด (86.67%), ปัญหาการออกเสียงผิด (68.33%), ไม่สามารถหาคำศัพท์ที่ตรงกับความหมาย
ที่ต้องการสื่อสารได้ (60%), รู้สึกประหม่าและไม่สามารถพูดได้ (55%) จากผลการวิจัย สรุปได้ว่า
กิจกรรมการนำเสนอหน้าชั้นเรียนเป็นกิจกรรมที่ช่วยให้นิสิตได้ฝึกฝนการพูดภาษาอังกฤษและทักษะ
การนำเสนอ

The Master's Project Committee and Oral Defense Committee have approved this master's project as partial fulfillment of the requirements of the Master of Arts degree in English of Srinakharinwirot University.

Master's Project Advisor

....
(Dr. Saiwaroon Chumpavan)

Chair of the Master of Arts degree in English

....
(Assistant Professor Dr. Tipa Thep-Ackrapong)
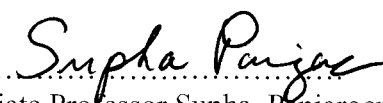
Oral Defense Committee

.... Chair
(Dr. Saiwaroon Chumpavan)

.... Reader
(Dr. Sirinan Srinaowaratt)

.... Reader
(Mr. Michael Rudy)

The Graduate School has approved this master's project as partial fulfillment of the requirements for the Master of Arts degree in English of Srinakharinwirot University.
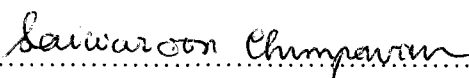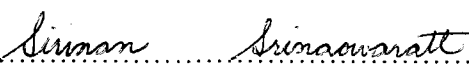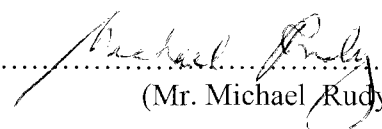
....Dean of the Faculty of Humanities
(Associate Professor Supha Panjaroen)
May 2005

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CHAPTER 1

INTRODUCTION

In Thailand, English is taught as the first foreign language, and it has been included in the Basic Education Curriculum since 1895 (Bussaba Kanoksilapadham, 1994). Thai people require a knowledge of English to communicate with foreigners and to read operation manuals of tools, equipment, and machinery that are mostly written in English. In addition, many textbooks, Internet Web sites, and computer software programs are also written in English, so students are required to study English to prepare them for the world of business and technology.

Although English has been taught in Thailand for a number of years, Thai people cannot communicate well in English. Karnchana Naksakul conducted a study to investigate the level of proficiency in English speaking of Thai people and found that less than 25% of Thai people with high education could speak English fluently and accurately (Karnchana Naksakul, 1996 cited in Yaowarat Karnpanich & Kornwipa Pulphol, 1997). Pattranon (1989) studied the level of proficiency in English speaking of students at the upper secondary school level (Mathayom 4-Mathayom 6) and found that the level of speaking of these students was that of mechanical skills level. That is, they could pronounce words, repeat sentences, or recite conversations without understanding the meaning of those words or sentences.

Before the curricula of 1978, the teaching of English concentrated mainly on reading and grammar rather than on speaking (Yaowarat Karnpanich & Kornwipa Pulphol, 1997). The purpose of the curriculum was to enable students to read English texts, and students did

not have enough practice in speaking and listening. Students, therefore, lacked the

confidence in speaking; and consequently, they may have had negative attitudes towards

learning English (Amnat Pukkate, 2002). Educators and administrators saw these

weaknesses in the former English curricula and proposed that the curriculum should be

revised in order to help students use English for communication. The English Curriculum

was reformed in 1978, and it needed to be revised again in 1996 because "foreign language

learning, especially in the English language fails to build up competencies in using languages

for communication" (Ministry of Education, 2002, p. 2).

Some problems were found in the curricula of 1978 and 1996, and the English

curriculum under the National Education Act of 1999 was proposed. This new English

curriculum is currently being used. The new curriculum states that Thai students are required

to study English as a compulsory course for all grade levels (Ministry of Education, 2002).

Grade levels are classified into four levels: (a) first level-primary education grades 1-3, (b)

second level-primary education grades 4-6, (c) third level-secondary education grades 1-3,

and (d) fourth level-secondary education grades 4-6. That is to say, students are required to

study English as a foreign language from grade 1 (Prathom 1) to grade 12 (Mathayom 6), or

the study of English is required for 12 years. The main purpose of the current curriculum is

to put emphasis on competencies in using English for communication.

Communicative Language Teaching

Some English as a second or foreign language (ESL/EFL) educators believed that grammar-based approaches, such as Grammar-Translation and Audio-Lingual, which focused on the teaching of grammar, did not truly help learners use English for communication (Bussaba Kanoksilapadham, 1994; Sumitra Angwattanakul, 1996). Therefore, Communicative Language Teaching (CLT) has been proposed as a new language teaching method since the late 1960s. CLT puts emphasis on learning the target language for the purpose of communication in real situations. Moreover, CLT also focuses on learners. The activities that promote the practice of English for communication or speaking are included in CLT classrooms (Anchana Rasri, 1995; Celce-Murcia, 2001; Murphy, 1991; Richards & Rodgers, 2002; Sumitra Ankwattanakul, 1996). Learners in CLT classrooms are expected to have communicative competence, or the ability to use language effectively and appropriately. According to Canale and Swain (1980), four dimensions of communicative competence are: (a) grammatical competence, (b) discourse competence, (c) sociolinguistic competence, and (d) strategic competence. Grammatical competence is the understanding of phonology, vocabulary and grammar. Discourse competence relates to cohesion and coherence, both between sentences and entire discourse or texts. Sociolinguistic competence refers to speech acts, which depend on social, pragmatic, and cultural elements. Strategic competence is the ability to enhance the effectiveness of communication such as "initiate, terminate, maintain, repair, and redirect communication" (Richards & Rodgers, 2002, pp. 159-161). In short, knowing only the use of language form is not enough for the learners in CLT classrooms. Learners should be able to use those forms in appropriate ways. This idea is in accordance with the purpose of the Basic Education Curriculum of 2001 under the

National Education Act of 1999, which states that classroom management should be based on the principles and practice of a learner-centered approach (Ministry of Education, 2002). Learners are responsible for their own learning, while teachers are in charge of giving advice to learners.

Activities in CLT Classrooms.

Activities in CLT classrooms promote learners' oral proficiency and allow learners to practice speaking in various situations (Harmer, 2001; Ravell, 1995). To develop oral proficiency, activities, such as games, interviews, group discussions, debates, role-plays, dramas, and oral presentations, can be included in CLT classrooms. Among these activities, oral presentation has been proposed as a worthwhile and appropriate technique because this activity gives students a chance to practice speaking. This activity teaches students to transfer information to other students or the audience in a professional manner, and students will have opportunities to improve the ability in speaking in social and business situations that prepare them for their work. Moreover, the students will be encouraged to debate, give comments, and ask questions in English with their peers after giving oral presentations (Bowen, 1985; Celce-Murcia, 2001). These activities are helpful in promoting oral proficiency of students.

Several studies were conducted to investigate the benefits of oral presentations. According to Abe (1994), oral presentations not only help students to practice speaking but also help speakers and listeners become productive partners in the ESL/EFL classrooms. That is, speakers and listeners can share ideas and information before giving oral presentations. After the oral presentations, the students may be asked to do other activities

such as debate and discussion. These activities can promote the development of speaking and thinking skills.

Weck (1998) chose oral presentations to resolve the problem that students did not speak English in class. Weck found that after the students gave four oral presentations throughout seven weeks, the students had many ideas and opinions that could be shared with their peers. They felt more comfortable in speaking English and could speak English more fluently.

Pragorbsuk and Moore (2002) included oral presentations in a course for English for Academic Purposes (EAP). She found that the students could develop the language use and the development of analytical thinking of those students was noticeable.

Levis and Grant (2003) believed that oral presentations could help students develop speaking and pronunciation skills. They, therefore, included oral presentations in the activities in their English speaking class and conducted a study to see how the oral presentations could help develop speaking skills. It was found in their study that to give an effective presentation, presenters needed to have careful preparation and planning. In addition, this activity encouraged students to rehearse the presentation and encouraged them to be increasingly interested in pronunciation errors.

However, the activities used in the language classrooms should be appropriate to the grade levels of students. According to Murphy (1991, pp. 51-74), "oral presentations may be appropriate for high-intermediate, advanced, or superior-level L2 speakers but they are inappropriate for novice or low-intermediate level learners." If the activities are too difficult, the students may not be interested in participating in those activities and may have negative attitudes toward language learning. Chastain stated that students' attitudes toward language

learning were related to the development of oral proficiency (Chastain, 1971 cited in Amnat

Pukkate, 2002, p. 2). When students have negative attitude toward language learning, they

may feel uncomfortable in speaking and neglect any speaking activities.

Statement of the Problem

The researcher found no published research studies that investigated students'

opinions toward oral presentations in English classes in Thailand. Therefore, the specific

problem addressed in this study was to investigate if oral presentations would help Thai

students developed speaking skills or if oral presentations should be included in the activities

in the English courses. In addition, the researcher could not find any studies that investigated

the problems the students had when they gave the presentations. These problems were also

investigated in this study.

Research Questions

In this study, four research questions were posed:

1.   How do the fourth-year English major students rate their English proficiency?

2.   Do oral presentations help the students develop their English speaking skills?

3.   Should oral presentations be included as activities in English courses?

4.   What are the problems for the students when they give oral presentations?

Significance of the Study

The findings obtained from this study provided information about students' opinions toward oral presentations in the English classrooms. Such information was useful to language teachers in preparing activities in their classes. The same information was also useful to students who wanted to improve their speaking skills for effective communication.

Methodology

Selection of the Participants

The participants of this study were fourth-year English major students studying in the first semester of the academic year 2004 in the Department of Western Languages at Srinakharinwirot University (SWU) in Bangkok, Thailand. The fourth-year English major students had already completed most of the courses offered in the English major program. They, therefore, were able to provide the information necessary for the investigation of the study. Random sampling was not used because the researcher wanted to investigate the opinion of all fourth-year English major students who participated in the study.

The researcher studied the course syllabi offered in the English program and found that students were required to give oral presentations in some courses such as Oral English II, Discussion and Report, Business English II, and Teaching of English. In writing, reading, translation, and grammar courses, the students were not required to give oral presentations.

Instrumentation: Survey

The information regarding oral presentations and the problems the participants encountered during oral presentations were obtained through a questionnaire developed by

the researcher (see Appendix B). The questionnaire was divided into four parts. In Part I, the participants were asked to give information about their current GPA in the program, the number of years of studying English, and the courses in the program in which they were required to give oral presentations. In Part II, the participants were asked to rate their English language proficiency. In Part III, the participants were asked to give information about their oral presentation skills. In Part IV, the participants were asked to give opinions regarding the oral presentations, and they were asked in Part V to give the information about the problems that they had while giving the presentations.

The project advisers were asked to examine the questions included in the questionnaire and determine if they were appropriate and valid. After examining the questions, they agreed that the questions were appropriate and valid to use in this study. The questionnaire was pilot tested with the fourth-year English major students studying in the second semester of the academic year 2003, and the ambiguity regarding the wording of the survey instrument was revised.

Data Collection Procedures

Data for this study were obtained through questionnaires. The questionnaires were given to the participants at the middle of July 2004. The researcher visited the English classes offered to the participants in the first semester of the academic year 2004 and gave the questionnaires to the participants. The researcher then collected the questionnaires after the classes.

Data Analysis

Data from the questionnaires were analyzed according to the research questions:

1.	How do the fourth-year English major students rate their English proficiency?

2.	Do oral presentations help the students develop their English speaking skills?

3.	Should oral presentations be included as activities in English courses?

4.	What are the problems for the students when they give oral presentations?

In Part II, Part III, and Part IV, the data were analyzed by using Mean Score and Standard Deviation (SD). In Part I and Part V, the percentage was used to find the frequency of each statement.

Confidentiality of Participants and Their Responses

Participants were asked not to identify themselves on the questionnaire. Participants were informed that their personal information would be destroyed immediately after the completion of the study. The letter explaining the purpose of the study and asking for participation was included in the questionnaire.

Limitations of the Study

Time constraints did not allow the researcher to randomly select the participants from all English major students studying in the Department of Western Languages at SWU and English major students studying at other universities. Therefore, this study was limited to the fourth-year English major students who were enrolled in the first semester of the academic year 2004 in the Department of Western Languages at Srinakharinwirot University in Bangkok, Thailand and to the participants who were willing to participate in the study.

Organization of the Study

Chapter I of this study deals with the background of the study and its specific

problems. Chapter II presents a review of the related literature and research studies relevant

to the problem of the study. Chapter III presents the method of the study. Chapter IV

presents the results, and Chapter V contains a discussion of the results and recommendations

for further studies.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The review of related literature in this chapter is divided into six main parts:

1. English Language Teaching Approaches

2. The Problems of Thai Students in Oral Proficiency

3. The National Education Act of 1999 and Basic Education Curriculum of 2001

4. English Language Teaching in Higher Education

5. Oral Presentations in Language Classrooms

6. The Studies Related to Oral Presentations in Language Classrooms

The first part illustrates English language teaching approaches and the major characteristics of each approach. The second part presents problems that Thai students have in oral proficiency. Then, the third part focuses on the National Education Act of 1999 and the Basic Education Curriculum of 2001, which is currently in use. The fourth part relates to English teaching in higher education. The fifth part is about oral presentations in language classrooms. This part focuses on both benefits of oral presentations and the characteristics of presentation skills. The sixth part discusses the studies related to oral presentations in language classrooms.

English Language Teaching Approaches

Due to the continual change of the world in technology, commerce and education, people have found it necessary to study other foreign languages other than their native language in order to communicate with other people, learn different cultures, and exchange various knowledge. To achieve the ability to use a second or foreign language, the teaching of the language becomes important. For over a century, there have been many attempts to present approaches to the teaching of foreign and second languages. The approaches have been obviously divided into the focus on grammar and communication. The major approaches, which focus mainly on grammar, are the grammar-translation approach, the direct method, and the audiolingual approach. The other group of approaches that focuses on communication is the natural approach and the communicative approach.

The Grammar-Translation Approach

The grammar-translation approach became a method of language teaching used around the world since the beginning of the 19th century. The goal of the approach was to study the grammatical rules of the language, especially Latin, which was widely used as a second language in England and other countries in Europe (Celce-Murcia, 2001; Richards & Rodgers, 2002). Learners were expected to be able to study and apply the grammatical rules of Latin through the means of translation both into and from the mother tongue.

The grammar-translation approach was used in many countries. This approach focused on reading and writing, while speaking and listening were neglected. It did not help learners to be able to use the language in communication (Anchana Rasri, 1995; Buppha Setobol, Pha-ob Puangnoi, Nattaya Kaewsai, and Wannee Sripenn, 2003).

The major characteristics of the grammar-translation approach are as follows:

1. The purpose of English language study is to learn language for reading any kind of English text.

2. Reading and writing are the major focus; little attention is paid to speaking and listening.

3. This approach focuses on grammatical rules, which are the form and inflection of words.

4. Translating sentences and texts from English into the mother tongue and vice versa is taught.

5. Accuracy of using English is emphasized.

In grammar-translation classrooms, students were required to translate articles or prose into and from a target language, complete sentences with correct words, memorize grammar rules, and write essays.

The Direct Method

At the beginning of the 20th century, educators increasingly realized that the grammar-translation approach did not meet with success. Learners could not use a language in a real situation particularly for communication. A new approach in language teaching was developed for more effective language teaching. Finally, in the mid-nineteenth century, the grammar-translation approach gradually declined and was rejected. The new approach, called the direct method, was the first method that paid more attention to speaking and listening.

Celce-Murcia (2001) and Richards and Rodgers (2002) suggested the characteristics of the direct method as follows:

1. The mother tongue is not permitted to be used in language classes.

2. Dialogs and anecdotes in modern conversational styles are the major focus.

3. Pictures and actions are used as material for better understanding.

4. Learners read literature for comprehension and pleasure rather than for analysing grammar rules.

5. Both speech and listening comprehension are taught.

6. Grammar rules are less emphasized.

Activities employed in the direct method classrooms gave learners a chance to practice speaking. Examples of such activities were question-and-answer, short conversation, dictation, and sentence completion. However, the limitation of the method related to the ability of instructors. It was necessary for the instructors to be able to use the target language with fluency and accuracy like native speakers.

The Audiolingual Approach

Due to the United States' involvement in the World War II, language teaching became important in America. With the necessity of work and contact with personnel who spoke German, Italian, French, Japanese, Chinese, and other languages, the military personnel needed to learn those foreign languages. The U.S. military established the Army Specialized Training Program (ASTP) in 1942. The objective of the special language training program, which was provided specifically for army, was for military staff to attain speaking ability in various foreign languages and to communicate with the foreign officers

(Richards & Rodgers, 2002). By the mid-1950s, the new method of language teaching became widely known as the audiolingual approach. Although the audiolingual method seemed to be the new method of language teaching, many principles and procedures were not much different from the direct method.

The major characteristics of the audiolingual method are as follows:

1. The method concentrates mainly on oral skills.

2. Dialogs, drills, mimicry, and memorization are the central activities.

3. The use of mother tongue is not permitted to learners.

4. Correct pronunciation, stress, rhythm, and intonation are emphasized.

5. Vocabulary is limited and learned in context.

6. Learners act out or perform role-play after listening to the dialogs.

7. Learners are reinforced positively by teacher responses such as excellent, good, or well done.

Dialogs and drills were the basis of the audiolingual method. Consequently, most activities employed in language classrooms seemingly emphasized dialogs and drills. The activities were dialogue memorization, backward build-up (expansion) drill, repetition drill, chain drill, completed dialog, transformation drill, question-and-answer (Sumitra Angwattanakul, 1994).

According to Tananuraksakul (2004, pp. 3-4), examples of drills employed in language classrooms are follows:

Example 1

Teacher: What language do you think it is?

Student: It is Spanish. (Cued by Spanish song)

Teacher: What language do you think it is?

Student: It is Thai. (Cued by Thai song)

Example 2

Teacher: What language do people speak in Brazil?

Student: What language do people speak in Brazil?

Teacher: Germany

Student: What language do people speak in Germany?

Teacher: Korea

Student: What language do people speak in Korea?

Example 3

Teacher: In Brazil, people speak Portuguese.

Student: In Brazil, people speak Portuguese.

Teacher: In Germany

Student: In Germany, people speak German.

Teacher: In Korea

Student: In Korea, people speak Korean.

From such drills, learners were able to use the structure accurately through repetition; moreover, they tended to beware increasingly of pronunciation mistakes. However, the audiolingual approach had some weaknesses. The problem found in the audiolingual classrooms was that learners could not transfer the patterns of drills or dialogs to use in their real communication. In addition, the repetition might not allow adults or intelligent learners to develop their language skills (Bussaba Kanoksilapadham, 1994; Sumitra Angwattanakul, 1994).

The Natural Approach

In 1977, Stephen Krashen and Tracy Terrell, professors in applied linguistics in California, proposed a new approach of language teaching called the "Natural Approach." Krashen and Terrell rejected the earlier approaches of language teaching such as the grammar-translation approach and the audiolingual method, which viewed grammar and structures as the central component of language learning. They believed that communication was the primary function of language. The natural approach, therefore, emphasized comprehension and meaningful communication (Krashen & Terrell, 1983).

According to Krashen and Terrell, the natural approach was based on the theory of second language acquisition. The development of competence in a second or foreign language was divided into two distinctive stages: acquisition and learning. Acquisition was the natural way of developing language proficiency like the first language development in children. Acquisition referred to an unconscious process. Children developed their language proficiency through understanding language and used language for meaning in communication. In contrast, learners learnt language rules with a conscious process. Krashen and Terrell (1983, p. 26) said, "Language learning is knowing about language, or formal knowledge of a language...learning refers to explicit knowledge of rules, being aware of them and being able to talk about them."

Language classrooms in the natural approach were designed to help beginning and intermediate learners develop their basic communicative skills. Students were expected to understand what the speakers of the target language said and to be able to convey their requests and ideas. They also should be able to "make the meaning clear but not necessarily be accurate in all details of grammar" (Krashen & Terrell, 1983, p. 71). For example, the

students should be able to ask a native speaker how to get from one place to another and to

understand directions given by a native speaker (Terrell, Tschirner and Nikolai, 2000).

Romeo (2004) suggested that materials and activities used in the natural approach

classrooms should be designed based on students' needs and interests. However, the

materials and the activities employed in the natural approach classrooms aimed to promote

comprehension and meaningful communication rather than language forms. In addition,

another aim was to encourage students to increasingly interact with other students. The

materials used in the classrooms were pictures, brochures, advertisements, maps, and books

at the levels appropriate to the students. Romeo also suggested that activities such as

question-and-answer, sharing information, and games should be included in the classrooms.

The Communicative Approach

The Communicative Approach or Communicative Language Teaching (CLT) has

been proposed as a new language teaching method since the late 1960s. The origin of CLT

derived from the exploration of educators and linguists who believed that the traditional

approaches such as the grammar-translation approach, the direct method, and the

audiolingual approach do not help learners develop language for communication. Also,

learners in the traditional language classrooms did not know how to use appropriate social

language, gestures, and expressions (Bussaba Kanoksilapadham, 1994; Sumitra

Angwattanakul, 1997).

CLT puts emphasis on learning the target language for the purpose of communication

in real situations. According to the principle of CLT, knowing language forms such as

grammar rules, linguistic structures, or vocabulary is not enough for learners. They need to

know how to use those language forms in an appropriate way (Harmer, 2001; Lazaraton,

1991; Richards & Rodgers, 2002; Riggenbach & Savignon, 1991). That is, learners should

understand when, why, how, and in what ways to produce language. This principle deals

with what Hymes (1987) referred to as communicative competence.

With particular interest in communicative competence, Canale and Swain (1980)

proposed four dimensions of communicative competence, which were (a) grammatical

competence, (b) discourse competence, (c) sociolinguistic competence, and (d) strategic

competence. Grammatical competence is the understanding of phonology, vocabulary and

grammar. Discourse competence relates to cohesion and coherence, both between sentences

and entire discourse or texts. Sociolinguistic competence refers to social context, which

depends on social, pragmatic, and cultural elements. Strategic competence is the ability to

enhance the effectiveness of communication such as "initiate, terminate, maintain, repair, and

redirect communication" (Richards & Rodgers, 2002, pp. 159-161).

Fluency and Accuracy of Using English.

When communicative methodology is mentioned, the question of distinction between

fluency and accuracy is always drawn. Although CLT stresses functional and communicative

meaning, the emphasis on fluency and accuracy of language use is still important for

communication. As proposed by Canale and Swain (1980), grammatical competence is one of

four components of communicative competence. Similarly, Savignon (1991, pp. 268-269)

suggested that "communication could not take place in the absence of structure, or grammar, a

set of shared assumptions about how language works, along with a willingness of participants

to cooperate in the negotiation of meaning." In addition, Riggenbach and Lazaraton (1991)

proposed that a linguistic or grammatical basis might be necessary before fluency could be attained.

However, accuracy and fluency can go together (Bygate, 2001). Riggenbach (1999) offered different activities for the teaching of oral ability that could integrate accuracy and fluency. Those activities were divided into two groups with two purposes of practice: "(a) macro-skills such as turn-taking, aspects of exchange structure and oral discourse type, and (b) micro-skills such as pronunciation, grammar, and vocabulary" (cited in Bygate, 2001, p. 19). However, the combination of the activities depended on learners' age, opportunities to use the language outside the classrooms, and teacher preparation.

In short, both fluency and accuracy of speaking are important goals of communication. Therefore, activities employed in CLT classrooms for the purpose of communicative development should support the combination of both form-focused and meaning-focused language. Learners should be able to use language for communication fluently and appropriately with grammatical accuracy.

CLT Classrooms.

According to the principles of CLT, classroom interactions, both between teacher-learners and learners-learners, and activities employed in the classrooms can promote learners' oral proficiency. This part will focus on the role of teachers and learners in CLT classrooms. Activities that will be beneficial to learners are also mentioned. According to Larsen-Freeman (1986), teachers in language classrooms should talk less, listen more, and become facilitators of the students. During the activities, teacher roles are to facilitate and monitor learners' speech to determine what skills or knowledge need improvement. Harmer (2001) noted that teachers should not interrupt learners during the activities. It will be better

if teachers provide learners feedback and recommendation after the activities. It seems that in CLT classrooms teachers are not only a teacher, but they also become an adviser, a facilitator, and a monitor.

In CLT classrooms learners take the central role in learning. That is, "learners are given a chance to do the learning themselves, instead of having everything done for them by teachers," said Xiaoju (1990, pp. 59-73). Learners are required to speak and participate in classes. Learners are expected to interact with their peers, in pair and group work. Not only are learners given more chances to communicate, but they also acquire knowledge of social interaction. In addition, Larsen-Freeman (1986) noted that because of the increased participation, learners might be confident in using the target language.

Activities in CLT classrooms.

Activity refers to "virtually anything that learners actually do in the classroom" (Brown, 1994, p. 136). In addition, activity implies some sort of active performance on the part of learners. The activities in CLT classrooms help learners to involve classroom interaction and information sharing with their peers. According to Ravell (1995, p. v) and Harmer (2001, pp. 84-86), activities in CLT classrooms should "involve students in real or realistic communication" and allow students to transfer their learning to real situations. Educators and linguists proposed many kinds of activities, which promote communicative competence in learners.

According to Celce-Murcia and Goodwin (2001, pp. 144-145), useful activities for oral practice are "interviews, speeches, role plays, and drama scenes." Meanwhile, Crookes and Chaudron (2001) classified activities into three types in accordance with degree of control: (a) controlled, (b) semicontrolled, and (c) free. Controlled activities refer to

manipulative activities in which teachers have basic control over process. Semicontrolled

activities differ from the previous one. That is, learners have an opportunity to communicate

with their teachers. The last type is free activities. Free activities are compatible with the

goals of CLT because these activities provide opportunities for learners to communicate

through interaction. Also, free activities enhance learners' personal experience and

classroom learning (Brown, 1994). The free activities are role plays, games, problem

solving, drama, interviews, discussion, and oral reports.

Mulling (1997) proposed many interesting activities such as dyads, question-and-

answer, role plays, class discussion, and oral reports. Nilamon Sattawut (2004) suggested

eight activities for CLT classrooms: (a) deciding on word meaning, (b) forming a relevant

dialogue, (c) sharing occupations, (d) reporting an event, (e) placing an order, (f) map

direction, (g) problem-solving, and (h) interviews. Meanwhile, Willis (1996) proposed six

speaking activities which are listing, ordering and sorting, comparing, problem-solving,

sharing personal experiences, and creative tasks.

The activities can be done in different forms such as in pairs, small groups, large

groups, or as individual work. How to choose activity forms depends on class time, class

size as well as activity types. For example, dyads are activities for pairs of learners. Dialogs

may be done in pairs or small groups, while interview and oral presentation may be done

individually.

In conclusion, English has been taught as a second or foreign language around the

world for over a century. There are five important approaches: (a) the grammar-translation

approach, (b) the direct method, (c) the audiolingual approach, (d) the natural approach, and

(e) the communicative approach. The focuses of the first three approaches are on grammar,

translation, and vocabulary. In contrast, the last two approaches focus on how to use

language in real situations. The main purpose of the natural approach and the

communicative approaches is to increase learners' communicative ability. In the classrooms,

learners are the most important people. Learners are given more time to speak and interact

with each other. The teacher is only a monitor and consultant. In addition, activities are a

main element of the communicative approach. The activities used in the classrooms should

promote learners' speaking ability and be relevant to real situations.

The Problems of Thai Students in Oral Proficiency

English teaching began in Thailand more than a century ago. Initially, English was

taught to Thai royalty and aristocrats for the purpose of the country's survival (Namtip

Aksornkool, 1985). That is, knowing English would help Thais preserve national

independence from western colonial powers, for knowing the foreign language indicated the

development of the country. Moreover, English was also important in the trade and

diplomatic negotiation. Thai students started to study English when they enrolled at

elementary level. They would study English as one subject again when they studied at

secondary and university level. Therefore, Thai students had studied English for more than

10 years.

From the information mentioned above, it is hard to deny that Thai students have

been accustomed to English in the classrooms since they were young. Nevertheless, Thai

students cannot use English well, especially for communication. Karnchana Naksakul

conducted a study to investigate the level of proficiency in English speaking of Thai people

and found that less than 25% of Thai people with high education could speak English

fluently and accurately (Karnchana Naksakul, 1996 cited in Yaowarat Karnpanich & Kornwipa Pulphol, 1997). Pattranon (1989) studied the level of proficiency in English speaking of students at the upper secondary school level (Mathayom 4-Mathayom 6) and found that the level of speaking of these students was at the mechanical skill level. That is, they could pronounce words, repeat sentences, or recite conversations without understanding the meaning of those words or sentences. In addition, Achara Wongsothorn (2002) found that oral proficiency of Thai students in the lower and upper secondary level (Mattayom 3 and Mattayom 6) was rather weak to medium, while university students had medium proficiency. The proficiency levels of those students required remedial work.

According to Yaowarat Karnpanich and Kornwipa Pulphol (1997), there are two major problems for Thai students in developing the English oral proficiency. The first problem is the objective of English teaching. In Thailand, English has been taught as a foreign language (EFL). This may cause Thai students to have few chances to speak English when compared to other Asian countries such as India and Singapore where people use English as an official language. With many different languages used in India, Indian people need to use English as a lingua franca in communication instead of their mother tongues (Bussaba Kanoksilapadham, 1994; Yaowarat Karnpanich & Kornwipa Pulphol, 1997). On the other hand, it is not necessary for Thai people to speak English except with foreigners since Thai people can communicate with each other by using Thai language.

The second problem is the curriculum (Yaowarat Karnpanich & Kornwipa Pulphol, 1997; Srivarakan, 2002). Before the English curriculum of 1978, the previous curricula concentrated mainly on reading and writing skills. The English teaching focused mostly on grammar and reading. The purpose of the curriculum was to enable students to read English

texts and to translate English into and from the native language. This led to the students not having enough practice of speaking and listening. The students, therefore, could not speak English and lacked confidence in speaking. When the students were tense and nervous, then they tended to have negative attitudes towards studying English speaking (Amnat Pukkate, 2002).

Providing more speaking activities for learners is an effective method of promoting oral proficiency. Tida Lisawadhirattanakul (2004) suggested that teachers should provide activities for learners in order to encourage oral practice and classroom interaction. This suggestion was consistent with Yaowarat Karnpanich and Kornwipa Pulphol (1997); they noted that speaking activities gave learners an opportunity to practice speaking and oral proficiency development.

In short, although some Thai students have studied English for more than 10 years if counted from the elementary to university level, they cannot use English well, especially for communication. Some educators proposed the two problems of the low oral proficiency of Thai students. First, English has been taught as a foreign language (EFL). The other problem is the curriculum. The traditional curricula from the 18th century to the middle of 19th century focused grammar and reading. The students hardly practiced speaking. Therefore, the problem of Thai students in oral proficiency may be decreased if the students have more chance to speak English (Yaowarat Karnpanich & Kornwipa Pulphol, 1997).

The National Education Act of 1999 and The Basic Education Curriculum of 2001

In the previous curricula, especially before the curriculum of 1978, the teaching of English concentrated mainly on reading and grammar, rather than on speaking (Yaowarat Karnpanich & Kornwipa Pulphol, 1997). The purpose of those curricula was to enable learners to read English texts and write simple sentences. EFL educators found that "foreign languages learning, especially in the English language fails to build up competencies in using languages for communication," and they proposed that the curriculum should be revised in order to help students use English for communication (Ministry of Education, 2002, p. 2). Learners did not have a chance to practice speaking and listening. Learners, therefore, could not speak English. Moreover, the lack of confidence in speaking and having negative attitudes toward learning English may have led to a lack of communication skill development (Amnat Pukkate, 2002).

The Basic Education Curriculum of 2001 was formulated from a previous initiative for education reform, i.e. the National Education Act of 1999. This curriculum is based on the education policy of "building up quality manpower, strengthening the nation through education, ... and assuring knowledge for further education and career for the youth" (Ministry of Education, 2002, p. 3). The curriculum states that Thai students are required to study English as a compulsory course for all grade levels. Grade levels are classified into four levels: (a) first level-primary education grades 1-3, (b) second level-primary education grades 4-6, (c) third level-secondary education grades 1-3, and (d) fourth level-secondary education grades 4-6. That is, students are required to study English as a foreign language from grade 1 (Prathom 1) to grade 6 (Mathayom 6), or the study of English is required for 12 years. The main purpose of the current curriculum is similar to the two previous curricula, which put

emphasis on competencies in using English for communication. In addition, learning

management is one principle of the curriculum. That is, learners are the most important.

They are capable of "learning and self-development" (Ministry of Education, 2002, p. 5). To

promote and develop learners' learning and self-development, activities should be provided

for learners. Meanwhile, teachers should be responsible for "guide learners in everyday life

practice, in further education, self-development for future careers and actual works" (Ministry

of Education, 2002, p. 8).

In conclusion, the Basic Education Curriculum of 2001 under the National Education

of 1999 states that Thai students are required to study English as a compulsory course for all

grade levels--from grade 1 (Prathom 1) to grade 6 (Mattayom 6). The main aim of the

curriculum is to enhance learners' communicative ability. More importantly, learners are the

center of the classrooms. Learners' learning and self-development are emphasized.

English Language Teaching in Higher Education

English is not only required for all levels in elementary and secondary schools; it also

plays an increasingly important role in higher education. At the college or university level,

English is offered as one of the foundation courses that students are required to study. The

purpose of teaching English at this level is to prepare students for the developments of

science, technology, and business.

The 9th Development Plan for Higher Education (2002-2006)

With a period of social, economic and technology growth, it is necessary for Thailand

to prepare for the rapidly changing situations of the world. In order to respond to the

changing situations, higher education must have an international emphasis and support the

role of the country in the world community. According to the Ministry of University Affairs

(2000), certain skills such as knowledge acquisition, basic technology, language and

communication must be stressed to promote students' quality and efficiency. Higher

education students are expected to communicate by using at least two foreign languages. It

shows that foreign language is emphasized especially for communicative purposes, and

learners are the most important; while teachers are responsible for supporting and giving

advice to the learners (Ministry of University Affairs, 2000).

Oral Presentations

Presentations are speeches that are usually given in a business, technical, professional

or scientific environment. Eggleston (2003, p. 1) said, "whenever you are asked to appear in

front of one or more people for the purpose of explaining, educating, convincing, or

otherwise conveying information to them, you have a presentation." In the business world,

oral presentations are becoming increasingly important. It is necessary for preparing students

for practice giving oral presentations in their careers.

Benefits of Oral Presentations

The growth in the emphasis on teaching a language for communication, has been

accompanied by an increase in language teachers who emphasize enhancing students' oral

proficiency and enabling the students to use the language in real life situations. To develop

oral proficiency, activities, such as games, interviews, group discussions, debates, role-plays,

dramas, and oral presentations, are always employed in CLT classrooms. Among these

activities, oral presentation is a popular activity widely used in CLT classrooms. The

following studies indicated the benefits of oral presentations that were used as an activity

promoting students' oral proficiency in language classrooms.

Dobie (1998) taught an intensive English course at an English language school in

London. There were 12 students in the classroom. Dobie observed that the students were not

willing to participate in speaking activities. With the purpose of developing students'

communicative skills and building students' confidence, he designed the course by using

conversation and oral presentation in the classroom. During the first six weeks of studying,

the teacher strictly controlled the students in terms of grammar rules and pronunciation. The

activities were such as interviews, students' diaries, and field notes. During Weeks 7, 8, and

9, they had more free speaking activities. The students were asked to give oral presentations.

Each student presented a subject of interest for 10 minutes. The teacher roles were being

counsellor and monitor. After giving the presentations, the students were expected to ask

questions for the purpose of having more discussion among themselves. Also, the teacher

provided feedback on errors at the end of the activities. Dobie found that the students had

more confidence in using English. Moreover, the oral presentations provoked question-

asking and discussion among the students. Dobie added that the activities provided the

students a chance to "foster interaction and develop communicative skills" (p. 304).

In the study of King (2002), oral presentation activity was developed for sophomore

listening and speaking classes at Soochow University, Taiwan. Nowadays, all major students

are required to do this activity. King (2002) believed that oral presentation was an effective

activity that promoted oral proficiency and reduced speech anxiety. He believed that speech

anxiety and presentation skills caused students' oral presentation failures. King started his

course by helping his students cope with the fear of oral presentation. He informed his students that any grammatical or pronunciation errors would not be graded. This might reduce the students' anxiety in speaking. In terms of presentation skills, King suggested to the students tips and advice for preparing oral presentations.

First, students should produce a well-organized and coherent outline because an outline could give an audience a clear overview of the topic. Second, students should not recite passages from texts or references because reciting made presenters sound machine-like and unnatural. This also caused the audience to feel bored and they paid less attention to the presentations. Third, visual aids had a powerful effect on audience's attention. The students should use visual aids to support the presentation, not to dominate it.

King (2002, p. 1) also said, "Oral presentation provided learning experience that would be beneficial to students in all school subjects as well as later in their careers." Other advantages of making oral presentations in classrooms discussed by King are: (a) training students to have confidence in speaking in front of people, (b) enhancing effective presentation skills, and (c) encouraging students to learn how to collect and organize information.

Levis and Grant (2003) believed that oral presentations could help students develop speaking and pronunciation skills. They, therefore, included oral presentations in the activities in their English speaking class and conducted a study to see how the oral presentations could help develop speaking skills. It was found in their study that to give an effective presentation, presenters needed to have careful preparation and planning. In addition, this activity encouraged students to rehearse the presentation and encouraged them to be increasingly interested in pronunciation errors.

According to Weck (1998), in Turkey students were admitted into the university after receiving a score of at least 550 on the TOEFL. The students concentrated mainly on reading, listening, vocabulary, and grammar development for the purpose of passing the TOEFL. Weck was faced with the students' problems with speaking. She found that the students did not speak English much in class because of shyness and embarrassment.

Weck also added, "the students did not get enough speaking practice in class" (p. 331). She, therefore, tried to encourage the students to increasingly speak and discuss in English in the classroom. Weck chose oral presentations as activities to allow the students more time to speak. After the students gave four oral presentations throughout 7 weeks, she discovered that the students had many ideas and opinions with their peers. They felt more comfortable in speaking English and could speak English more fluently. Moreover, the students overcame the fear of speaking in front of their peers.

According to Abe (1994), oral presentations not only helped students to practice speaking but also helped speakers and listeners become productive partners in the ESL/EFL classrooms. That was, speakers and listeners could share ideas and information together before giving oral presentations. After the oral presentations, the students might be asked to do other activities such as debate and discussion. These activities could promote the development of speaking and thinking skills.

According to Murphy (1991, pp. 51-74), "oral presentations may be appropriate for high-intermediate, advanced, or superior-level L2 speakers, but they are inappropriate for novice or low-intermediate level learners." Similarly, Corson (1988, pp. 111-112) stated that "oral presentations are the best activities reserved for the upper years of the senior school." Students in primary and secondary levels (grade 1 to grade 12) may be required to do other

activities that are appropriate for their levels, and self-introductions, sharing personal

experiences or reporting events may be included in these activities. If the activities are too

difficult, the students may not be interested in participating in those activities and may have

negative attitudes toward language learning. Chastain stated that students' attitudes toward

language learning were related to the development of oral proficiency (Chastain, 1971 cited

in Amnat Pukkate, 2002, p. 2). When students have a negative attitude toward language

learning, they may feel uncomfortable in speaking and neglect any speaking activities.

From the studies mentioned above, it can be concluded that oral presentations give

four benefits to students: (a) practice of English speaking, (b) interaction in classrooms, (c)

confidence in using English in front of people, and (d) practice of presentation skills.

First, students are given more practice of speaking; moreover, they are encouraged to

develop speaking skills (King, 2002; Levis & Grant, 2003; Miller, 1994; Mulling, 1997;

Pragorbsuk & Moore, 2002; Silliker, 1994; Vo, 1994; Weck, 1998). Oral presentations

reduce the role of teacher automatically. The teacher's roles are counsellor and monitor.

Students lead the class during the presentations. Therefore, the time students spend speaking

is greatly increased (Mulling, 1997). Moreover, to give an effective presentation, students

are increasingly attentive to grammar and pronunciation errors. They are forced to practice

using vocabulary, grammar and pronunciation spontaneously, and this practice encourages

students to rehearse the presentation and practice it before the day of presentation. It seems

that oral presentation not only promotes the practice of speaking with fluency but also the use

of language with accuracy.

Second, oral presentations enhance the interaction in classrooms (Bowen, 1985;

Dobie, 1998; Miller, 1994; Mulling, 1997; Weck, 1998; Wichayathian, 2003). After the

presentations, students have discussion or debate on the topics among their peers. Discussion and debate encourage the students to express their own ideas and share the ideas with each other.

Third, oral presentations give more confidence to students in using English (Corson, 1988; Dobie, 1998; Holm, 2004; King, 2002; Wichayathian, 2003). Anxiety, shyness and the fear of speaking in front of the audience are the major problems of oral presentation failures. When the students have more practice in speaking in front of the class, the anxiety and the fear of speaking are gradually reduced (Silliker, 1994; Weck, 1998). In addition, the students are more willing to participate in speaking with their peers in class.

Fourth, oral presentations in language classrooms helps students become increasingly familiar with presentation skills and develop their next presentations (King, 2002; Wichayathian, 2003).

Oral Presentation Skills

Learning oral presentation skills is also necessary for students in order to achieve effective oral presentations. The following studies indicate the elements necessary for oral presentation skills.

Mandel (1994) classified presentation skills into two main parts: planning the presentation and organizing the presentation. First, a speaker must ask himself or herself the purpose of the presentation. Then, the speaker needs to analyze the audience. Following are four items to consider about the audience: (a) values, (b) needs, (c) constraints, and (d) demographic information. Values relate to what is important to the audience. Needs refers to what the audience needs to know, not what the speaker thinks they need to know.

Constraints include political, financial, and background knowledge of the audience. Demographic information includes such information as the size of the audience and location of the presentation.

After the presentation is planned, eight steps of the presentation includes: (a) brainstorming main ideas, (b) brainstorming sub-ideas, (c) developing handouts, (d) developing visual aids, (e) stating the benefits, (f) stating the main idea, (g) structuring the introduction, and (h) developing the conclusion. The first step is to brainstorm main ideas by writing the ideas on a piece of paper. If there are more than five main ideas, the speaker should narrow the ideas down to two or three. Second, supporting ideas are developed to support the main ideas. More importantly, the speaker must always keep the objectives of the presentation in mind. Third, the speaker chooses what handouts will be added to the presentation. The handouts are beneficial to the presentation by reinforcing the information that is not included in visual aids. Also, they are used to summarize items for the audience to follow up the presentation. After the handouts are prepared, the next step is to develop visual aids. The speaker first determines how visual aids will fit into the main ideas and supporting ideas. For example, some information may be properly illustrated with a graph while some may not. The fifth step is to state the benefits of the presentation. "In persuasive presentation it is necessary to tell the audience specifically what benefits they will receive if they do what the speaker asks" stated Mandel (1994, p. 24). The benefits may be included as the main points and placed in the body of the presentation. Next, the speaker must preview and review the main points in the presentation. The main idea preview and the main idea review sentence are separate from the introduction and conclusion. The next step is to develop the introduction, which consists of two functions. The first function is to provide

necessary information. For example, the information may refer to the significance of the topic, both providing an introduction and establishing the credibility of the speaker. The other function is to engage the audience's attention. The speaker may place handouts on the table before the presentation in order to attract the audience. In addition, anecdotes, humor, involving questions, rhetorical questions, shocking statements, and quotations may be used in the introduction. The final step of organizing the presentation is to develop the conclusion. Mandel said, "good conclusions always return to material in your introduction" (p. 30). Moreover, the conclusion may involve suggestions or recommendation.

Hall (1996) stated seven elements of presentation skills: (a) content, (b) organisation, (c) non-verbals, (d) visual aids, (e) fluency, (f) pronunciation, and (g) vocabulary and grammar. Content covers the clarity of key points and interest level of the information. Organization of the presentation consists of introduction, thesis, supporting examples and details, and conclusion. Non-verbals relate to eye contact techniques, and movements. Visual aids are an important part of presentation skills that can engage audience's attention. However, the use of visual aids depends on the content and situation. Fluency of delivering the message is "how the speaker uses his or her notes or whether he or she has used memorisation" (p. 23). Pronunciation includes accent, tone, and stress on key words. Complexity of vocabulary and grammar may be a cause of presentation failures. The use of vocabulary and grammar should "Keep It Short and Sweet" or "KISS" which is the most widely used acronym in presentation training.

Eggleston (2003) proposed 10 key steps to an effective presentation. First, a speaker must know his or her subject matter. The speaker needs to research information related to the subject. Second, the speaker should know who the audience is. The subject must relate

to the need of the audience. Third, the speaker must always keep the theme or the purpose of the presentation in mind. Fourth, the script should be prepared. It consists of four basic parts which are the opening, the body, the summary, and the closing. Another step relates to visual aids. Choosing visual aids depends on the size of audience, the room size, and the budget. Then, a storyboard should be prepared for the purpose of giving a general view of the presentation and communicating the important items to the technicians and artists who create the images. After the previous steps are fully prepared, the visuals should be produced. The visuals should be produced and tested before the presentation day. Next, a rehearsal is an important step of the presentation. The speaker should rehearse the presentation although visuals have not been completed. On the presentation day, the speaker needs to arrive and set up visuals early. The last step is to follow up the presentation. To check the achievement of the presentation, a questionnaire should be distributed at the end of the presentation.

To sum up, presentation skills can be classified into four parts: (a) organization, (b) content, (c) visual aids, and (d) manner and gesture. First, organizational skills start from the preparation of chosen topics by considering the audience's needs and interests. On the presentation day, organizational skills refer to introducing yourself, identifying the topic, providing an outline, giving main ideas and supporting ideas, giving conclusion and providing the time for questions, answers, and participation between the presenter and the audience. Second, content concerns effective use of grammar, vocabulary, and pronunciation. It is beneficial to the presenter if he or she can use the language with accuracy and fluency. Third, a presenter should choose visual aids that are relevant to the topic, the room size, the audience size, and the budget. Fourth, manner and gesture refer to eye contact, costume, movement, and manner while giving the presentations.

The Studies Related to Oral Presentations in Language Classrooms

Oral presentations, sometimes called oral reports or public speaking, are activities

that have been employed in language classrooms around the world for many years. The

following studies investigate oral presentations used as activities in the language classrooms.

Some studies investigated students' development on speaking and presentation skills. In

those studies, advice and techniques on giving oral presentations were also offered.

Silliker (1994) investigated the use of videotaped and live presentations of the

students in the classroom. Silliker assigned videotaped presentations as a term project to the

students. Forty graduate students were asked to videotape their project presentations outside

the class. At the end of the semester, the students viewed their videotaped presentations.

The students were asked to rate their experience of live presentations compared with

videotaped presentations. The mean rating for videotaped presentations was 7 on a Likert

scale of 10, compared with 5 for live presentations. The results of the study showed that

68% of the students enjoyed the course project, while only 10% of the students did not. The

students gave further comments and recommendations on the assignment. That is, the

students had fun on the assignment (34%). They had a positive learning experience (24%);

an anxiety was reduced (12%); and the class time management was improved (7%).

However, there were some negative results of the assignment. That is, some students were

not happy about receiving group grades (32%).

From the results of the study, Silliker concluded the advantages of the videotaped

presentations over live presentations. First, the students had more time to work together on

writing a script, performing as actors, and operating the camera. Second, the audience was

more attentive to the videotaped presentations than to live presentations. Third, the students

had more control over the quality of the presentations. Fourth, if they did not satisfy with the first attempt, they could replay the tape and react until they were satisfied. Fifth, the students learned mistakes about their speaking skills and other presentation skills from their videotapes. Sixth, the anxiety of giving presentations was reduced. Seventh, the teacher had more time to view the presentations, and prepare comments and questions.

Although there are many advantages of the videotaped presentation noted by Silliker, there are some disadvantages. The videotaped presentations may also be useful for the students to practice speaking and to improve presentation skills after viewing the videos. In real situations, the students cannot replay the live presentations like they do for the videotaped presentations. Consequently, the students should use the videotape only for study. They should practice giving live presentations by standing in front of people with strong confidence under stressful situations. This will help them become familiar with the real presentations that they may be given a very short period of time for preparation.

Ismail and Crookall (1996) investigated the difficulties and problems that were particularly troublesome for international conference presenters. They used questionnaires as the instrument of the study. The average age of thirty respondents was 46 years (15 female and 20 male). The respondents' spoken proficiency in English and presentation experience at conferences were fairly high.

Some specific difficulties expressed by the respondents were mentioned. Those specified difficulties were: (a) the different between using a native language and EFL presentations, (b) courage, (c) remembering main points, (d) gestures and eye contact, (e) audience questions and comments, and (f) involving the audience.

The greatest difficulty was that presentations in a native language were easier than EFL presentations. However, they reported that, with experience, both L1 presentations and EFL presentations became less problematic. The cause of this difficulty might be the lack of courage. When a presenter was nervous about doing presentations in L1, he or she would have more anxiety in doing EFL presentations. The solution of this problem was rehearsing and giving the audience a little smile. The presenter needed to rehearse the presentations since a rehearsal could also reduce the anxiety. Then, the presenter would gain confidence. Smiling helped the presenter have less anxiety and "established a more relaxed rapport with audience" (Ismail & Crookall, 1996, p. 9).

Some respondents faced that they forgot main points while giving presentations. Ismail and Crookall (1996) suggested that the presenters should not write the points or details in full. Using notes and overhead transparencies could help the presenter remember the main points and details. Reading notes and using overhead transparencies helped the presenter be able to "look at the audience, sound natural, and a host of other things that helped to engage the audience and made the presentation more interesting" (p. 8).

The findings indicated that the respondents found the problem of culturally appropriate gestures and eye contact to be especially strong in EFL presentations. Gestures and eye contact were a cultural difference. For example, pointing at a member of the audience was not an appropriate gesture in the Malaysian culture and some others Asia cultures. The culture of eye contact was also different between Latin/Mediterranean cultures and Asian cultures.

Moreover, some respondents said that they sometimes did not understand when the questions were asked in English. Some ideas for dealing with those problems suggested by

Ismail and Crookall were asking the audience to repeat the questions more slowly. In those cases when the presenter did not know the answer, he or she should apologize to the audience for not knowing.

The last difficulty is about involving the audience. The respondents reported that involving the audience in native language presentations was easier than in EFL presentations. The following examples of solution eliminating the difficulty were (a) learning from other presenters, (b) giving questions and comments at any time, and (c) getting the audience to play games or other activities.

As conferences and presentations become increasingly important especially in business, we need to learn how to deal with people and how to achieve effective presentations. In many studies, useful advice and techniques on giving presentations are offered. That advice and those techniques can be used as a guideline for anyone who needs to give presentations or even those who are interested in presentation skills.

Because language instructors increasingly realized the significance of oral presentations, they included oral presentations as activities in language classrooms enhance students' speaking skills and oral presentation skills.

The study of Ahmed (1997) focused on an application of the task-based approach to designing a syllabus for oral communication skills courses in an academic setting. The task-based approach was a flexible approach in which "content and tasks were developed in tandem" (Nunan, 1995, p. 16). Nunan (1995, p. 10) gave a definition of a task as " a piece of classroom work which involves learners in manipulating, comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form."

In Ahmed's study, the oral communication skills course (CS) was offered as a core course of the Intensive English Program (IEP) at the International University of Japan in Niigata (IUJ). The IEP was a preparatory program for every master's graduate program in international relations, development, and management. The main goals of the IEP were to "develop English language skills, communication skills for effective classroom participation, and cross-cultural awareness inside and outside the classroom" (p. 2). The goals of the CS course were to: (a) develop skills for oral presentations, group discussion and debates; (b) provide opportunities for exercising initiative, leadership, and practicing organizational and participation skills in group situations; and (c) develop cross-cultural awareness.

Ahmed designed the CS course under the institutional contexts and the goals of the IEP contexts as well as the goals of the CS itself. However, the study was limited to discussions on speaking and interaction skills. The 40 students who took this course came from various countries. The CS course was comprised of nine weeks, four days a week, and two, 90-minute periods a day.

The most important tasks or activities were oral presentation activities. In addition, discussion, debate, and producing a videotaped presentation were assigned to the students. The students were assigned to do activities both individually and in groups. Students were required to give oral presentations for many weeks. In the first four weeks, the students were expected to understand the characteristics of effective oral presentations and practice making oral presentations. After each presentation, the students received comments and feedback from a teacher and peers. Each week, they not only did the oral presentations, they also did other activities such as discussion on the topic and viewing their previous videotaped

presentations. In the last five weeks, the students were required to give formal presentations. In the formal presentations, the students had to use transparencies.

According to the IEP evaluations, 25% of the students responded that they liked the CS course most. They thought that the CS course emphasized functional uses of language, which was beneficial to them in developing speaking proficiency. In addition, Ahmed added that the tasks employed in the classrooms related to the institutional contexts. More importantly, the CS course was also useful to the students.

The oral presentations assigned to the students in order to enhance speaking skills are very interesting tasks. Unfortunately, Ahmed did not clearly explain the results of the study. Also, the students' speaking development was not mentioned.

Ho (1997) studied the improvement of students in speaking and presentation skills that covered content, vocal clarity, and delivery techniques. Ho evaluated the oral presentation skills of 80 computer science students. The students of Information Systems and Computer Science (ISCS) were asked to take the Business Communication course. Oral presentations were one of the core components of the course, and the goal of the course was to "help students develop speaking skills and gave effective presentations" (p. 19). In general, the students were required to give two oral presentations. The first presentation was an individual work, which took five to eight minutes and was presented at the beginning of the semester. The other was a group presentation, which took 20 minutes and was presented in the middle of the semester.

In Academic Year 1994, the instructor added a third individual presentation. The instructor thought that the students should have more practice in presentation. The student gave the third presentation at the end of the semester. The duration of the presentation was

five to eight minutes. Therefore, the purposes of the study were to find out if the third presentation helped the students improve their speaking skills. If so, what was the improvement of the students?

The points of assessment were content, vocal clarity (voice, fluency, and enunciation), and delivery techniques (eye contact, posture and gestures, and facial expressions). The score ranged between 1 (weak) to 5 (excellent). Ho compared the students' presentations 1 and 3 because both presentations were individual work and lasted the same amount of time.

The results of the study indicated that many students had higher scores on presentation 3 than on presentation 1 for content. Vocal clarity included three aspects: voice, fluency, and enunciation. The results showed that the students had some improvement in voice, which were loudness, pitch, and stress. The students had little improvement in fluency and enunciation. As a point of assessment on delivery techniques, a few students had some improvement in eye contact. Ho pointed out that because the students used notes and visual aids, the improvement in eye contact was shown. From presentation 1 to presentation 3, the posture and gestures of the students showed little improvement. The worst problem of the students was in facial expression.

The results also showed that 31% of the students did better, 47% did the same, and 22% did worse. Ho concluded that the students did not have much improvement from presentation 1 to presentation 3. He gave two possible reasons why the students did not show much improvement. First, the students were preparing for their examinations when having the third presentation. They, therefore, did not have much time to prepare the

presentations. The second reason was that the students had never done presentations before

they took this course, so they might not have had enough experience in oral presentations.

The two reasons proposed by Ho may be possible. However, only three oral

presentations may not be enough to assess the students' development in speaking and

presentation skills. To develop students' ability in speaking skills, the instructor should give

them more practice in speaking and giving presentations. Oral presentations should not only

be included in the Business Communication course but also in other courses. This may help

the students have more chance to practice both speaking and presentation skills.

Similarly, Pragorbsuk and Moore (2002) employed oral presentations as activities for

the purpose of enhancing students' English language proficiency. Pragorbsuk and Moore

designed effective materials used for the course of English for Academic Purposess

(Science), or EAP Science. This course was a compulsory course for about 500 third-year

science undergraduates at Chulalongkorn University, Bangkok. The aim of the course was to

promote student-centered learning and to develop students' English proficiency, which were

writing, reading and speaking abilities, by using effective materials. The materials were two

books. One book put emphasis on general reading and writing skills. The other book

focused on specific reading and writing skills. At the end of each book, the students were

asked to give oral presentations and mini reports. The purpose of giving oral presentations

was to encourage the students to practice speaking in front of the class. Moreover,

questionnaires were distributed after the end of the course. The questionnaires were divided

by topic area to evaluate the materials themselves and the students' ability of giving oral

presentations. The questionnaires included content, structures, and vocabulary. The results

of the study showed that the development of using language and content and the development

of analytical thinking of those students were noticeable. Also, the students stated that they were satisfied with doing oral presentations but needed more speaking practice.

It may be beneficial to the students if they had oral presentations more than three times during the course. The higher the frequencies of giving oral presentations, the more the students have greater development of speaking skills.

In the study of Perez (2004), oral presentations were used as activities in language courses. The purpose of the study was to investigate the effectiveness of using the Internet in the foreign language classroom. The subjects were 20 American college students who studied Spanish as a foreign language. The students were divided into five groups. Each group was assigned different topics as a theme on Hispanic history. They researched a topic by using the Internet. Then, they gave oral presentations on their topic to other groups. The grades of students' oral presentations were based on content, foreign language performance, and use of visual aids.

The results showed that oral presentations and the test were successful. The mean for the oral presentations was 85 of 100 and the standard deviation (SD) was 5. The mean for the test was 85.8 of 100 and the SD was 4. Further results showed that the students were very motivated by using the Internet as a tool in the foreign language classroom. They could learn both academic areas and a foreign language at the same time. Perez indicated that the oral presentations create the class atmosphere. The students had more fun while giving the oral presentations.

As related studies regarding oral presentation mentioned above, there were no research studies that investigate opinions of English major students who studied in the Department of Western Languages at SWU toward oral presentation. Therefore, the

researcher is interested in conducting the study with those students to find if oral

presentations would help them develop their English speak skills or if they should be

required to give oral presentations in their English classes.

CHAPTER 3

METHODOLOGY

Methodology

This chapter contains the research methodology employed in this study. The methodology consists of four parts: (a) participants, (b) instrumentation, (c) procedures, and (d) data analysis. The main purpose of this study was to investigate the students' opinions toward oral presentations in language classrooms. These opinions include: (a) whether the students thought oral presentations would help them develop their English speaking skills, and (b) whether oral presentations should be included as activities in English courses. Furthermore, this study also sought to investigate how the fourth-year English major students rated their English proficiency and what the problems were for them when they gave oral presentations.

A questionnaire developed by the researcher was used as an instrument to investigate the students' opinions. The questionnaire was distributed to the students in the first semester of the 2004 academic year.

Participants

Selection of the Participants

Participants of this study were 60 fourth-year English major students enrolled in the first semester of the academic year 2004 in the Department of Western Languages at Srinakharinwirot University (SWU) in Bangkok, Thailand. The fourth-year English major students had already completed most of the courses offered in the English major program.

They, therefore, were able to provide the information necessary for the investigation of the study. Random sampling was not used because the researcher wanted to investigate the opinions of all fourth-year English major students who participated in the study.

The researcher studied the course syllabi offered in the English program and found that students were required to give oral presentations in some courses such as Speaking I, Speaking II, English for Tourism, and Business English. In writing, reading, translation and grammar courses, the students were not required to give oral presentations.

Structure of the Curriculum.

English-major students must take at least 70 credits for their major areas, which are listed below:

1.   Major basic courses (at least 15 credits)

2.   Major required courses (at least 30 credits)

3.   Major elective courses (at least 27 credits)

English major students are required to take all major basic courses, which are Basic Oral English, Reading Techniques, Basic Writing, Introduction to Western Culture, and English Phonetics. Similarly, the students must also take all major required courses such as Oral English I and II, Analytical and Critical Reading I, Composition I, and Introduction to Prose and Poetry. The major required courses cover the four-language skills (i.e. listening, speaking, reading, and writing) and literature. Major elective courses are divided into four categories: Language skills, Literature, Applied Linguistics, and English for Specific Purposes. The first category relates to language skills such as Discussion and Report, and Critical Review. The next category is literature-based courses such as Introduction to Literary Criticism and English Literature. The third category, Applied Linguistics courses,

includes Morphology and Syntax, English Error Analysis, and Teaching of English. The last category of major elective courses is English for Specific Purposes courses, for example Business English I and II, English for Tourism I and II, and Business Translation.

According to the course description of all 55 courses provided for the English major students, only ten courses emphasize speaking, pronunciation, and oral practice (see Appendix A). Four of these ten are foundation courses that the English major students are required to take. These courses are Basic Oral English, English Phonetics, Oral English I, and Oral English II. The other six courses are major elective courses, which are Oral Practice I, Oral Practice II, Discussion and Report, English for Tourism I, Business English II, and Teaching of English. For example, in Teaching of English, students are required to teach in a small group using English as the medium of instruction, so this activity requires students to speak and have conversations with their peers in the group. In Discussion and Report, students are required to discuss, report and give oral presentations on various topics (see Appendix A for the course description of the courses mentioned above).

The courses such as Oral English II, Discussion and Report, Business English II, and Teaching of English require activities in classrooms that enhance oral proficiency and effective communication. The activities designated in the course description are report, group discussion, teaching, and oral presentation.

Instrumentation

Survey

The information regarding oral presentations and the problems the participants had encountered during oral presentations were obtained through a questionnaire developed by

the researcher (see Appendix B). The questionnaire was divided into four parts. In Part I, the participants were asked to give information about their current GPA in the program, the number of years of studying English, and the courses in the program in which they were required to give oral presentations. In Part II, the participants were asked to rate their English language proficiency. In Part III, the participants were asked to give information about their oral presentation skills. In Part IV, the participants were asked to give opinions regarding the oral presentations, and they were asked in Part V to give the information about the problems that they had while giving the presentations.

Confidentiality of Participants and Their Responses

Participants were asked not to identify themselves on the questionnaires. Participants were informed that their personal information would be destroyed immediately after the completion of the study. The statement explaining the purpose of the study and asking for participation was included in the questionnaires.

Procedures

Pilot Study

The project advisers were asked to examine the questions included in the questionnaires and determine if they were appropriate and valid. After examining the questions, they agreed that the questions were appropriate and valid to use in this study. The questionnaires were pilot tested with the fourth-year English major students studying in the second semester of the academic year 2003, and the ambiguity regarding the wording of the survey instrument was revised.

Data Collection

Data of this study were obtained through questionnaires. The questionnaires were

given to the participants in the middle of July 2004. The researcher visited the English

classes offered to the participants in the first semester of the academic year 2004 and gave

the questionnaires to the participants. The researcher then collected the questionnaires after

the classes. Table 1 contains the administration dates of the questionnaire in the pilot study

and the present study.

Table 1

Administration Dates of the Questionnaire in the Pilot Study and the Present Study

Study	Participants	Administration Dates of the Questionnaire
Pilot Study	fourth-year English major students (studying in the Academic year 2003)	13 – 14 March 2004
Present Study	fourth-year English major students (studying in the Academic year 2004)	12 – 22 July 2004

Data Analysis

Data from the questionnaire were analyzed according to the research questions:

1. How do the fourth-year English major students rate their English proficiency?

2. Do oral presentations help the students develop their English speaking skills?

3. Should oral presentations be included as activities in English courses?

4. What are the problems for the students when they give oral presentations?

In Part II, Part III, and Part IV, the data were analyzed by using Mean Score and Standard Deviation (SD). In Part 1 and Part V, the percentage was used to find the frequency of each statement.

CHAPTER 4

FINDINGS

The purpose of the study was to investigate students' opinions toward oral presentations in the language classroom. The participants of the study were 60 fourth-year English major students in the Department of Western Languages at Srinakharinwirot University (SWU). Data for this study were obtained through the questionnaires answered by the participants. The data were analyzed according to the following research questions:

1. How do the fourth-year English major students rate their English proficiency?

2. Do oral presentations help the students develop their English speaking skills?

3. Should oral presentations be included as activities in English courses?

4. What are the problems for the students when they give oral presentations?

Demographic Information

Table 2 contains the students' demographic information regarding the students' Grade

Point Averages (GPAs) during the studies in the English program at SWU, the number of

years of studying English, and the courses that required students to give oral presentations.

The total number of students that participated in this study were 60 (N = 60). More

than half of these students (n = 34) had GPAs of 3.00-3.49 (56.67%). There were no students

who earned a GPA lower than 2.00. The majority of students (n = 52) had studied English

for more than 10 years (86.67%). Similarly, there were no students who had studied English

for less than 5 years.

The students answered that they were required to give oral presentations in

Linguistics, Literature and Philosophy, Drama, Translation, Grammar, Speaking, Listening,

Reading, Writing, Tourism, Business, and Mass Communications.

Table 2

Students Demographic Information (N = 60)

Demographic Information	n	%
GPA in the English program at SWU		
a. 3.50 - 4.00	6	10
b. 3.00 - 3.49	34	56.67
c. 2.50 - 2.99	18	30
d. 2.00 - 2.49	2	3.33
e. Less than 2.00	0	0
Years of studying English		
a. More than 10 years	52	86.67
b. 5-10 years	8	13.33
c. Less than 5 years	0	0

Research Question 1:

How do the fourth-year English major students rate their English proficiency?

Students' English Language Proficiency

To answer research question 1, the students were asked to rate their English language

proficiency. The average score of students' English language proficiency is presented in

Table 3. The English proficiency consists of three components: vocabulary, grammar,

speaking and pronunciation. The following numbers are used for the rating scale in this part:

1. very good   =   5

2. good   =   4

3. average   =   3

4. rather weak   =   2

5. weak   =   1

As shown in Table 3, the average score for the students' English proficiency in the

three components (vocabulary, grammar, and speaking and pronunciation) was between 3.08

to 3.33. It showed that the students rated their English proficiency in each component as

average. Among these components, the knowledge of English grammar earned the lowest

mean score (M = 3.08, SD = .74), which indicated that the participants had more grammatical

problems than the other components of English proficiency.

Table 3

Students' English Language Proficiency (N = 60)

English Language Proficiency	M	SD
A. Vocabulary		
Knowledge of English vocabulary	3.28	0.45
B. Grammar		
1. Knowledge of English sentence structure	3.23	0.62
2. Knowledge of English grammar	3.08	0.74
C. Speaking and Pronunciation		
1. English pronunciation	3.33	0.65
2. English speaking	3.32	0.59
3. Clarity of voice	3.28	0.61

Research Question 2:

Do oral presentations help the students develop their English speaking skills?

Students' Opinions Regarding Oral Presentations

To answer research question 2, students were asked if oral presentations helped them develop their English speaking skills. The following numbers were used to analyze the rating scale in this part:

1. Strongly agree   = 5

2. Agree   = 4

3. Undecided   = 3

4. Disagree   = 2

5. Strongly disagree = 1

Table 4 presents the students' opinions regarding oral presentations. The students agreed that oral presentations could help develop their speaking skills (M = 4.33, SD = .62). They strongly agreed that feedback was useful in helping them improve next presentations (M = 4.55, SD = .50). They liked to have feedback both from teachers (M = 4.38, SD = .66) and peers (M = 4.23, SD = .56). In addition, the students said that they used feedback to improve their next presentations. However, they could not decide whether they could present better if teachers assigned a topic to them (M = 2.98, SD = .92). The results indicate that the students did not agree that they did not use feedback from teachers and peers to improve their next presentations (M = 2.38, SD = 1.23). This means that the students used feedback to improve their next presentations.

In addition, to answer the research question 2 regarding the students' opinions toward oral presentation skills that would help them develop their English speaking skills, the

students were asked if they used the presentation skills when they gave oral presentations. The presentation skills include organization skills, visual aids, and manner and gesture.

As shown in Table 5, the students agreed that they had used organizational skills in their presentations. The result indicates that the students disagreed that they did not allow the audience to participate in a presentation (M = 2.05, SD = 1.06). This means that the audience was allowed to participate in the presentations. The students agreed that they used visual aids as a part of their presentations (M = 4.05, SD = .76). However, they could not decide if they were familiar with the use of computer programs for presentations (M = 3.53, SD = .94), and could not decide whether they liked to use a computer in presentations (M = 3.47, SD = .85).

In manner and gesture skills, the students said they had eye contact with audience (M = 4.23, SD = .46). They agreed that movement could help to get attention from audience, and they had movement during giving presentations (M = 4.02, SD = .62). However, they could not decide if leaning or sitting on a desk or a podium was an appropriate manner (M = 3.45, SD = 1.01).

Research Question 3:

Should oral presentations be included as activities in English courses?

Students' Opinions Regarding Oral Presentations

To answer research questions 3, students were asked if they thought oral presentations should be included in the English courses. The following numbers are used for the rating scale in this part:

1. Strongly agree   =   5

2. Agree   =   4

3. Undecided   =   3

4. Disagree   =   2

5. Strongly disagree =   1

Table 4 presents the students' opinions regarding oral presentations. The students said that oral presentations should be included as activities in the courses offered in the English program (M = 4.15, SD = .73). In addition, they said that the students should be required to give oral presentations in the English courses (M = 4.33, SD = .62).

Table 4

Students' Opinions Regarding Oral Presentations

Opinions Regarding Oral Presentations	M	SD
1. Feedback is useful in helping students improve next presentation.	4.55	0.50
2. Students like to have feedback from teachers.	4.38	0.66
3. A topic has an influence on getting attention from the audience.	4.38	0.55
4. A rehearsal is necessary for oral presentations.	4.37	0.68
5. Oral presentations can develop students' speaking skills.	4.33	0.62
6. Students should be required to give oral presentations in English courses.	4.33	0.62

(table continued)

Table 4 (continued)

Opinions Regarding Oral Presentations	M	SD
7. Students can present topic better if they are allowed to choose a topic that they are interested in.	4.32	0.65
8. After giving oral presentations, teachers and peers should give feedback to the presenter.	4.28	0.71
9. Students like to have feedback from peers.	4.23	0.56
10. Oral presentations should be included as activities in the courses offered in the English program.	4.15	0.73
11. Students can present better if teachers assign a topic to them.	2.98	0.92
12. Students like to have feedback both from teachers and peers; but they do not use it to improve their next presentation.	2.38	1.23

Table 5

Students' Oral Presentation Skills

Oral Presentation Skills	M	SD
A. Organizational Skills		
1. I give details to support the main point and supporting point.	4.35	0.63
2. I provide an outline of a presentation.	4.32	0.81
3. I think that an introduction can help me get attention from an audience.	4.30	0.61
4. I introduce myself to the audience before giving a presentation.	4.27	0.81
5. I allow the audience to ask questions and am willing to give answers.	4.25	0.67
6. After I introduce myself, I identify the topic.	4.23	0.69
7. I give the conclusion after giving all the details.	4.23	0.86
8. I think the objective of how to present the ideas should be considered before planning a presentation.	4.20	0.77
9. I am happy to have discussion with the audience.	4.10	0.65
10. I think that conclusion should refer back to the introduction.	3.93	0.73
11. I think that audience's needs should be analyzed before planning a presentation.	3.85	0.73

(table continued)

Table 5 (continued)

Oral Presentation Skills	M	SD
12. I prepare handouts for the audience.	3.82	0.74
13. I do not allow the audience to participate in a presentation.	2.05	1.06
B. Visual Aids		
1. I use visual aids in a presentation.	4.05	0.76
2. I am familiar with the use of computer programs for a presentation.	3.53	0.94
3. I like to use a computer in a presentation.	3.47	0.85
C. Manner and Gesture		
1. I have eye contact with the audience while giving presentations.	4.23	0.46
2. Movement can help to get attention from the audience, and I have movement.	4.02	0.62
3. I do not think leaning or sitting on a desk or a podium is an appropriate manner that should be done when giving presentations.	3.45	1.01

Research Question 4:

What are the problems for the students when they give oral presentations?

Students' Problems During Giving Oral Presentations

To answer research question 4, the students were asked to point out their problems while giving oral presentations. As shown in Table 6, almost 90% of the students said that they had grammatical problems. More than half of the students spoke English with wrong pronunciation (68.33%), could not find the words that could present their ideas clearly (60%), and felt nervous and could not speak out (55%). Almost half of the students said that they would like to give oral presentations but did not think that their English was good enough to give the presentation in front of the class (41.67%).

In the open-ended question part that allowed the students to give the problems they faced during giving oral presentations, it was found that:

1. One of the participants said that she was not certain if the audience would understand her speaking.

2. One of the participants said that she had problems forgetting the main points and supporting points.

3. One of the participants said that the lack of confidence on answering audience's questions caused a problem for her when giving presentations.

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Table 6

Students' Problems During Giving Oral Presentations (N = 60)

Problems During Giving Oral Presentations	n	%
1. Students had mistakes in grammar during presentations.	52	86.67
2. Students always spoke with wrong pronunciation.	41	68.33
3. Students could not find the words that could help them to present their ideas clearly.	36	60
4. Students felt nervous and could not speak out.	33	55
5. Students would like to give oral presentations but do not think that their English is good enough to give oral presentations in front of people.	25	41.67
6. Students did not know how to handle their movement.	16	26.67
7. Students did not have eye contact with the audience.	15	25
8. Students did not know how to use the visual aids.	7	11.67

Summary

In this chapter, the results of the study were provided in the form of answering research questions. The research results showed that most of the participants earned a GPA of 3.00-3.49 and had studied English for more than 10 years. The students were asked to rate their English language proficiency, and it was found that the students rated their English language proficiency in all three components, which were grammar, vocabulary, and speaking and pronunciation, as average. The students thought that oral presentations could develop their speaking skills. In addition, they agreed that oral presentations should be included as activities in the English courses and the students should be required to give oral presentations. The results showed that most students had oral presentation skills, which were organizational skills, visual aids, and manner and gesture. However, the students had problems during giving oral presentations. The major problems were speaking with grammatical mistakes and wrong pronunciation. Additional problems were that the students could not find the words that could help them present their ideas clearly, and that they felt nervous and could not speak out.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

The purpose of the study was to investigate students' opinions toward oral

prsentations in English language classroom. The participants of the study were 60 fourth-year

English major students in the Department of Western Languages at Srinakharinwirot

University (SWU). Data for this study were obtained through the questionnaires developed

by the researcher. The research questions posted in this study were:

1. How do the fourth-year English major students rate their English proficiency?

2. Do oral presentations help the students develop their English speaking skills?

3. Should oral presentations be included as activities in English courses?

4. What are the problems for the students when they give oral presentations?

In this chapter, the results of the study are discussed in accordance with each research

question. Recommendations for further studies are also given at the end of this chapter.

Research Question 1

Research question 1:   How do the fourth-year English major students rate their English

proficiency?

Research Question 1:   Results

The participants were asked to rate their English language proficiency, and it was

found that they rated their English language proficiency in all three components (vocabulary,

grammar, speaking and pronunciation) between 3.08 to 3.33 on a scale of 1 to 5.   The results

indicate that the participants rated their English language proficiency as average.

Research Question 1:   Discussion

Based on the results found in this part, the English language proficiency of fourth-

year English major students studying in the Department of Western Languages at SWU were

rated at an average level in all three components.   These three components included: (a)

vocabulary, (b) grammar, and (c) speaking and pronunciation.   The finding, particularly on

speaking and pronunciation proficiency, was consistent with one of the findings found in the

study conducted by Achara Wongsothorn (2002).   In Achara Wongsothorn's study, it was

found that the English oral proficiency of the students studying at the university was at

medium level, and this required remedial work.   Almost 90% of the students who

participated in this present study had been studying English for more than 10 years and all of

them were majoring in English.   Over half of them earned the GPAs of 3.00-3.49 during their

studies in the program, but they did not think that their English language proficiency was

good enough.   This result may indicate that the number of years spent studying English did

not help them improve their English language proficiency, especially the speaking skills.   In

addition, it is interesting to see that the English major students with high GPAs in the English

program did not rate themselves high in English. Therefore, students studying in the English program should be required to do the activities that allow them had more opportunities to develop their speaking skills. These activities may include discussions, debates, interviews, and oral presentations.

Research Question 2

Research Question 2: Do oral presentations help the students develop their English speaking

skills?

Research Question 2: Results

The results found in this study show that the students agreed that oral presentations could help them develop their speaking skills (M = 4.33).

Research Question 2: Discussion

The results found in this part were consistent with the findings of the previous studies that found that oral presentations helped students develop their speaking skills (King, 2002; Levis & Grant, 2003; Pragorbsuk & Moore, 2002; Weck, 1998). While giving oral presentations, students had a chance to speak without interruption. Oral presentations also offered the students an opportunity to present their ideas and opinions to others. The students, therefore, had more chance to practice speaking and to have discussion with their peers.

The students agreed that feedback was useful in helping them improve their next presentations. Feedback from peers and teachers would encourage the students to be attentive to their mistakes in grammar, pronunciation, and vocabulary. It can be said that feedback help the students develop their speaking skills.

Similarly, the students agreed that a rehearsal was necessary for oral presentations. A rehearsal is important for a presenter because it could help a presenter to be attentive to grammar rules, pronunciation, and word choice. The students could also practice to control the time of presentations.

Research Question 3

Research Question 3: Should oral presentations be included as activities in English courses?

Research Question 3: Results

The results found in this part show that the students agreed that oral presentations should be included as activities in the courses offered in the English program (M = 4.15). In addition, they said that the students should be required to give oral presentations in English courses (M = 4.33).

Research Question 3: Discussion

Because the students realized that their speaking skills were at an average level and should be improved, they thought that they should be required to give oral presentations in order to develop their English speaking skills. The students believed giving oral presentations would help the development of speaking skills. In addition, they added that they were willing to do oral presentations in classes. This means that the students need to have more practice in speaking. The findings of the present study were consistent with the two studies conducted by Chanpen Hantrakul in 1997 and 2002. In the study of 1997, Chanpen Hantrakul wanted to investigate the English major graduates' opinions toward the course structure and the curriculum offered in the English program in the academic year 1995 (Chanpen Hantrakul, 1997). It was found that the graduates majoring in English needed to

have more practice in speaking and listening skills and that more speaking courses should be added. Four years later, Chanpen Hantrakul conducted a study again with the graduates in the academic year 1999 (Chanpen Hantrakul, 2002). The results of the latter study were the same as the previous study conducted in 1997. The graduates suggested that there should be more practice speaking and listening both inside and outside classrooms. In addition, the graduates proposed that there should be more courses that encouraged them to practice speaking and communication. They also proposed that the English major students should be required to give oral presentations in the English classes, which was the same as what was found in this present study.

To enhance the students' English language proficiency, especially speaking skills, it is necessary for the English teachers to understand the students' needs and interests. The students will be happy and feel comfortable to do the activities that they are interested in (Amnat Pukkate, 2002). Therefore, the results of this present study may be used for the English teachers to design the activities for the English classes to meet the students' needs.

Research Question 4

Research Question 4: What are the problems for the students when they give oral
   presentations?

Research Question 4: Results

The results found in this part show that almost 90% of the students said that they had grammatical problems. More than half of students spoke English with incorrect pronunciation (68.33%), could not find the words that could present their ideas clearly (60%), felt nervous and could not speak out (55%). Almost half of the students said that they

would like to give oral presentations but did not think that their English was good enough to do that in front of people (41.67%). The students also added other problems that they faced while giving oral presentations. For example, one student said that she was not certain if the audience would understand her speaking. Another problem was that a student forgot their main points and supporting points. The lack of confidence in answering the audience's questions was also a problem for one student participating in this present study.

Research Question 4: Discussion

The major problems that the students had while giving oral presentations were problems of grammatical competence, which were grammar, pronunciation, and vocabulary, and the problems of presentation skills. According to Canale and Swain (1980), grammatical competence is included as one of four components of communicative competence. Although CLT stresses functional and communicative meaning or mainly emphasizes fluency, accuracy of grammatical rules and linguistic structures is still important for communication. Therefore, not only should the students be able to use language for communication with function and meaning fluently, they should also be able to use accurately and effectively language with grammatical and linguistic structures. According to the results of the study, the three problems that most students had while giving presentations were the problems of grammatical errors (86.67%), incorrect pronunciation (68.33%), and choosing accurate and appropriate vocabulary (60%). It, therefore, showed that the students had the problem of communication especially in grammatical competence.

Not only did the students have problems in communication, they also had the problems with presentation skills. As the research results show, more than half of the students felt nervous and could not speak out. The other problems were confidence of

speaking English in front of people, movement, eye contact, visual aids, and answering the audience's questions. All these problems could be resolved by practicing. The presentation skills and confidence might be increased if the students had more practice giving oral presentations. When they were given more chances to give presentations, they became more familiar with standing in front of people, controlling their movements and gestures, having eye contact, and providing answers to the audience. Finally, they could give presentations more successfully.

Recommendations for Further Studies

Recommendations for further studies are as follows:

1.   This study was conducted with 60 fourth-year English major students in the Department of Western Languages at SWU. Further studies should be conducted with larger sizes of participants in order to have more reliability. The more participants involved in the study, the more various opinions and problems of the students in giving oral presentations will be found.

2.   Further studies should investigate opinions of students in other programs to determine if oral presentations should be included as activities in their classrooms.

3.   Further studies should investigate if oral presentations are used as activities in Thai classrooms.

4.   The data of the study were obtained through a questionnaire. In further studies, other measures, such as interviews or observation of the students' behavior in English classrooms should be used to help gain deep information from participants. For example, in the interview, the participants may have a chance to speak, and this way allows the researcher to

receive a deeper understanding of the problems students have during the oral presentation. Therefore, speaking with the participants directly or observing their actual behavior in the classroom may be more interesting than investigating their opinions through the items provided in the questionnaires.

Implementation of the Study

This study can be used as a guideline for instructors and English teachers to improve curricula, course description, and course syllabi by including the oral presentation as a communicative activity in language classrooms. After the students were asked to reply to questionnaires, they knew what their speaking problems were during giving oral presentations. It seems that this study may useful for students in realizing their errors and weak points of speaking and presentation skills. This study may encourage the students to improve their speaking skills and to give better presentations.

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    ท่องเที่ยวและความสนใจในการเรียน ของนักเรียนชั้นมัธยมศึกษาปีที่ 4 ที่ได้รับการสอนตามหลักการ
    จัดกิจกรรมเพื่อการสื่อสารของ คีธ จอห์นสัน (Keith Johnson) และการสอนตามคู่มือครู. ปริญญา
    นิพนธ์. กรุงเทพฯ: มหาวิทยาลัยศรีนครินทรวิโรฒ.

APPENDIX A

Course Descriptions

1. EN 393: Teaching of English
   Focuses on the theoretical and practical aspects of teaching English as a Second or Foreign Language. This course includes planning, teaching, evaluating, and classroom management.
   อก 393: หลักสูตรและการสอนภาษาอังกฤษ
   ศึกษาหลักสูตรและวิธีการสอนภาษาอังกฤษแบบต่างๆ ทดลองปฏิบัติการสอนกลุ่มเล็ก โดยใช้สื่อการเรียนที่เหมาะสม รวมทั้งวิธีการประเมินและวัดผลการเรียนการสอนภาษาอังกฤษ

2. EN 411: Discussion and Reports
   Students will study principles and methods of discussion and reporting on various topics of current affairs, i.e. social, economic and political subjects.
   อก 411: การอภิปรายและการรายงาน
   ศึกษาและฝึกวิธีการอภิปรายและรายงานในหัวข้อต่างๆ เช่น เหตุการณ์ปัจจุบันทางด้านสังคม เศรษฐกิจ และการเมืองที่อยู่ในความสนใจ

3. EN 482: Business English II
   Practice in writing business letters and various forms of social business communication, i.e. reports, memorandum, telex, and telegram. Practice in reading and summarizing international business document, including giving oral presentations.
   อก 482: อังกฤษธุรกิจ 2
   ฝึกเขียนจดหมายธุรกิจและการสื่อสารทางธุรกิจในรูปแบบต่างๆ เช่น รายงานทางธุรกิจ บันทึกข้อความ เทเล็กซ์ และโทรเลข ฝึกการอ่านและย่อเอกสารเกี่ยวกับธุรกิจระหว่างประเทศ รวมทั้งฝึกการนำเสนอรายงานและโครงการทางธุรกิจ

4. EN382: English for Tourism I
   Students will be encouraged to practice their English language skills, especially speaking and listening for tourism communication.
   อก 382: อังกฤษเพื่อการท่องเที่ยว 1
   ศึกษาทักษะการใช้ภาษาอังกฤษ เพื่อเป็นเครื่องมือสื่อสารในการท่องเที่ยวและการนำเที่ยว โดยเน้นการฟังและการพูด

5.   EN 311: Oral English I
Practice in using English in daily life situation with emphasis on correct pronunciation.
อก 311: การพูด 1
ฝึกฟังข้อความเรื่องราวและบทสนทนาให้เข้าใจ และหัดเก็บใจความจากเนื้อเรื่องที่ได้ยิน ฝึก
สนทนาภาษาอังกฤษที่จะนำไปใช้ในสถานการณ์ต่างๆ ในชีวิตประจำวัน โดยใช้สำเนียงที่ถูกต้อง

6.   EN 312: Oral English II
Practice in using English in daily life situations with emphasis on correct pronunciation.
In addition, students will also practice in giving oral presentation and public speaking.
อก 312: การพูด 2
ฝึกฟังและพูดข้อความ เรื่องราว และบทสนทนาที่มีระดับยากขึ้น ฝึกการเสนอรายงานและพูดในที่
ชุมชน

7.   EN 211: Oral English
Practice of correct pronunciation, especially those sounds which are a problem for Thai
nationals as well as the proper pronunciation of stress both of syllables and in
sentences.
อก 211: การพูดเบื้องต้น
ฝึกการออกเสียงให้ถูกต้อง โดยเฉพาะเสียงที่เป็นปัญหาสำหรับคนไทย และฝึกการลงเสียงหนัก
เบาในคำและประโยค

8.   EN 291: English Phonetics
Students will study the principles of English pronunciation and stress of both syllables
and in sentences including standard phonetics.
อก 291: สัทศาสตร์ภาษาอังกฤษ
ศึกษาหลักการออกเสียงภาษาอังกฤษ การลงเสียงหนักเบาในคำและในประโยครวมทั้งศึกษาสัท
อักษรที่เป็นมาตรฐาน

9.   EN 304: Oral Practice I
Students will practice listening to passages in English in order to enable them to have a
correct understanding of the material and to respond with correct pronunciation.

อก 304: การฝึก-ฟังพูด 1

ฝึกการฟังข้อความภาษาอังกฤษ โดยให้สามารถเข้าใจเนื้อความได้อย่างถูกต้องและพูดโต้ตอบได้
โดยออกเสียงอย่างถูกต้อง

10. EN 305: Oral Practice II
Students will practice listening and responding as in EN 304. The passages used in this
course are longer and more advanced than in EN 304.

อก 305: การฝึก-ฟังพูด 2

ฝึกการฟังและการพูดเช่นเดียวกับ อก 304 ข้อความที่ฟังและพูดจะยาวขึ้นและยากขึ้นกว่า

อก 304

APPENDIX B

Students' Opinions Toward Oral Presentations in EFL Classrooms

You have been asked to participate in a study investigating opinions toward oral presentations in EFL classrooms. In order to interpret the results of this study, it will be useful to know about your background and your opinions about the oral presentation in your English classes during the studies in the Department of Western Languages at Srinakharinwirot University. The information you provide will be used only for purposes of this study and no information about individuals will be given to anyone. Your assistance in providing the information is greatly appreciated.

<div align="center">

Sincerely,

Chanida Siriphotchanakorn

</div>

Part I: Demographic Information

Directions: Please circle the letter(s) preceding your answer(s).

1. My current grade point average (GPA) in the English program at Srinakharinwirot University (SWU) is:

   a. 3.50-4.00
   b. 3.00-3.49
   c. 2.50-2.99
   d. 2.00-2.49
   e. Less than 2.00

2. I have studied English for

   a. more than 10 years
   b. 5-10 years
   c. less than 5 years

3. I was required to give the oral presentation in the following courses: (Mark all that are appropriate)

   a. Linguistics
   b. Literature and Philosophy
   c. Drama
   d. Translation
   e. Grammar
   f. Speaking
   g. Listening
   h. Reading
   i. Writing

j. Tourism
k. Business
l. Mass communication
m. Others: _____

Part II: English Language Proficiency

Directions: Please rate your language proficiency in English.

A. Vocabulary

   My knowledge of English vocabulary is
   a. very good   b. good   c. average   d. rather weak   e. very weak

B. Grammar

   1. My knowledge of English grammar is
      a. very good   b. good   c. average   d. rather weak   e. very weak

   2. My knowledge of English sentence structure is
      a. very good   b. good   c. average   d. rather weak   e. very weak

C. Speaking and Pronunciation

   1. My English speaking is
      a. very good   b. good   c. average   d. rather weak   e. very weak

   2. My English pronunciation is
      a. very good   b. good   c. average   d. rather weak   e. very weak

   3. My clarity of voice is
      a. very good   b. good   c. average   d. rather weak   e. very weak

Part III. Oral Presentation Skills

Directions: Please circle the letter preceding your answer to indicate your agreement.

A. Organizational Skills

1. I think that objectives of how to present the ideas, such as persuasive or informative,
    should be considered before planning a presentation.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

2. I think that audience's needs should be analyze before planning a presentation.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

3. I prepare handouts for my audience.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

4. I introduce myself to the audience before giving oral presentation.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

5. After I introduce myself, I identify the topic.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

6. I provide an outline of my presentation.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

7. An introduction of the presentation can help me get attention from my audience.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

8. I give details to support the main point and supporting point.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

9. I give the conclusion after giving the whole details.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

10. A conclusion should refer back to the introduction.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

11. I allow the audience to ask questions and am willing to give answers.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

12. I do not allow the audience to participate in the presentation.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

13. I am happy to have discussion with the audience.
    a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

B. Visual Aids

    1. I use the visual aids, such as transparencies, slides, and flip charts, in my presentation.
       a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

    2. I am familiar with the use of computer programs for the presentation.
       a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

    3. I like to use the computer in my presentation.
       a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

C. Manner and Gesture

    1. I have eye contact with the audience during giving oral presentations.
       a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

    2. Movement can help to get attention from the audience, and I have movement in my presentation.
       a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

    3. I do not think leaning or sitting on a desk or a podium is an appropriate manner that should be done when giving presentations.
       a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

Part IV: Opinions Regarding Oral Presentations

Directions: Please circle the letter preceding your answer to indicate your agreement.

1. I think that oral presentations can help me develop speaking skills.
       a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

2. I think that students should be required to give oral presentations in English classes.
       a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

3. I think that oral presentations should be included in the activities in the courses offered in the English program.
       a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

4. After giving oral presentations, teachers and peers should give feedback to me.
       a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

5. I think that feedback is useful in helping me improve my next presentations.
       a. Strongly agree   b. Agree   c. Undecided   d. Disagree   e. Strongly disagree

6. I like to have feedback from my teachers.
   a. Strongly agree b. Agree c. Undecided d. Disagree e. Strongly disagree

7. I like to have feedback from my peers.
   a. Strongly agree b. Agree c. Undecided d. Disagree e. Strongly disagree

8. I like to have feedback from both teachers and peers; but I do not use it to improve my next presentations.
   a. Strongly agree b. Agree c. Undecided d. Disagree e. Strongly disagree

9. I think that a topic has an influence on getting attention from the audience.
   a. Strongly agree b. Agree c. Undecided d. Disagree e. Strongly disagree

10. I can present better if I am allowed to choose the topic that I am interested in.
    a. Strongly agree b. Agree c. Undecided d. Disagree e. Strongly disagree

11. I can present better if the teachers assign the topic to me.
    a. Strongly agree b. Agree c. Undecided d. Disagree e. Strongly disagree

12. I think that a rehearsal is necessary for oral presentations.
    a. Strongly agree b. Agree c. Undecided d. Disagree e. Strongly disagree

Part V: Problems

I found that I had the following problems during my presentations (mark all that are appropriate):

a. I felt nervous and could not speak out.
b. I could not find the words that could help me to present my ideas clearly.
c. I always spoke with wrong pronunciation.
d. I had mistakes in grammar during the presentations.
e. I did not have eye contact with the audience and always looked at the notes.
f. I did not know how to handle my movement.
g. I did not know how to use the visual aids.
h. I would like to give oral presentations but do not think that my English is good enough to give oral presentations in front of the people in the class.
i. Others: _____

VITAE

VITAE

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Educational Background :

    2005   Srinakharinwirot University

    1999   Rajabhat Institute Nakhonpathom

    1996   Nakhonsawan School