

THE EFFECTS OF PARTICIPATING IN ORAL  
PRESENTATIONS ON THE ENGLISH SPEAKING ABILITIES  
OF FOURTH-YEAR ENGLISH MAJORS

A MASTER'S PROJECT

BY

KOMET SAEZHONG

Presented in partial fulfillment of the requirements for the  
Master of Arts Degree in Teaching English as a Foreign Language  
at Srinakharinwirot University

September 2005

THE EFFECTS OF PARTICIPATING IN ORAL  
PRESENTATIONS ON THE ENGLISH SPEAKING ABILITIES  
OF FOURTH-YEAR ENGLISH MAJORS

A MASTER'S PROJECT

BY

KOMET SAEZHONG

Presented in partial fulfillment of the requirements for the  
Master of Arts Degree in Teaching English as a Foreign Language  
at Srinakharinwirot University

September 2005

Copyright 2005 by Srinakharinwirot University

ผลการฝึกปฏิบัติกิจกรรมการนำเสนอหน้าชั้นเรียนต่อความสามารถในการพูด  
ภาษาอังกฤษของนักศึกษาชั้นปีที่ 4 วิชาเอกภาษาอังกฤษ

บทคัดย่อ

ของ

นายโกเมศ แซ่จาง

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะ

ภาษาต่างประเทศ

กันยายน 2548

โกเมศ แซ่จง. (2548). ผลการฝึกปฏิบัติการกรรมการนำเสนอหน้าชั้นเรียนต่อความสามารถในการพูดภาษาอังกฤษของนักศึกษาชั้นปีที่ 4 วิชาเอกภาษาอังกฤษ. สารนิพนธ์ ศศ.ม.(การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาสารนิพนธ์: อาจารย์ ดร. แสงจันทร์ เหมเชื้อ.

งานวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาผลการฝึกปฏิบัติการกรรมการนำเสนอหน้าชั้นเรียนต่อความสามารถในการพูดภาษาอังกฤษของนักศึกษาระดับปริญญาตรีชั้นปีที่ 4 วิชาเอกภาษาอังกฤษ และความคิดเห็นของนักศึกษาต่อกิจกรรมการนำเสนอหน้าชั้นเรียน นักศึกษาจำนวน 20 คน ที่เลือกเรียนวิชาการอภิปรายและการรายงาน (EN 411) ในภาคเรียนที่ 2 ปีการศึกษา 2547 มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับการทดสอบการพูดภาษาอังกฤษก่อนและหลังการฝึกปฏิบัติการกรรมการนำเสนอหน้าชั้นเรียน และได้บันทึกโดยใช้แถบบันทึกเสียงเพื่อให้ผู้เชี่ยวชาญทางการสอนการพูดภาษาอังกฤษจำนวน 2 ท่านเป็นผู้ตรวจและให้คะแนนโดยใช้หลักเกณฑ์การประเมินผลการพูดของ Weir (1993) นำคะแนนมาหาค่าเฉลี่ยและวิเคราะห์ค่าความแตกต่างระหว่างคะแนนการสอบพูดก่อนและหลังการทดลองโดยใช้ค่าสถิติ t-test ผลการวิจัยพบว่า คะแนนการพูดก่อนและหลังการฝึกปฏิบัติการกรรมการนำเสนอหน้าชั้นเรียนมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 โดยนักศึกษาสามารถพัฒนาการพูดได้ดีขึ้นหลังการฝึกปฏิบัติการกรรมการนำเสนอหน้าชั้นเรียน และผลการสำรวจ ความคิดเห็นของนักศึกษาต่อกิจกรรมการนำเสนอหน้าชั้นเรียนพบว่า นักศึกษาเห็นด้วยอย่างยิ่งที่กิจกรรมการนำเสนอหน้าชั้นเรียน ช่วยให้นักศึกษาออกเสียงภาษาอังกฤษและเตรียมความพร้อมในการพูดในที่สาธารณะ (ค่าเฉลี่ย = 4.60 ส่วนเบี่ยงเบนมาตรฐาน = 0.50) และนักศึกษาทั้งหมดเห็นด้วยกับประโยชน์ของการเรียนกิจกรรมการนำเสนอหน้าชั้นเรียน ( ค่าเฉลี่ย = 4.21 ส่วนเบี่ยงเบนมาตรฐาน = 0.63)

THE EFFECTS OF PARTICIPATING IN ORAL  
PRESENTATIONS ON THE ENGLISH SPEAKING ABILITIES  
OF FOURTH-YEAR ENGLISH MAJORS

AN ABSTRACT

BY

KOMET SAEZHONG

Presented in partial fulfillment of the requirements for the  
Master of Arts Degree in Teaching English as a Foreign Language  
at Srinakharinwirot University

September 2005

Komet Saezhong. (2005). *The Effects of Participating in Oral Presentations on the English Speaking Abilities of Fourth-Year English Majors*. A Master's Project, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Project Advisor: Dr. Saengchan Hemchua.

The purpose of this research was to study the effectiveness of oral presentations on the English speaking abilities of fourth-year English majors and the participants' opinions toward oral presentations. The participants were twenty fourth-year English majors who enrolled in the course EN 411: Discussion and Reports in the second semester of the academic year 2004 at Srinakharinwirot University. They were assigned to speak on the topic before and after learning to do oral presentations. These pre and post speaking tests were audio-tape recorded and then rated by two raters by applying Weir's (1993) assessment criteria. At the end of the course, the participants were asked to give their views on oral presentations. Then, the mean score of pre-test and post-test were statistically compared by using the statistics t-test. The results revealed that the post-test score was significantly higher than that of the pre-test at the .05 level.

Regarding the participants' opinions on participating in oral presentations, they strongly agreed that oral presentations helped them develop their English pronunciation and prepared them for public speaking (M = 4.60, S.D. = 0.50). Overall, the subjects agreed with the benefits of studying to do oral presentations (M = 4.21, S.D. = 0.63).

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 Teaching English as a Foreign Language of Srinakharinwirot University.

Chair of Master's Project

.....Chair

(Dr. Saengchan Hemchua)

The Chairperson of the Graduate Program

.....Chair

(Dr. Saengchan Hemchua)

Oral Defense Committee

.....Chair

(Dr. Saengchan Hemchua)

.....Reader

(Mrs. Tuenjai Chalermkit)

.....Reader

(Mr. Stephen Wayne Palmer)

This Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as a Foreign Language of Srinakharinwirot University.

.....Dean of the Faculty of Humanities

(Associate Professor Supha Panjaroen)

September.....,2005

## ACKNOWLEDGEMENTS

The completion of this Master's Project has been possible because of the assistance of the following people. Firstly, I would like to express my sincere gratitude and deepest appreciation to my advisor, Dr. Saengchan Hemchua, for her advice, support, and encouragement, especially for the permission to try out this study in the English major classroom at SWU. The research would not be possible without her wise guidance and academic expertise.

Special thanks are given to Mrs. Tuenjai Chalermkit, my reader, who kindly provided helpful advice, comments, and support.. Also, my deepest appreciation is given to Mr. Lee Quick who allowed me to observe his class (EN 411: Discussion and Reports), and I am grateful for his guidance and support.

I would like to extend my sincere thanks to Mr. Stephen Wayne Palmer for his insightful critical reading on my work. Special thanks are given to Mrs. Rosemary Simpkins and Mr. David Johnson, who sacrificed their valuable time to edit my paper. I am thankful to Ms. Cathy Wenz and Ms. Ethel Alino for their commitment as the raters for this study. In addition, my thanks are given to Mrs. Gynnalenne Saezhong, my wife, who has given an effort to type most of my paper. Without their help, this study would be difficult to complete.



My warmest thanks are extended to all the 20 students at SWU for their willing participation. Their cooperation made this study a successful experience. Also, I really appreciate all my friends who gave me advice and support.

Komet Saezhong

# TABLE OF CONTENTS

Chapter	Page
1 INTRODUCTION.....	1
Background .....	1
Purpose of the Study .....	4
Significance of the Study .....	5
Scope of the Study .....	5
Definition of Terms .....	6
2 REVIEW OF THE RELATED LITERATURE .....	8
Communicative Language Teaching (CLT).....	8
English Speaking .....	9
Oral Presentations .....	15
Assessing English Speaking .....	27
Related Studies .....	38
3 METHODOLOGY .....	43
Participants .....	43
Instruments .....	44

## TABLE OF CONTENTS (continued)

Chapter	Page
3 (continued)	
Procedure . . . . .	47
Data Analysis . . . . .	48
4 FINDINGS.....	49
5 CONCLUSION AND DISCUSSION.....	56
Summary of the Study.....	56
Research Objectives and Findings. . . . .	57
Discussion.....	58
Application.....	63
Limitations of the Study.....	63
Suggestions for Further Studies.....	64
REFERENCES . . . . .	66
APPENDIXES. . . . .	72

APPENDIX A	A Sample of Classroom Lessons . . . . .	73
APPENDIX B	Pre and Post Test. . . . .	77
APPENDIX C	Assessment Criteria . . . . .	78
APPENDIX D	Students' Opinion Form . . . . .	81
APPENDIX E	Observation Form. . . . .	82
APPENDIX F	Course Syllabus: EN 411 Discussion and Reports . . . . .	83
APPENDIX G	Students' Evaluation Form . . . . .	85
APPENDIX H	Content Outline . . . . .	86
APPENDIX I	Pre-test and Post-test Results . . . . .	88
APPENDIX J	Observation Results . . . . .	89
VITAE.	. . . . .	90

## LIST OF TABLES

Table	Page
1 A comparison of pre-test and post-test mean scores of fourth-year English majors' speaking abilities before and after participating in oral presentations by t-test . . . . .	50
2 A comparison of the mean scores of English speaking abilities (after studying oral presentations – before studying oral presentations) among the three groups (good, average, and poor students) by F-test. . . . .	51
3 Distribution of the changes of scores (after studying oral presentations – before studying oral presentations) . . . . .	52
4 Observation results (presentation 1 to presentation 4). . . . .	53
5 An analysis of fourth-year English majors' opinions toward oral presentations . . . . .	54

## CHAPTER 1

### INTRODUCTION

#### Background

English, an international language widely used for communicating in education, commerce and tourism, has been part of Thai education for decades. It is, therefore, significant that the Thai government supports the Ministry of Education's goal to have English taught well in schools. However, it seems that the majority of Thai students are not very successful in learning English. They are still unable to use the language accurately and fluently in real situations outside the classroom, particularly in speaking (Aramkajornnich. 2002). One of the problems that teachers of English face is getting second language learners to interact orally in authentic ways (Mulling. 1997).

There are several reasons why second language learners cannot speak well. For example: they are shy to speak; they are worried about making mistakes; they are afraid of criticism or losing face; they do not know what and how to speak; they do not have sufficient opportunities to practice; and they tend to use their mother tongue rather than the target language when they practice in the class (Ur. 1996; Brown. 1994). These problems are considered as three factors: cultural, linguistic, and/or psychological/affective (Burns & Joyce. 1997:134). Therefore, speaking is a difficult productive skill for second language

learners. The need is to find ways to help them improve their ability to communicate in English.

Communicative Language Teaching (CLT) is one of the approaches currently being used to help second language learners learn to communicate effectively. It emphasizes learning the target language for the purpose of communicating in real situations (Carter & Nunan. 2001; Hedge. 2000). When designing communicative activities, teachers will make the activities as truly communicative as possible. The teachers' role is to plan, to structure, and to guide communicative activities, then they remain available as a consultant or facilitator. Moreover, the teachers should create a classroom environment or atmosphere in which students feel free to express themselves, to make mistakes, and to try out a new language. The activities should also be motivating and encouraging to the learners to use authentic language in a meaningful context. Regarding the teachers' correction, it is not advisable to correct the students' mistakes during communicative activities (Brown. 1994; Mulling. 1997).

There are various communicative oral activities that can be used to help students practice and improve their English speaking abilities (i.e. information gaps, mapped dialogues, role-plays, simulations, debates and discussions. Among them, oral reports and short speeches are extensive types of activities for classroom speaking performances which are appropriate for intermediate to advanced students (Brown. 1994:268). Therefore,

oral presentations (another term of oral reports) can be used as a technique to help students practice speaking. This is because in the process of preparing for oral presentations, students have to search for specific information and rehearse their presentations to make them accurate and fluent before giving the final presentations. This should enable them to speak more effectively. Besides that, they have to transfer their information to other students or audiences in a professional manner. In addition, this technique will give students an opportunity to improve their proficiency in public speaking (Osborn. 1994).

As a result of making oral presentations, students gain some advantages. After giving oral presentations, the students will be encouraged to debate, give comments, and ask and answer questions in English with their peers (Bowen. 1985; Celce-Murcia.1991). It is obvious that oral presentations involve speaking, listening, asking, and answering questions, which are considered a kind of communicative activity. Oral presentations also help students build knowledge on various topics and speaking and thinking skills step-by-step to achieve positive results (Osborn. 1994). Furthermore, making an oral presentation is an authentic and communicative activity both for professional and academic purposes (Underhill. 2000).

The findings of previous studies indicated some positive results of practicing oral presentations. It was found that after the lower intermediate third-year commerce and



accountancy students at Chulalongkorn University practiced oral presentations in pairs and small groups, they gained self-confidence in their ability to speak English in front of the class (Wichayathian.2003). However, Ho (1995) found that after giving oral presentations, computer science students in Singapore did not improve their English speaking abilities. Nevertheless, she stated that the students might not have had time to prepare their oral presentations as it was the end of the course and they had many subjects to prepare.

From the above mentioned, an oral presentation can be an effective oral activity and appropriate for adult or advanced students because of its process of preparation. Thus, oral presentations are beneficial to students. However, few studies have, so far, examined the effects of practicing presentations on speaking abilities. The researcher has been teaching basic conversational English for adult learners at a language school for more than three years. He has observed that most of the students still have difficulties communicating effectively, especially orally. Therefore, this study will explore whether oral presentations significantly help students enhance their English speaking abilities.

### **Purpose of the study**

This study is conducted with two main purposes:

1. To investigate the effects of participating in oral presentations on the English speaking abilities of fourth year English majors at Srinakharinwirot University.

2. To study the students' opinions toward oral presentations.

### **Significance of the study**

The findings obtained from this study would be beneficial in several ways. Oral presentations can be used as guidelines for other English speaking courses. They may also be used as communicative activities for intermediate and advanced students in developing their English speaking abilities.

### **Scope of the study**

The 20 participants of this study were selected by purposive sampling. They were fourth year English majors studying EN 411 Discussion and Reports in the second semester of 2004 academic year at Srinakharinwirot University. This 17-week study was carried out from October 28, 2004 to February 17, 2005. The class met once a week for three hours. They were taught the formal structures of oral reporting (presentations) and corresponding broad language elements (grammatical forms, vocabulary, presentation techniques, voice control, body language, design and the use of visual aids). Each student was required to give four oral presentations and they could select current issues of interest, research these issues, report and discuss their findings. Reports were prepared and delivered to present facts, conclusions, recommendations or opinions with appropriate persuasive arguments.

## Definition of Terms

1. **Oral presentation** refers to a type of speech that informs a particular audience of specific information. Oral presentation skills involve the use of: visual aids, voice and body language. Preparing and delivering an oral presentation includes managing questions and answers. Each student was required to provide four presentations: a formal informative presentation for three to five minutes, an informal informative presentation for four to six minutes, a formal persuasive presentation for five to seven minutes and an informal persuasive presentation for six to eight minutes on various topics of current issues of interest i.e. social, economic, political subjects. While each student gave his/her oral presentation, other students had to evaluate the presenter by using the evaluation form of EN 411 (See Appendix G). They were also encouraged to ask questions and give comments according to the topic of presenter.

2. **English speaking** abilities refer to the abilities to speak English according to Weir's (1993) assessment criteria: (1) adequacy of vocabulary, (2) grammatical accuracy, (3) intelligibility, (4) fluency and (5) relevance and adequacy of content (see Appendix C). Students were assessed on their speaking on a topic, and they had to express their ideas as much as they could within two minutes (see Appendix B).

In conclusion, the main objective of this research was to study the effects of participating in oral presentations on the English speaking abilities of fourth year English

majors as well as their opinions toward oral presentations. If oral presentations really help the learners improve their speaking abilities, this technique should be applicable to speaking classrooms at intermediate and advanced levels.

## CHAPTER 2

### REVIEW OF THE RELATED LITERATURE

The main purpose of the study was to investigate the effects of participating in oral presentations on English speaking abilities of fourth-year English majors. This chapter reviews literature related to oral presentations and English speaking as follows.

1. Communicative Language Teaching (CLT)
2. English speaking
3. Oral presentations
4. Assessing English speaking
5. Related studies

#### **1. Communicative Language Teaching (CLT)**

One of the approaches currently used for language teaching is communicative language teaching (CLT). The CLT puts emphasis on learning the target language for the purpose of communication in real situations. CLT is developed into two ways: (1) a notional-functional approach which extends the teaching of grammar to include the teaching of interactional notions (paying attention to the factors of formality and functions, such as making requests, apologies, invitations, and introductions) and (2) learner-centered

approach which emphasizes the importance of learners learning the language (Carter & Nunan. 2001: 15).

Similarly, Hedge (2000:71) states that the communicative approach involves learners performing purposeful tasks in meaningful contexts, which reflect and rehearse language as it is used authentically outside the classroom. However, communication is not only information and language, but it also involves purposes and attitudes (Davis & Pearse. 2000: 82). The learners' attention is focused on the ideas communicated, not on the language used. For speaking in the classroom, Davis and Pearse state that "Speaking ability should be the result of using English as the main means of communication in the classroom".

In summary, communicative language teaching is an approach generally used at present. It includes two approaches, a notional-functional and learner-centered approach. It is very beneficial to the students to use the language authentically and then they should be able to communicate ideas easily in real life situations. Speaking is a vital productive skill that can be used for communicating, especially for second language learners.

## **2. English Speaking.**

History of the English curriculum in Thailand

Formerly, the English curriculum at all levels in the Thai education mainly focused on reading and grammar rather than speaking (Karnpanich & Pulphol. 1997). The aim of the study was to enable students to read and comprehend English texts with less practice in speaking and writing. Thus, the students lacked confidence and courage to speak, and consequently they might develop negative attitudes towards learning how to speak English. Later in 1978, the former English curricula was reformed and it had to be revised again in 1999 because “foreign languages learning, especially in the English language fails to build up competencies in using language for communications.” (Ministry of Education. 2002: 2). The new English curricula implemented in 1999 have been in use since then. Thus, the teachers of English have been experimenting with new teaching techniques for successful communicative ability, particularly speaking.

#### **Types of classroom speaking performance**

Scholars have defined speaking in a second language as “an interactive process of constructing meaning that involves producing, receiving and processing information” (Brown. 1994; Frorez. 1999: 1; citing Burns & Joyce.1997). Speaking requires not only that learners know how to produce specific points of language such as grammar, pronunciation or vocabulary (linguistic competence), but also that they understand when, why and in what ways to use the language (sociolinguistic competence) (Ur. 1996). Therefore, speaking is

one of the productive skills where speakers need to have both linguistic and socio-linguistic competence in order to communicate with others.

There are many types of classroom speaking activities. The following are Brown's (1994: 266-268) six categories of oral production that students are expected to carry out in the classroom.

1. Imitative. The speaking tasks in the classroom are drills in which learners simply repeat a phrase or structure for clarity and accuracy.
2. Intensive. The speaking activities are drills or repetition forms focusing on specific phonological or grammatical points such as minimal pairs or repetition of a series of imperative sentences are performed.
3. Responsive. These speaking activities are short replies to teacher or learner questions or comments such as a series of answers to yes-no questions.
4. The transactional (Dialogue). The activities are dialogues conducted for the purpose of conveying or exchanging specific information, for example; information gathering, interviews, role-plays or debates.
5. Interpersonal (Dialogue). This task is to establish or maintain social relationships such as personal interviews or casual conversations and role-plays.
6. Extensive (Monologue). For these tasks, students at intermediate to advanced levels



are required to give extended monologues in the form of oral reports, summaries, or short speeches. These kinds of tasks can be planned or impromptu.

From Brown's classroom speaking performance, this study will concentrate on Brown's sixth category: Extensive (Monologue). It is speculated that this type in classroom oral production should be beneficial to students if they have sufficient practice.

### **Problems with speaking activities**

Many second language learners are not successful in learning English. Ur (1996:121) claims that there are four reasons as follows:

1. Inhibition. Speaking requires real-time exposure to an audience. Learners are often inhibited from trying to speak in a foreign language in the classroom. They are worried about making mistakes, are afraid of criticism or losing face, or are simply shy to speak.

2. Nothing to say. Learners often complain that they cannot think of anything to say. They have no motivation to express themselves beyond the classroom pressure that they should be speaking.

3. Low or uneven participation. In a given speaking activity, only one person can speak at a time. Therefore, in a large group each person will have little chance to speak. Some learners tend to dominate whereas others speak very little or not at all.

4. Mother-tongue use. When second language learners share the same 'mother

tongue' in classes, they tend to use it because it is easier. They feel that it is not natural to speak in a foreign language.

There are some suggestions that can help language teachers solve these problems. They should use group work, basing the activity on easy language, making a careful choice of topics and tasks to stimulate interest, giving some instruction or training in discussion skills, and keeping students speaking the target language (Ur. 1996). In addition, teachers should create a relaxed atmosphere, accustom the learners to listening and speaking in natural interaction, organize pairs and group work, and avoid any obsession with accuracy. Moreover, the teachers should encourage incidental classroom speaking, giving learners the expressions they need and exploit every opportunity for conversation (Davies and Pearse. 2000).

Besides the classroom tasks, students need to be aware of the socio-linguistic rules of the target language as well as the cultural differences involving what constitutes appropriate use of their new language as opposed to their first language (Celce-Murcia and Goodwin (1991: 136-154).

In conclusion, all of the views of Celce-Murcia and Goodwin. (1991), Davies and Pearse (2000), and Ur (1996) are relevant in helping students use a second language effectively.

### Principles for designing speaking techniques

Knowing the principles for designing speaking techniques is vital in creating effective classroom activities. Brown (1994:268-269) suggests that techniques should be as follows.

- a) Cover the spectrum of learners' needs from language-based activities focused on accuracy to message-based activities focused on interaction, meaning and fluency.
- b) Be intrinsically motivating.
- c) Encourage the use of authentic language in meaningful context.
- d) Provide appropriate feedback and correction.
- e) Capitalize on the natural link between speaking and listening.
- f) Give students opportunities to initiate oral communication.
- g) Encourage the development of speaking strategies.

The most important feature of a classroom speaking activity is to provide an authentic activity for the students to get individual meanings across and utilize every area of knowledge they have in the second or foreign language (Celce-Murcia & Olshatain, 2000:176-177). She also mentions that by focusing the target language outside the classroom, students can be given tasks that require them to collect meaningful information from stores, restaurants and other public places and then report the findings in class.

In addition, some activities that help students to practice speaking in long turns are telling stories, telling jokes, describing a person or place in detail, recounting the plot of a film, giving a short lecture or talk and arguing a case for or against a proposal (Ur, 1996:131). These kinds of activities are also considered as parts of oral presentations.

In summary, the principles of Brown (1994) and Celce-Murcia and Olshtain (2000) are vital for designing classroom-speaking activities which are consistent to the kind of oral presentations that Ur (1996) suggests.

### 3. Oral Presentations

According to the definition of Mandel (1993), "A presentation is a type of speech". He also states that when we think of a speech, we think of a dedication speech, a political speech, a speech of tribute or something similar that is more public in nature than a presentation. However, presentations are speeches that are usually given in a business, technical, professional or scientific environment. For the audience, it is likely to be more specialized than those attending a typical speaking event. On the other hand, Eggleston (2003) states, "Whenever you are asked to appear in front of one or more people for the purpose of explaining, convincing, or otherwise conveying information to them, you have a presentation".

In brief, an oral presentation is a type of speech that gives specific information to a particular audience.

### **Benefits of giving oral presentations**

Oral presentations give many benefits to students. Oral presentations provide students learning experience in all subjects and in their future careers (King. 2002). Aside from that, he notes three other advantages of making oral presentations: (a) training students to have confidence in public speaking; (b) enhancing effective presentation skills; and (c) encouraging students to learn how to collect and organize information. Similarly, Siriphotchanakorn (2005) concluded there are four benefits of giving oral presentations to the students in her study: (a) practice of English speaking; (b) interaction in classroom; (c) confidence in using English in front of people; and (d) practice of presentation skills. When students do oral presentations, they will enhance self-confidence in their oral language proficiency (Dobie. 1999; Reilly. 1988 ;& Wichayathian. 2003). Oral presentations are a way of letting students express themselves in English and at the same time giving the teacher a chance to listen to them (McGovern. 1997:32).

In addition, it is claimed that oral presentations help students practice speaking and also help speakers and listeners become productive partners in the ESL/EFL classrooms (Abe. 1999). As a result, the speakers and listeners can share ideas and information before

giving oral presentations. After giving oral presentations, students might be asked to debate and have discussion.

However, oral presentations should be appropriate for high- intermediate, advanced, or superior-level students, but they are inappropriate for novice or low-intermediate level students (Murphy. 1991). If the activities are too difficult, students may not be interested in participating in those activities and may have negative attitudes toward language learning (Siriphotchanakorn. 2005).

To sum up, an oral presentation may be used as a technique to help students develop their English speaking skills. This activity is appropriate for adults, high level or advanced students. To be able to speak well, students need to practice constantly to increase self-confidence. Oral presentation is, therefore, an activity that helps students practice speaking, and it may help them enhance their English speaking abilities.

### **Oral presentation skills**

To understand how oral presentations help students improve their English speaking abilities, this section provides detailed information on oral presentation skills. It is essential for students to learn oral presentation skills so that they will use them effectively. Hall (1996 cited in Siriphotchanakorn. 2005) states seven elements of presentation skills as follows.

(a) Content. Content covers the clarity of key points and interest level of the information.

- (b) Organization. Organization consists of introduction, thesis, supporting ideas and conclusion.
- (c) Non-verbal. Non-verbal refers to eye-contact techniques and movements.
- (d) Visuals aids. Visual aids depend on the content and situation.
- (e) Fluency of delivering the message.
- (f) Pronunciation. Pronunciation includes accent, tone and stress on key words.
- (g) Vocabulary and grammar.

Eggleston (2003) includes 10 key points to an effective presentation. That is, the presenters should do the following.

- (a) Know his/her subject matter well.
- (b) Know who the audience is.
- (c) Keep the theme or the purpose of the presentation in mind.
- (d) Prepare the script.
- (e) Choose appropriate visual aids.
- (f) Prepare a storyboard for giving a general view of the presentation.
- (g) Test visual aids.
- (h) Rehearse the presentation.
- (i) Arrive and set up visual aids early.
- (j) Check the achievement of the presentation by giving a questionnaire.

The following are Mandel's (1993:17-83) presentation skills:

#### 1. Planning and organizing presentations

Before starting a presentation, the presenter should know why and to whom he or she is giving the presentation. There are two important steps in planning a presentation: (1) Develop objectives and (2) Analyze the audience, and there are eight steps which help in organizing an effective presentation: (1) Brainstorm main ideas, (2) State the sub points, (3) State the benefits, (4) Develop handouts, (5) Develop visual aids, (6) Preview main ideas/review sentences, (7) Develop the introduction, and (8) Develop the conclusion.

#### 2. Preparing presentations

In order to deliver an effective presentation, it is essential for the presenters to prepare and consider the following step.

- (1) Rehearse the presentation, stand up, and use whatever visual aids.
- (2) Control the environment by checking the seating arrangement, lighting, microphones, handouts, pointers, availability of working projection equipment, and back-up supplies.
- (3) When they have to give an impromptu presentation:
  - plug into a pattern of organization
  - give a few introductory remarks
  - preview and review the main points for their audience
  - end with a strong conclusion



### 3. Delivering presentations

The presenters must communicate their enthusiasm and their ideas to the audience effectively and meaningfully. They should use the following sequence.

- Introduction
- Preview sentences (tell them what are you going to tell them)
- Main ideas and sub ideas
- Benefits (in persuasive presentations)
- Review sentences (remind them what you told them)
- Conclusion

The presenters should follow these steps in sequence in order to deliver the most effective oral presentations. In addition, they ought to keep in mind these points; stay aware of not only what is said but also how to say it; be animated, enthusiastic, and direct in delivery; use eye contact to make the presentation personable and conversational; and keep a clear, strong voice, and do not speak too fast.

### 4. Question-and-answer techniques

After delivering presentations, it is good to check audience comprehension by taking questions and preparing answers. These are techniques for managing questions and answers:

- (1) Ask for questions by stepping forward with your hand raised to encourage the audience.

- (2) Anticipate questions and practice the answers.
- (3) Watch the questioner and listen carefully to the question.
- (4) Keep your hands in a neutral position when listening to questions.
- (5) Repeat the question to make sure everyone heard it, or for clarification.
- (6) Keep the same style and behavior **used** during the presentation.
- (7) Use eye contact and involve the whole audience with the answers.

All the above are helpful techniques for the presenters to manage questions and answers from the audience in a professional way.

The speakers need to know the following of language focus in giving effective presentations (Comfort. 1998).

- (1) Time expression and tenses for example; the present simple, the past simple, and the present perfect.
- (2) Introducing yourself and your talk: greeting, name, position, title, purpose, length, and outline.
- (3) Linking ideas: sequencing (firstly), giving reasons (therefore), comparing (similarly), contradicting (in fact), summarizing (to sum up), and concluding (in conclusion).
- (4) Personal and impersonal styles: active and passive forms, personal pronouns, reference to the audience, and everyday language.

- (5) Describing trends, charts, and graphs.
- (6) Emphasizing and minimizing: absolutely, extremely, fairly, and perhaps.
- (7) Endings: signaling the end, summarizing, concluding, recommending, closing, and inviting questions.
- (8) Asking and answering questions: direct questions, polite questions, clarifying questions, avoiding giving an answer, and checking the questioner is satisfied.

In presenting successful oral presentations, the presenters have to learn how to use their voice in articulation, chunking, stress, pacing and intonation (Powell.1996: 32-46). The following are the techniques:

#### 1. Articulation

1.1. The presenters have to make sure they know how to say any long or technical words they may need. In English some parts of a word sound weak, some strong, and some very strong. It is important to know which part of the word has the strongest stress.

e.g.       presenTAtion   ecoNOmical   producTlivity   techNOlogy

1.2. The presenters have to form useful phrases or word partnerships. Learning word partnerships reduces the amount of thinking they have to do in a presentation. It helps them to sound more fluent, and it is important to know which word in a word partnership is stressed.

e.g.      cost control              parent company              board meeting  
                  market share              process orders              fund research

## 2. Chunking

2.1. The presenters must learn to think and speak not in individual words, but in complete phrases. It means pausing at the right places. The presenters, therefore, must be able to present information in comprehensible chunks.

2.2. If the presenters pause at the wrong place in a presentation, it sounds like hesitation. But if they pause at the right place, it is a powerful technique.

Sometimes pausing at the wrong place can change the meaning.

## 3. Stress

When the presenters give a presentation in English, the stress tends to come at the end of each chunk. But by placing the main stress at the beginning or in the middle of a chunk, they can change the meaning of what they want to say. For example:

The BRITISH will never agree to that.    The British will NEVER agree to that.

The British will never AGREE to that.    The British will never agree to THAT.

## 4. Pacing

Another way to keep an audience's interest is to vary the presenters' speed of speaking. In general, the presenters should slow down to make their most important points.

## 5. Intonation

After the presenters learn the basic techniques of pausing and stressing at the right places, they can start to give real expressive power to their presentations by making rising and falling intonation. Intonation allows the audience to see their attitude and enthusiasm for the subject.

## 6. Sound scripting

Sometimes it is difficult to chunk a speech in a presentation. A good way of chunking is to write out parts of your presentation as the presenters would present them and then read them aloud. After knowing where to pause and which words to stress, the presenters should work on their voice and pacing.

The techniques mentioned above, articulation, chunking, stress, pacing, intonation, and sound scripting, are essential to the presenters in making a successful presentation, and this can also help them improve their speaking skills.

In addition, the presenters need to know some basic techniques for delivering effective oral presentations as follows (Powell.1996: 48-60).

### 1. Emphasis

1.1. One can change the significance of what to say in a presentation by stressing

words which would normally be unstressed or contracted as the following examples:

(Powell. 1996: 48)

Neutral Remark

Emphatic Remark

It's our best chance for success.

It **is** our best chance for success.

I see what you mean.

I **do** see what you mean.

1.2. One can make a presentation more persuasive by using simple intensifiers to emphasize the point.

"I'm afraid it just isn't good enough – the entire system needs updating.

We really need to rethink our whole recruitment procedure.

Paying off such a substantial loan is going to be extremely difficult.

There's absolutely no chance at all of us going." (Powell. 1996: 49)

1.3. Some emphatic expressions are very common in more formal presentations. A typical pattern is:

Subject	Intensifier	Main verb	Complement
I	completely	agree	with everything you've said so far.
We	firmly	oppose	any suggestion that the company said.

## 2. Focusing

- If the speaker wants to get the audience's attention, there is a way the speaker can focus on key points so that everyone knows the speaker wants them to listen to what he/she has to say next. For example:

“We can’t expect too much too soon.

**What we can’t do** is expect too much too soon.

I’d like to approach this question from 2 different angles.

**What I’d like to do** is approach this question from 2 different angles.”

(Powell. 1996: 56)

### 3. Softening

3.1. When emphasizing the important points, the speaker sometimes needs to reduce

the force of points which are of less immediate significance:

a great improvement > a **slight** improvement

a major problem > a **minor** problem

a total success > a **partial** success

3.2. When people in the audience make negative remarks about the information the

presenters are presenting, they can often soften the impact by restating their point in a

more positive way. For example:

3.2.1 “These figures are very disappointing.

Well, I have to admit, they are certainly not very encouraging.

3.2.2 The shareholders are going to be furious.

Well, they certainly aren’t going to be very happy, that’s true.

(Powell. 1996: 57)

#### 4. Repetition

Simple repetition is one of the good presenter's most powerful techniques. Below is the kind of words, which are most effective when repeated.

"The overall response has been **much, much** better than anyone ever expected. It really is **very, very** difficult to predict what might happen in 10 years' time. It's always **far, far** easier to identify a gap in the market than it is to fill it." (Powell. 1996: 58)

In conclusion, all the basic techniques, emphasis, focusing, softening, and repetition, are essential and beneficial to presenters to deliver effective oral presentations. As they learn and prepare their presentations, it should help them improve their language knowledge especially in speaking skills, for example: structures and vocabulary. Furthermore, they should gain more confidence in speaking after learning these techniques.

#### 4. Assessing English Speaking

Assessing speaking ability is rather difficult and subjective. Nevertheless, it must be valid and reliable (Hughes. 2000). The following are several oral test techniques mentioned in Hughes and Underhill (2000).

##### 1. Discussion/ conversation

This technique is that two people have a conversation on a topic of common interest. This kind of assessment is very difficult to conduct in the framework of a language



test, and it can occur only when both people are relaxed and confident. The topic discussed and the directions taken by the conversations are the result of the interaction between people involved in a kind of negotiation. However, it depends on the ability of the assessor to create the right atmosphere.

## 2. Interview

The interview is the most common of all oral tests. It is a direct exchange between a learner and an interviewer. It follows a pre-determined structure, but both of them still have freedom to say what they really think. The interviewer will find out certain things about the learner and get answers to certain questions. The interviewer maintains firm control and keeps the initiative. After the learner has finished his answer or comment, it depends on the interviewer to make the next move to develop the topic further or raise a new one. Normally the interviewer has a prepared list of written or memorized questions to ask or topics to bring up.

## 3. Role-play

For this technique, the learner is required to take on a particular role and to imagine himself in that role in a particular situation. The learner has to converse with the assessor in a way which is appropriate to the role and the situation given. The learner is given a set of instructions before the test explaining in simple language exactly what he is supposed to do.

Role-play situations are chosen to test the learner's general social language or to elicit particular types of language, for example, particular functions: complaining, giving direction, particular structures: narration of accident (past tenses), break-in (passive) and particular topics vocabulary: hotel, flight booking. Its disadvantage is that sometimes the learners are personally reluctant to participate, as they have to pretend to be someone instead of being who they are.

#### 4. Oral report

For this technique, learners should prepare and give oral presentations lasting for 5-10 minutes. The learners can have notes with them. They can use simple visual aids such as an overhead projector, blackboard, or flipchart diagrams if necessary. At the end of the presentation, the speaker will have to deal with any questions from the listeners. Making an oral presentation is an authentic and communicative activity both for professional and academic purposes. The learners can make the presentations directly to the interviewer for a formal test procedure. They can do a whole activity for a final summary without a teacher or assessor. The presentation may be taped either for marking or for subsequent classroom analysis. The learner in consultation with his teacher should choose the topics.

From the above oral test types, an oral report was chosen to assess the subjects' English speaking abilities in this study because it is an authentic assessment. Besides that,

it is an appropriate assessment tool for high level students to demonstrate their speaking abilities through their oral presentations.

This study adopted Underhill's (2000) principles, stating that making a mini-presentation is limited in preparation time. Learners can be given a short list of topics 10 to 15 minutes before the oral test and choose one on which to speak for two minutes during the test. The topic should be general so as to encourage the learner to express his own opinions on specific aspects of the topic. The topic can begin with a question that asks about hobbies, professional interests, past experiences of different cultures, or jobs.

#### **Marking for oral reports:**

The mark categories are usually combined with rating scales. According to Underhill (2000), there are specific mark categories used in the different functional skills involved, for example, explaining factual data, expressing opinions or arguments. These are familiar components of language proficiency commonly used: (a) vocabulary, (b) grammar, (c) pronunciation, intonation and stress, (d) style and fluency, and (e) content.

#### **Rating scales**

Underhill (2000: 98-99) gives an example of a rating scale for general spoken English as follows:

Level 1:           Very limited personal conversation. Knows formulaic greetings and some vocabulary. Cannot construct correct simple sentences.

- Level 2: Personal and limited social conversation. Can answer simple questions about personal topics correctly in present and past tenses.
- Level 3: Basic competence for social and travel uses. Has basic command of all simple tenses and can operate question and negative forms. Shows awareness of perfect forms but makes errors in using them. **Is** familiar with common concrete vocabulary **and** still searches for words **while using them**.
- Level 4: Elementary professional competence. Makes effective use of all tenses, including past vs. perfect and simple vs. continuous distinctions; occasional errors in tense forms. **Has a** fully active concrete vocabulary and larger passive vocabulary.
- Level 5: General proficiency on all familiar and common topics; may be at a loss for words on other topics, but is able to paraphrase successfully. Can produce correct complex sentences; very rare errors in structural forms, but makes errors of idiom or collocation.

Underhill (2000) also mentions the problem that the rating scale descriptions can be built up on the basis of the typical learner, and few learners are typical. However, he suggests designing a rating scale with several mark categories. Then, Hughes's (2000: 111-112) notes five oral assessment criteria with detailed descriptions as follows.

#### I. Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult and require frequent repetition.
3. "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation with no trace of "foreign accent".

## II. Grammar.

1. Grammar almost entirely inaccurate phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.

5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

### III. Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to personal and survival areas
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

### IV. Fluency

1. Speech is so halting and fragmenting that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

4. Speech is occasionally hesitant with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

#### V. Comprehension

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Similarly, Weir's (1993) categories for assessment criteria are: (a) adequacy of vocabulary for purposes, (b) grammar accuracy, (c) intelligibility, (d) fluency, and (e) relevance and adequacy of content.

#### **I. Adequacy of vocabulary for purpose**

- 0 Vocabulary is inadequate even for the most basic parts of the intended communication.
- 1 Vocabulary is limited to necessary simple elementary needs; inadequacy of vocabulary restricts topics of interaction to the most basic; perhaps frequent lexical inaccuracies and/or excessive repetition.
- 2. Some misunderstanding may arise through lexical inadequacy or inaccuracy; hesitation and circumlocution are frequent though there are signs of developing active vocabulary.
- 3 Almost no inadequacies or inaccuracies in vocabulary for the task.

#### **II. Grammatical accuracy**

- 0 Unable to function in the spoken language; almost all grammatical patterns inaccurate except for a few stock phrases.
- 1 Syntax is fragmented, and there are frequent grammatical inaccuracies; some patterns may be mastered but speech may be characterized by a telegraphic style and/or confusion of structural elements.



- 2 Some grammatical inaccuracies; developing control of major patterns, but sometimes unable to sustain coherence in longer utterances.
- 3 Almost no grammatical inaccuracies; occasional imperfect control of a few patterns.

### III. Intelligibility

- 0 Severe and constant rhythm, intonation, and pronunciation problems cause almost complete unintelligibility.
- 1 Strong interference from the first language (L1) in rhythm, intonation, and pronunciation; understanding is difficult and achieved often only after frequent repetition.
- 2 Rhythm, intonation, and pronunciation require concentrated listening, but, only occasional misunderstanding is caused or repetition required.
- 3 Articulation is reasonably comprehensive to native speakers; there may be marked 'foreign accent', but almost no misunderstanding is caused and repetition required only infrequently.

### IV. Fluency

- 0 Utterances halting, fragmentary, and incoherent.
- 1 Utterances are hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for most part disjointed, and restricted in length.

- 2 Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed and length.
- 3 Utterances, whilst occasionally hesitant, are characterized by an evenness and flow hindered, very occasionally, by groping, rephrasing, and circumlocutions. Inter-sentential connectors are used effectively as fillers.

#### V. Relevance and adequacy of content

- 0 Response irrelevant to the task set; totally inadequate response.
- 1 Response of limited relevance to the task; possibly major groups and/or pointless repetition.
- 2 Responses for the most part are relevant set, though there may be some gaps or redundancy.
- 3 Relevant and adequate response to the task set.

To sum up, Hughes's assessment criteria include too many details that are difficult to assess. Therefore, Weir's (1993) assessment criteria will be selected to assess the subjects' speaking abilities in this study because they give sufficient details in each category, and are more reliable. Besides, they are more appropriate to assess intermediate to high level students, as the subjects of this research are fourth-year English majors.

## 5. Related studies

Oral presentations have been employed in language classrooms around the world for many years (Siriphotchanakorn. 2005). However, few studies have examined the effects of oral presentations. Among them, Ho (1995) taught 80 computer science students by using oral presentations in the course, I.S. 205 Business Communication. The aim was to help students develop speaking skills and give an effective presentation. Therefore, she added one oral presentation to the original two requiring students to now give three oral presentations; the first and the third 5-8 minutes individually; the second was a 20-minute group presentation. She chose to compare the first and the third because of their similarity (the students were allowed to choose their own topics for the first talk and the third).

The result showed that students' performance did not improve much from the first talk to the third talk. She gave two possible reasons: first, the third talk was at the end of the second semester when they were preparing for their examinations and finishing work in other courses. As a result, they might not have enough time to prepare their presentations. Second, none of their courses required students to do oral presentations. Therefore, poor performance could also be the result of not having had many effective oral presentations and not having had many opportunities to do presentation. She concluded that adding the third oral presentation to the course did not help the majority of her students (69%) to improve their speaking skills. However, she stated that many students would apply for jobs

in information technology fields that require strong presentation skills. Thus, they need more oral practice and she also noted that we could change the structure of oral presentation assignments to increase their skill building potential. She recommended that teaching oral presentation should emphasize the use of visual aid equipment, materials, delivery techniques, voice and speech training plus including more time to practice oral presentations.

On the other hand, Siriphotchanakorn (2005) developed a survey to investigate students' opinions toward oral presentations whether it would help students to develop speaking skills. Sixty, fourth-year English majors enrolled in the first semester of the academic year of 2004 in the Department of Western Languages at Srinakharinwirot University (SWU), were asked to reply to questionnaires. The results indicated that oral presentations could help them develop their speaking skills ( $M = 4.38$ ). They also agreed that oral presentations should be included in the course offered in the English program ( $M = 4.15$ ), and all students should be required to give oral presentations in the English courses ( $M = 4.33$ ). 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 %). She concluded that giving oral presentations is one of the speaking activities that can help

students to practice not only speaking, but also presentation skills. She also recommended in further studies that interviews or observation of the students' behavior in English classroom should be used to help gain deep information from participants.

According to Wichayathian (2003), she tried to develop presentation skills for low proficiency students. She gave two activities in the presentation skills module of her Advanced Business Oral Communication (ABOC) classes and Accountancy students at Chulalongkorn University. Her goal was to help students develop their presentation skills and have more self-confidence. She taught two lower level groups who were not highly motivated. In her first activity, she used pronunciation cards. She expected to help students correct their pronunciation mistakes by selecting some common errors. She focused only on the word level, not the sentences or paragraphs. She found that this activity was very useful for her students. They were more aware of stress and ending sounds of the words. Her second activity was "Mini Group Rehearsal". In her two classes, there were 21 and 25 students. She had only eight weeks, three hours a week. Her intention was to have them rehearse as many times as possible. She let students rehearse five times in small groups before presenting in front of the class. She discovered that this activity helped both prepared and unprepared students to be ready for the final presentation, to improve their fluency and to increase self-confidence at the same time. Most importantly, students realized that they needed to rehearse before they stood up in front of the audience. They

also got feedback from their audience that they could use to improve their future presentations.

She concluded that the activities involved cooperative interaction among students in pairs, small groups, and the whole class. The most important was that students learned to work individually. She also summarized that both activities were suitable for lower level students. They helped facilitate the development of students' presentation skills and found that the students gained self-confidence in their speaking ability in front of the class.

Similarly, Dobie (1999) designed an English course for 12 students in London by using conversation and oral presentations in the classroom. His purpose was to develop students' communicative skills and build their confidence. During the first six weeks, the activities that the teacher used were interviews, students' diaries and field notes. During week seven to nine, students were asked to give oral presentations. Each student presented a topic of interest for 10 minutes. After giving presentations, the students were expected to ask questions for the purpose of having more discussion among themselves. The teacher also provided them feedback on errors at the end of activities. It was found that the students had more confidence in using English, and these activities promoted them to have more discussion among themselves.

According to Levis and Grant (2003), they believed that oral presentations could help students develop speaking and pronunciation skills. Therefore, they included oral

presentations as activities in their English speaking class. It was found that in giving an effective presentation, the students needed to have careful preparation and planning. Besides, this activity encouraged students to rehearse the presentations and encouraged them to be increasingly interested in pronunciation errors.

In conclusion, Dobie (1999), Siriphotchanakorn (2005) and Wichayathien (2003) concluded that oral presentations could help students improve their speaking skills, gain self-confidence and develop their presentation skills, whereas Ho (1995) reported that most students did not improve their speaking skills. However, oral presentations may be appropriate for high level or advanced students to learn and develop their speaking abilities including presentation skills and self-confidence in public speaking. Therefore, the researcher has chosen this technique to research in order to see whether or not it helps fourth-year English major students at Srinakharinwirot University enhance their English speaking abilities.

## CHAPTER 3

### METHODOLOGY

The aim of this study is to investigate whether English oral presentations help students enhance their English speaking abilities. The researcher observed the class, EN 411 Discussion and Reports taught by a native speaker. This chapter is structured as follows:

1. Participants
2. Instruments
3. Procedure
4. Data Analysis

#### **1. Participants**

The 20 participants of this study were selected by purposive sampling, as there was only one class (EN 411). They were fourth-year English majors studying EN 411 Discussion and Reports (elective course) in the second semester of the 2004 academic year at Srinakharinwirot University. This class consisted of 19 females and one male with the age ranging from 20 to 22 years old. They had studied different English courses such as Phonetics, Oral speaking I, II, and III in their second, third, and fourth year with native and



non-native English teachers. These courses prepared them for their basic English knowledge, therefore, their English speaking ability was relatively good.

## 2. Instruments

The instruments of this research project consist of:

### 2.1 Pre-test and post-test

Oral reports were used to assess the fourth-year English majors' speaking abilities because it is an authentic assessment and it is appropriate to assess high level students. The four topics for pre-test and post-test are general ones that require no particular knowledge. The aim was to give the students opportunities to express their ideas and perspectives.

Pre – test:

Before learning EN 411: Discussion and Reports, students were asked to take the pre-test to determine their English speaking abilities by presenting and expressing their ideas as much as possible on a topic within two minutes. Students had to draw one of the following topics:

1. How does your education prepare you for your future career?
2. How does your education prepare you for your role in society? .

They were given two minutes to prepare their speaking. Each student was audio tape-recorded while speaking on his or her topic.

Post – test

After studying EN 411: Discussion and Reports, the students took the post-test to determine their English speaking abilities by presenting and expressing their ideas to the best of their ability on a similar topic to the pre-test within two minutes. Students had to draw one of the following topics.

1. What is your plan after graduation?
2. How can you be an asset in society after graduation?

They were given two minutes to prepare their speaking. Each student was tape-recorded while speaking on his or her topic.

## **2.2 Assessment criteria**

The assessment criteria of this study were from Weir's (1993) assessment criteria as they are detailed which are appropriate to assess intermediate to advanced students' speaking abilities. These assessment criteria were employed by two assessors who are English teachers to assess the students' speaking abilities from the audio tape recorded when they took pre-test and post-test. The assessment criteria consist of five mark categories: (1) adequacy of vocabulary, (2) grammatical accuracy, (3) intelligibility, (4) fluency, and (5) relevance with

adequacy of content. Rating scale descriptions are from 0-3 marks, and the full mark of the test is 15 marks (see Appendix C)

### **2.3 Students' opinion form**

The students' opinion form was designed by the researcher to study the fourth year English majors' opinions toward oral presentations. They were asked to give their views on oral presentations at the end of the course EN 411: Discussion and Reports. There were 12 items in the students' opinion form with five rating scales. The students had to rate each item according to their opinions. For example, oral presentations help me improve my English speaking abilities.

5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree (See Appendix D)

### **2.4 Observation form**

The observation form was adapted from the evaluation form of EN 411: Discussion and Reports to observe the students' English speaking abilities while they were studying oral presentations. This form was used by the researcher when the students gave each presentation. The observation form was composed of five components: (a) Introduction, body and conclusion, (b) Adequacy of vocabulary, (c) Grammatical accuracy, (d) Intelligibility, and (e) Fluency. The evaluation scale was: 10 - 8 = very good, 7.9 - 6 = good, 5.9 - 4 = fair, and 3.9 - 0 = poor. The full mark of each presentation was 50 marks (see Appendix E).

### 3. Procedure

In this project, the course syllabus of EN 411: Discussion and Reports taught by a native English teacher was studied by the researcher for the details of this course. Next, a specialist in English teaching checked the instruments before they were tried out in order to make any necessary adjustments. Then, two assessors, an American and a Filipino who have been teaching Conversational English in a language school for many years, were trained to mark the results of the pre-test and post-test by using Weir's (1993) assessment criteria.

After that students were given a pre-test to assess their English speaking abilities before studying EN 411: Discussion and Reports. They had to draw one topic and express their ideas as much as possible within two minutes and it was tape-recorded. All class lessons (17 lessons) were observed by the researcher by using the observation form. Then, students were given a post-test to assess their English speaking abilities at the end of the course. They had to draw one topic and express their ideas as much as possible within two minutes and it was audio tape-recorded.

Students were asked to give their views in the students' opinion form to study their opinions toward oral presentations at the end of the course. Students were grouped according to their speaking abilities from the pre-test scores by using the

percentile scores at 25 and 75 to compare their improvement after studying EN 411.

A total pre-test score was 15 points.

- (1) Poor students: percentile scores at 1-25
- (2) Average students: percentile scores at 26-75.
- (3) Good students: percentile scores at 76-100.

Finally, the data of pre-test, post-test, and students' opinion form were analyzed.

#### 4. Data Analysis

The data were analyzed by the software SPSS. Pre-test and post-test were compared and statistically analyzed by using Matched t-test (the scores from pre and post-test are from the same sample group) to find a significant difference. Then, the mean scores of students' speaking abilities of the three groups (good, average, and poor students) were compared by using an F-test (the mean scores are from the three groups). Next, students' opinions were analyzed in percentage and mean scores. After that the findings were reported and discussed.

## CHAPTER 4

### FINDINGS

In this chapter, the research findings are presented according to the two main objectives: (1) the effects of participating in oral presentations on the English speaking abilities of fourth-year English majors and (2) the students' opinions toward oral presentations

(1) The effects of participating in oral presentations on the English speaking abilities of fourth-year English majors.

The first research objective was to investigate the effects of participating in oral presentations on English speaking abilities of fourth-year English majors at Srinakharinwirot University. The pre-test and post-test scores assessed by two raters were calculated and statistically compared to find if there was any improvement in the students' English speaking abilities.

TABLE 1 A COMPARISON OF PRE-TEST AND POST-TEST MEAN SCORES OF FOURTH-YEAR MAJORS' SPEAKING ABILITIES BEFORE AND AFTER PARTICIPATING IN ORAL PRESENTATIONS BY T-TEST.

Test	Number of students	Mean	S.D.	t-test	Mean difference between groups
pre-test (1)	20	11.25	1.73	2.69*	(2) > (1)
post-test (2)	20	12.20	1.46		

\* P < .05

As shown in Table 1, the mean score of the post-test (12.20) was higher than that of the pre-test (11.25). The t-test (2.69) demonstrated a significant difference between pre-test and post-test mean scores at the .05 level. The results indicated that the fourth-year English majors improved their English speaking abilities after learning oral presentations.

In order to study in more detail on how each group of students had improved their English speaking abilities the most, students were put into three groups (good, average and poor students) by using the percentile scores of 25 and 75 to compare their improvement:

- (1) Poor students score 0 to 10.30.
- (2) Average students score 10.31 to 12.87.
- (3) Good students score 12.88 to 15.

To find the discrepancy of mean scores among the three groups (after teaching oral presentations – before teaching oral presentations), the statistics Scheffe was employed.

TABLE 2 A COMPARISON OF THE MEAN SCORES OF ENGLISH SPEAKING ABILITIES  
(STUDYING ORAL PRESENTATIONS – BEFORE STUDYING ORAL PRESENTATIONS)  
AMONG THE THREE GROUPS (POOR, AVERAGE, AND GOOD STUDENTS)BY F-TEST.

Group	Mean	S.D.	F	Mean different between group		
				(2) – (1)	(3) – (1)	(3) – (2)
Poor (1)	2.60	1.33				
Average (2)	0.78	1.15	7.62**	(1) > (2)	(1) > (3)	-
Good (3)	-0.35	1.22				

\*\*P < .01

Table 2 shows the different improvement of speaking abilities of the three groups: five poor students (mean scores = 2.6), ten average students (mean scores = 0.78), and five good students (mean scores = -0.35). The F-test value was 7.62 which indicated that there was a significant difference in mean scores among the three groups (poor, average and good students) at the .01 level. Poor students had higher improvement than average



and good students, and the average students had higher improvement than the good students.

TABLE 3 DISTRIBUTION OF THE CHANGES OF SCORES AMONG THE THREE GROUPS  
(AFTER STUDYING ORAL PRESENTATIONS – BEFORE STUDYING ORAL  
PRESENTATIONS)

Variation (after – before)	Number of students (20)			Percentage
	poor (5)	average (10)	good (5)	
Increase	5	7	2	70.00
Decrease	-	2	2	20.00
Same	-	1	1	10.00

Table 3 presents the distribution of the changes of scores among the three groups (good, average and poor students). When comparing the scores of fourth-year English majors' speaking abilities before and after teaching oral presentations, it was found that 14 students (70%) increased their English speaking abilities, whereas four students (20%) decreased their English speaking abilities (two of them were from the good students and two of them were from the average students), and English speaking abilities of two students (10%) remained the same.

TABLE 4 OBSERVATION RESULTS (PRESENTATION 1 TO PRESENTATION 4)

Students (20)	presentation 1	presentation 2	presentation 3	presentation 4
Mean	39.30	39.53	40.43	41.50

Table 4 shows the 20 students' improvement of English speaking abilities from presentation 1 to presentation 4. Their mean scores were 39.30, 39.53, 40.43, and 41.50 which indicated that the 20 students gradually increased their English speaking abilities from presentation 1 to presentation 4. According to the observation results, they are related to the mean scores of pre-test and post-test that the students improved their English speaking abilities after studying oral presentations.

## 2. The students' opinions toward oral presentations

The second objective was to study the students' opinions toward oral presentations.

The results are shown in Table 5.



As shown in Table 5 the 12 students (60%) strongly agreed that oral presentations help them develop their English pronunciation, and prepare them for public speaking (the mean score was 4.60). For the rest, the students agreed that oral presentations are interesting, motivate them to speak English, help them gain more confidence, think more analytically in English, better organize their thoughts, prepare them in applying for a job, improve their English speaking abilities, grammar, vocabulary and critical thinking skills (the mean scores were between 3.65 - 4.45). Nine students (45%) were uncertain that oral presentations help them think more analytically in English. Two students (10%) disagreed that oral presentations improve their critical thinking skills

In conclusion, the fourth-year English majors improved their English speaking abilities after studying oral presentations. There was a significant difference at the .05 level. Regarding the students' opinions toward oral presentations, they agreed with the above benefits of learning oral presentations.

## CHAPTER 5

### CONCLUSION AND DISCUSSION

In this chapter, the study and the research findings are summarized. Then, the applications, the limitations of this study, and the further studies are discussed.

#### **Summary of the study**

The 20 fourth-year English majors studying EN 411 Discussion and Reports in the second semester of the academic year 2004 at Srinakharinwirot University were asked to do a pre-test by speaking on one topic. This class was mainly observed by the researcher and when each student delivered his/her presentations, the observation form was employed to observe his/her speaking improvement. At the end of the course, they were assigned to do a post-test by speaking on another topic, and put a check on students' opinion form toward oral presentations. The subjects' speaking abilities were assessed by two qualified raters using Weir's (1993) assessment criteria. Then, the statistics t-test was applied to find the difference between the mean scores of the pre-test and post-test in order to investigate the effects of participating in oral presentations on English speaking abilities. After that an f-test was applied to find the mean score difference of English speaking abilities among the three groups (good, average, and poor students) and the Scheffe method was employed to

compare the three groups. Finally, the percentage and the mean scores of students' opinions were analyzed to study the students' opinions toward oral presentations.

## Research Objectives and Findings

The research aimed at studying the following objectives:

1. The first objective was to investigate the effects of participating in oral presentations on the English speaking abilities of fourth-year English majors.

The findings indicated a significant difference between the pre-test and the post-test mean scores at the .05 level. Seventy percent of fourth-year English majors improved their English speaking abilities. Due to the process of presenting, students needed to rehearse several times to make it accurate and fluent before giving the final presentation. This supports the findings of Siriphotchanakorn (2005).

According to the three groups (poor, average and good students), the findings revealed that the three groups were significantly different with regard to the improvement of speaking abilities at the .01 level. It was shown that poor students had higher improvement than average students and good students. Some good students did not improve much their speaking abilities because they had already gotten the high scores, and did not pay much attention when they presented, whereas the average and poor students were not quite good and still needed more improvement.

2. The second objective was to study the students' opinions toward oral presentations.

According to the students' opinions, it was found that students strongly agreed that oral presentations helped them develop their English pronunciation and prepare them for public speaking (the mean score = 4.60). Also, students agreed that oral presentations were interesting, motivated them to speak English, helped them gain more confidence, think more analytically in English, better organize their thoughts, prepare them in applying for a job, improve their English speaking abilities, grammar, vocabulary and critical thinking skills (the mean scores between 3.65-4.45).

In conclusion, the findings indicated that the students significantly improved their speaking abilities after participating in oral presentations. The results proved that oral presentations could help students enhance their speaking abilities, especially poor students. Furthermore, it was found that the students agreed with the benefits of participating in oral presentations.

## **Discussion**

There are three main research results to be discussed in this study. Firstly, the students' improvement in their speaking abilities after participating in oral presentations. Secondly, the difference of changes in English speaking abilities among the three groups

(good, average, and poor students). Lastly, the students' opinions toward oral presentations.

1. The students' improvement in their speaking abilities after participating in oral presentations.

Firstly, students had to practice speaking before giving the final presentations. In this process, students needed to rehearse several times to make it accurate and fluent before presenting. This activity is supported by the findings of Siriphotchanakorn (2005) and Levis and Grant (2003) that when the students rehearse their presentations many times, they will help them improve their speaking abilities. Oral presentations, therefore, help students enhance their speaking abilities.

Secondly, oral presentations helped students gain more confidence in public speaking. They had to practice many times to make sure they could give effective presentations, and they were encouraged to listen to each other in order to correct their mistakes. This supports the findings of Dobie (1999), Reilly (1988), and Wichayathien (2003) that students gain more confidence when they rehearse several times in front of their peers. Thus, this activity helps students gain more confidence in public speaking.

Finally, oral presentations helped students develop their English pronunciation. While they were learning oral presentations, they had to learn how to use their voice to improve their articulation, chunking, stress and intonation. All these things help students



speak English clearly and correctly which supports the findings of Levis and Grant (2003) and Wichayathien (2003). They concluded that learning to do oral presentations helps students improve their English pronunciation.

According to the observation results, students gradually improved their English speaking abilities from presentation 1 to presentation 4. As a result that they had a good preparation before presenting and they were given feedback how they delivered each presentation from the instructor, therefore, they were able to improve their English speaking abilities. The results are also related to the pre-test and post-test that the students improved their speaking abilities after participating in oral presentations

In summary, the students could improve their English speaking abilities significantly because oral presentations provided them with speaking skills and the process of preparation before presenting.

2. The difference of changes in English speaking abilities among good students, average students and poor students.

The three groups (good, average, and poor students) were significantly different in employing oral presentations as follows:

The poor students dramatically improved their English speaking abilities (Mean = 2.60) because the process of preparation for presentations helped them practice more often, and they were motivated to rehearse many times and try their best to present, as they

felt that they were challenged. Oral presentations, therefore, helped them improve their speaking more than the average and good students.

The average students also improved their English speaking abilities (Mean = 0.78) as they rehearsed several times before giving the final presentations and they applied what they have learned to speaking.

The good students did not improve much their speaking abilities (Mean = -0.38) because they were already competent students, and they had high scores before studying oral presentations. Another possible reason was that they might pay little attention to the presentations as they knew that the post-test results would not affect their grades and it was at the end of the course which they had to prepare for their examinations.

To sum up, the poor students improved their speaking abilities the most due to the process of preparation, enthusiasm, and motivation to speak.

### 3. Students' opinions toward oral presentations

The results of the students' views showed that the students strongly agreed that oral presentations helped them develop their English pronunciation and prepare them in public speaking. Due to the process of preparation and applying presentation skills before presenting, they could rehearse their presentations as many times as they needed. While they were practicing, they were encouraged to rehearse with their peers and listen to each other to correct their pronunciation. This study supports the findings of Levis and Grant

(2002) and Wichayathien (2003), as they noted that oral presentations helps learners improve their pronunciation and public speaking skills.

Most students agreed that oral presentations were very interesting, motivated them to speak English, helped them gain more confidence, think more analytically in English, better organize their thoughts, prepare them in applying for a job, improve their English speaking abilities, grammar, vocabulary, and critical thinking skills. All of these are beneficial to the students. The students also realized the importance of studying this subject.

Nine students (45%) were uncertain that oral presentations help them think more Analytically in English because they did not think deeply that when they prepared their presentations, they had to organize their thoughts in English. Two students (10%) disagreed that oral presentations improve their critical thinking skills because they thought that these skills were difficult to judge and far away from their thoughts.

In conclusion, all the students agreed that oral presentations provided them many benefits as mentioned above. More importantly, oral presentations helped the students enhance their English speaking abilities. This activity, therefore, is appropriate to be used as one of speaking activities for high level and adult learners in ESL classrooms.

## Application

Oral presentations should be applied to English speaking classes.

In secondary school, oral presentations can be applied to basic speaking classes.

Students will have an opportunity to practice speaking and have courage and confidence in public speaking.

In college or university, oral presentations can be applied to different speaking classes because the procedure of practicing oral presentations can help students improve their oral proficiency. They will be able to speak more correctly and fluently after studying oral presentations, moreover, they will be able to speak in public.

In vocational school, oral presentations can be employed in business classes.

Students will be able to learn, discuss and debate in groups. Not only will students learn to deliver a speech, but they also can give effective presentations in public.

In brief, oral presentations can be applied to many subjects at different levels: secondary school, college, or university and vocational schools as mentioned above. This activity is, therefore, beneficial in developing student's oral abilities.

## Limitations of the Study

There are some limitations in this study as follows:

1. The number of students for this study was rather small. There were only 20

students. The number of students should be 40 or more in order to be more reliable and to gain more information about teaching speaking based on oral presentations and students' opinions toward oral presentations.

2. There was only one group of EN 411: Discussion and Reports. There should be at least two groups each semester so that the results can be compared for reliability.

3. There were only two topics for the students to draw from in the pre-test and post-test. There should be three or four topics so that the students will have more variety of choices, and the probability of knowing the topics ahead of time will be lessened.

4. The students were asked to do the post-test at the end of the course. They were preparing for their examinations and they knew that the post-test would not affect their grades; therefore, they did not pay much attention to the presentations. Thus, the post-test should be conducted before the end of the course and the students should not be told that the post-test will not affect their grades.

### **Suggestions for Further Studies**

1. This study only investigated fourth-year English majors. There should be a study of other majors' speaking abilities based on oral presentation instruction such as Japanese because this activity helps students enhance their speaking skills.

2. There should be a comparative study in teaching speaking based on oral presentations to Thai students and other EFL students.

## REFERENCES

## REFERENCES

- Abe, L.S. (1994). *Oral Presentations: Speakers and listeners as partners*. In K.M. Dailey & L.Savage (Eds.), *New ways in teaching speaking*. (pp.265-269). Virginia: TESOL.
- Aramkajornnich, P. (2002). *The Role of Speaking Activities, Teacher's Management and Students' Perceptions*. Bangkok: IELE.
- Bowen, D.J. (1985). *T.E.S.O.L Techniques and Procedures*. Massachusetts: Heinie & Heinie.
- Brown, G. & Yule, G. (1988). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, H.D. (1994). *Teaching by Principles and Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.
- Burns, A. & Joyce, H. (1997). *Focus on Speaking*. Sydney: NCELTR.
- Carter, R. & Nunan, D. (2001). *Teaching English to Speakers of Other Languages*, Cambridge: Cambridge University Press.
- Celce-Murcia, M. & Goodwin, J. (1991). *Teaching English as a Second or Foreign Language*, Cambridge: Cambridge University Press.
- Celce-Murcia, M. & Olshatain, E. (2000). *Discourse and Context in Language Teaching*. Boston: Heinle & Heinle.
- Comfort, J. (1998). *Effective Presentations*. Oxford: Oxford University Press.



- Davies, P. & Pearse, P. (2000). *Success in English Teaching Oxford Handbooks for Language Teachers*: Oxford: Oxford University Press.
- Dobie, M. (1998). *Motivating students to practice speaking*. In J.C. Richarde (Ed), *Teaching in action*. pp.391-306. Virginia: TESOL.
- Eggleston, S (2003). *The key steps to an effective presentation*. Retrieved August 4, 2004, from <http://www.the-eggman.com/qritings/keystep1.html>.
- Hall, S.J. (1996). I'd like to present but how are you going to score me? *PASA*, 26, 20-25.
- Florez, M.C. (1999, June). *Improving Adult English Language Learner's Speaking Skills*. National Clearing House. Retrieved February 20, 2000, from [www.cal.org/ncle/DIGESTS/Speak.htm](http://www.cal.org/ncle/DIGESTS/Speak.htm)
- Hedge, T. (2000). *Teaching and Learning in a Language Classroom*. Oxford: Oxford University Press.
- Ho, L. (1995). *Working Papers on Language*. Singapore: National University of Singapore.
- Ho, L. (2003, July). Assessing the Response of Chinese Students to Self and Peer Evaluation of Oral Presentation Skills. *Reflects on English Language Teaching*. 2(2):173-191.
- Huges, A. (2000). *Testing for Language Teachers*. Cambridge: Cambridge University Press.

- King, J. (2002). Preparing EFL learners for *oral* presentations. *TESOL Journal*, 3. Retrieved July 27, 2004, from <http://iteslj.org/Lessons/King-PublicSpeaking.html>
- Levis, J.M. and Grant, L. (2003, June). Integrating pronunciation into ESL/EFL classrooms. *TESOL Journal*, 2(2): 13-19.
- Mandel, S. (1993). *Effective Presentation Skills*. California: Crisp Publications.
- McGovern, S. (1997, October). Three-peat or How to Engage Students in Revising their Oral Presentations. *TESOL Journal* , 1(1): 32-33.
- Mueller, E. A. (2000). *Teaching Chinese Engineering Students Oral Presentation Skills*. Hong Kong: University of Hong Kong.
- Mulling, S.S. (1997). *Getting to Talk: Communicative Activities for the ESOL Classroom*. New Jersey: Kean College.
- Murphy, J.M. (1991, July). Oral communication in TESOL: Integrating speaking, listening and pronunciation. *TESOL Quarterly*, 1(1): 51-74.
- Osborn, M. & Osborn, S. (1994). *Public Speaking*. Boston: Houghton Mifflin.
- Powell, M. (1996). *Presenting in English*. New York: Language Teaching Publications.
- Richards, J.C. & Rodgers, T.S. (1995). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Reilly, T. (1988). *Approaches to Foreign Language Syllabus Design*. Washington, D.C.: ERIC.

- Siriphotchanokorn, C. (2005). *Students' Opinions toward Oral Presentations in EFL Classrooms*. Bangkok: Srinakharinwirot.
- Ur, P. (1996). *A Course in Language Teaching Practice*, Cambridge Teacher Training and Development. Cambridge: Cambridge University Press.
- Underhill, N. (2000). *Testing Spoken Language*. Cambridge: Cambridge University Press.
- Weir, C. (1993). *Understanding and Developing Language Test*. New Jersey: Prentice Hall.
- Wichayathian, B. (2003, December). Developing Presentation Skills for Low Proficiency Students. *PASA*. 3(34):141-144.

กระทรวงศึกษาธิการ.(2545). *คู่มือการจัดการเรียนรู้กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ*. กรุงเทพฯ:

รสพ.

เยาวรัตน์ การพานิช และ กรวิภา พูลผล. (2540). การพัฒนาทักษะการพูดภาษาอังกฤษในชั้นเรียน

ขนาดใหญ่. *วารสารส่งเสริมประสิทธิภาพการเรียนรู้การสอน*, 1: 26-33..

## APPENDIXES

## APPENDIX A

### A SAMPLE OF CLASSROOM LESSONS

EN 411: Discussion and Reports

#### Objective

To enable students to identify ways of organizing a presentation and know key words and phrases for linking ideas.

Materials: Comfort, Jeremy, with York Associates, "Effective Presentations." Oxford University Press, 1995.

Powell, Mark, "Presenting In English." Language Teaching Publications, 1996

#### Procedure

1. The teacher reviews how to pronounce sentences with contractions and the final sounds by writing them on the board and asking the students to read them individually. While they are reading, teacher checks their pronunciation..

Example: costs are high          costs'll be higher.

2. The teacher instructs the students to study chapter three of the textbook, Effective Presentation and asks, "What is a link?" then the teacher elicits the answers from the students and explains, "To link is to connect." The teacher asks the students to study at the different ways of organizing information and ideas in their books.

3. The teacher asks the students to read the video presentation text one by one. While they are reading, the teacher checks their pronunciation.
4. The teacher has them watch a video (version 1 – bad presentation, version 2 – good presentation). Before they watch the video, the teacher asks them to take notes on the content and organization while they are watching.
5. The teacher asks for the main point and how the presenters organized from both versions by eliciting the answers from the students.
6. The teacher instructs the students to watch the video again and asks them to notice the transition words.
7. The teacher asks what the transitions are and explains each transition.

Example: O.K.,

So, let's turn now to . . . .

By the way . . .

Anyway, let me get back to what I was saying

And that brings me to the final part

8. The teacher explains the approach in a presentation to students.

Tell the audience what

you are going to say       $\longrightarrow$       say it       $\longrightarrow$       tell the audience what you have said.

9. The teacher instructs the students to do the exercise 1 (match the sentence that has the same meaning) and lets them read one by one to check the answers.
10. The teacher instructs the students do exercise 2 to identify the linked ideas by listening to the audiotape and check the answers by letting them read one by one.
11. The teacher has the students look at language focus: Linking ideas and explains each one.

For example:	Sequencing/ordering	Contradicting
	Firstly, secondly	in fact
	Then, next, finally	actually
	Giving reasons/causes	summarizing
	Therefore	to sum up
	As a result	concluding
	Contrasting	in conclusion
	However	to conclude

12. The teacher has the students do exercise 3 link the ideas in the sentences, and checks the answers by asking them to read one by one.
13. The teacher explains the first presentation that they have to give next week. The presentation must be formal and factual, and 3 main points are suitable for a short presentation (3-5 minutes). It will be 5% for the first presentation.



14. The teacher has the students study at the evaluation sheet and explains to them that while someone is speaking, the rest of the them have to evaluate their friend and they will get scores for evaluating their friend.
15. The teacher reviews how to start a presentation: greeting, title/subject, purpose/objective, length, outline/main parts, questions and reference to the audience.
16. The teacher assigns the students to find unknown or interesting topics to the audience and give a 3-5 minute presentation. The teacher also gives some sample topics.
17. The teacher tells the students to practice the presentation with their peers several times before giving the final presentation in class.
18. The teacher tells the students that they can write down some ideas on the card to remind them before presenting. Then the teacher gives a sample of his presentation within 3-5 minutes.
19. The teacher tells the students that they will also have their first quiz next week on Presenting in English, (Chapter 3).

## APPENDIX B

### PRE AND POST TEST

#### Pre – test:

“Please draw one topic and express your ideas as much as possible within 2 minutes according to the topic you get. Your ideas will have no effect on your course (EN 411). You will be given 2 minutes to prepare”.

1. How does your education prepare you for your future career?
2. How does your education prepare you for your role in society?

#### Post – test

“Please draw one topic and express your ideas as much as possible within 2 minutes according to the topic you get. Your ideas will have no effect on your course (EN411). You will be given 2 minutes to prepare”.

1. What is your plan after graduation?
2. How can you be an asset in society after graduation?

## APPENDIX C

### ASSESSMENT CRITERIA

#### I. Adequacy of vocabulary for purpose

- 0 – Vocabulary is inadequate even for the most basic parts of the intended communication.
- 1 – Vocabulary is limited to the necessary simple elementary needs; inadequacy of vocabulary restricts topics of interaction to the most basic; perhaps frequent lexical inaccuracies and/or excessive repetition.
- 2 – Some misunderstanding may arise through lexical inadequacy or inaccuracy; hesitation and circumlocution are frequent; though there are signs of developing active vocabulary.
- 3 – Almost no inadequacies or inaccuracies in vocabulary for the task.

#### II. Grammatical accuracy

- 0 – Is unable to function in the spoken language; almost all grammatical patterns inaccurate, except for a few stock phrases.
- 1 – Syntax is fragmented, and there are frequent grammatical inaccuracies; some patterns may be mastered but speech may be characterized by a telegraphic style and/or confusion of structural elements.

2 – Some grammatical inaccuracies; developing control of major patterns, but sometimes unable to sustain coherence in longer utterances.

3 – Almost no grammatical inaccuracies; occasional imperfect control of a few patterns.

### **III. Intelligibility**

0 – Severe and constant rhythm, intonation and pronunciation problems cause almost complete unintelligibility.

1 – Strong interference from first language (L1) in rhythm, intonation and pronunciation; understanding is difficult and achieved often only after frequent repetition.

2 – Rhythm, intonation and pronunciation require concentrated listening, but, only occasional misunderstanding is caused or repetition required.

3 – Articulation is reasonably comprehensible to native speakers; there may be marked 'foreign accent' but almost no misunderstanding is caused and repetition required only infrequently.

### **IV. Fluency**

0 – Utterances are halting, fragmentary and incoherent.

1 – Utterances are hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for most part disjointed and restricted in length.

2 – Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed and length.

3 – Utterances, while occasionally hesitant, are characterized by evenness and flow hindered, very occasionally, by groping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers.

#### V. Relevance and adequacy of content

0 – Response is irrelevant to the task set; totally inadequate response.

1 – Response of limited relevance to the task; possibly major groups and/or pointless repetition.

2 – Responses for the most part are relevant set, though there may be some gaps or redundancy.

3 – Relevant and adequate response to the task set.

Weir, C. (1993). *Understanding and Developing Language Test*. New Jersey: Prentice Hall.

## APPENDIX D

### STUDENTS' OPINION FORM

The researcher would like to ask for your cooperation in providing useful information for the Master's Project, MA. (Teaching English as a Foreign Language) . Please be ensured that your information will be kept strictly confidential.

Please check (✓) the appropriate column according to your opinions. Thank you for your cooperation.

5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree

Item	5	4	3	2	1
1. Oral presentations are very interesting for me.					
2. Oral presentations motivate me to speak English.					
3. Oral presentations help me develop my English pronunciation.					
4. Oral presentations help me improve my English speaking abilities.					
5. Oral presentations help me improve my grammar and vocabulary.					
6. Oral presentations help me gain more confidence.					
7. Oral presentations improve my critical thinking skills.					
8. Oral presentations help me think more analytically in English.					
9. Oral presentations help me better organize my thoughts.					
10. Oral presentations prepare me for public speaking.					
11. Oral presentations prepare me in applying for a job.					

Comments and suggestions:

---



---



## APPENDIX F

### COURSE SYLLABUS: EN 411: DISCUSSION AND REPORTS

This course is a study of principles and methods of discussion and reporting on various topics of current issues for example: social, economic and political subjects.

#### **Course details:**

This course will be highly participative. Students will learn the formal structures of oral reporting (presentations) and corresponding broad language elements (grammatical forms, vocabulary, presentation techniques, voice control, body language, design and use of visual aides...). Students will also learn the language formal discussion (agreeing, disagreeing, seeking clarification, adding information, offering opinions...). Students will select current issues of interest, research these issues, reports and discuss findings.

Reports will be prepared and delivered to present facts and/or conclusions, recommendation, or opinions with appropriate persuasive arguments.

#### **Course Objectives**

Students will be able to research issues of current interest (English Language newspapers, journals, fiction and non-fiction materials as well as the Internet), and effectively present their findings in oral reports followed by group discussion.



### Core Materials

Comfort, Jeremy, with York Associates, "Effective Presentations." Oxford University Press, 1995.

Powell, Mark, "Presenting In English." Language Teaching Publications, 1996.

### Evaluation

Punctual Attendance and Class Participation	10%
Presentation 1:	05%
Presentation 1 Peer Evaluation	05%
Presentation 2:	10%
Presentation 2 Peer Evaluation	05%
Presentation 3:	15%
Presentation 3 Peer Evaluation & Discussion	05%
Presentation 4:	20%
Presentation 4 Peer Evaluation & Discussion	05%
Quizzes	20%







## APPENDIX I

## PRE AND POST TEST RESULTS

Student	Pre-test	Post-test
1.	13	14
2.	8	11.5
3.	8.5	8.75
4.	12	13
5.	13	11.5
6.	11	10
7.	12.25	12
8.	10,25	13.25
9.	14	14.5
10.	11	13.5
11.	11	13.5
12.	9	12.25
13.	12.25	13.75
14.	12.5	12.75
15.	11.5	12.5
16.	13	11.25
17.	13	13
18.	8.5	11.5
19.	10.5	10,5
20.	10.75	11
Total	225	244
Mean	11.25	12.20

## APPENDIX J

## OBSERVATION RESULTS

Students	Presentation 1	Presentation 2	Presentation 3	Presentation 4
1.	45.5	45	46.5	46.5
2.	39	37.5	37.5	39
3.	40	36	39.5	40.5
4.	41.5	38.5	39.5	42
5.	38.5	40	42	41
6.	35	36	38.5	39
7.	39.5	40.5	40	40
8.	40.5	38.5	40.5	40.6
9.	44.5	46	47	47.5
10.	38.5	40	40	40.5
11.	39	37	39.5	40
12.	32	33	35	36
13.	36	36	40	41
14.	36	41	38.5	41.5
15.	36.5	38.5	39	40.5
16.	36.5	41	40	41
17.	45	46	42	47
18.	40/5	39.5	40.5	40.5
19.	42	42	41.5	44
20.	40	38.5	41.5	42
Total	786	790.5	808.5	830
Mean	39.3	39.53	40.43	41.5

## APPENDIX G

### STUDENTS' EVALUATION FORM

Name \_\_\_\_\_ StudentNo. \_\_\_\_\_ Date \_\_\_\_\_

EN 411: Discussion & Reports

Presentation 1

Formal & Factual

Evaluation Scale: 10 = Excellent, 8 = Very Good, 6 = Weak, 4 = Poor

	Speakers:									
	1	2	3	4	5	6	7	8	9	10
<b>Introduction (10 points)</b> Greeting, Name, Position Title/Subject Purpose/Objective, Length Outline of main points Questions, Reference to Audience										
<b>Body (10 points)</b>										
<b>Summary &amp; Conclusion(10 points)</b>										
<b>Language Skills(10 points)</b> Grammar Vocabulary Articulation, Stress, Intonation Chunking, Pacing										
<b>Sum (40)</b>										
Time (3-5 minutes)										
<b>Comments:</b>										

## APPENDIX H

### CONTENT OUTLINE

Week 150 mins.	Objectives	Language Knowledge	Presentation, practice, activities	Remarks
1	-	-	Introduction to the course	
2	To identify what makes a presentation effective.	Time expression and tenses.	To practice presenting background information.	
3	To identify what makes a good introduction to a presentation	Introducing yourself and your talk.	To practice giving the introduction to a presentation.	
4	To identify ways of organizing a presentation.	Key words and phrases for linking ideas.	To practice sign posting the organization of a presentation.	
5			Presentation 1 and quiz 1.	
6	To show the advantages of speaking rather than reading a presentation.	Personal and impersonal style of language.	To practice changing written language to spoken language.	The audience evaluates the presenter.
7	To show how to design and use good visual aids.	Describing trends, charts and graphs.	To practice designing and using visual aids	
8	To illustrate the importance of body	Ways of emphasizing and	To practice using	



	language.	minimizing your message	language and body language to communicate your message clearly and persuasively.	
9			Presentation 2 and Quiz 2	
10	To identify what makes an effective ending to a presentation	The language of endings	To practice ending presentation.	
11	To show how to handle questions effectively at the end of a presentation	Asking and answering questions.	To practice handling questions.	
12	To review what makes a good presentation and to learn to evaluate the effectiveness of a presentation	A review of delivery, techniques and key language points.	To practice giving and evaluating presentations	
13			Presentation 3	
14			Presentation 3	
15			Giving feedback	
16			Presentation 4	Quiz 3
17			Presentation 4	Quiz 4

## APPENDIX E

### OBSERVATION FORM

Evaluation Scale:    10- 8 = Very Good,    7.9 - 6 = Good,    5.9 -4 = Fair,    3.9 - 0 = Poor

	Speakers:									
	1	2	3	4	5	6	7	8	9	10
<b>Introduction, Body &amp; Conclusion (Content)</b> (10 points)										
<b>Adequacy of Vocabulary</b> (10 points)										
<b>Grammatical accuracy</b> (10 points)										
<b>Intelligibility</b> (10 points)										
<b>Fluency</b> (10 points)										
<b>Total (50):</b>										
<b>Comments:</b>										

TABLE 5 AN ANALYSIS OF FOURTH-YEAR ENGLISH MAJORS' OPINIONS TOWARD TOWARD ORAL PRESENTATIONS.

Item	Strongly	Agree	Uncertain	Disagree	Strongly	Mean	S.D.
	agree				disagree		
	N(%)	N(%)	N(%)	N(%)	N(%)		
1. Oral presentations are very interesting for me.	6(30.0)	14(70.0)	–	–	–	4.30	0.47
2. Oral presentations motivate me to speak English.	8(40.0)	11(55.0)	1(5.0)	–	–	4.35	0.59
3. Oral presentations help me develop my English pronunciation.	12(60.0)	8(40.0)	–	–	–	4.60	0.50
4. Oral presentations help me improve my English speaking abilities.	9(45.0)	10(50.0)	1(5.0)	–	–	4.40	0.60
5. Oral presentations help me improve my grammar and vocabulary.	3(15.0)	11(55.0)	6(30.0)	–	–	3.85	0.67
6. Oral presentations make me gain more confidence.	11(55.0)	8(40.0)	–	1(5.0)	–	4.45	0.76
7. Oral presentations improve my critical thinking skills.	3(15.0)	10(50.0)	5(25.0)	2(10.0)	–	3.70	0.87
8. Oral presentations help me think more analytically in English.	2(10.0)	9(45.0)	9(45.0)	–	–	3.65	0.67
9. Oral presentations help me better organize my thoughts.	9(45.0)	11(55.0)	–	–	–	4.45	0.51
10. Oral presentations prepare me for public speaking.	12(60.0)	8(40.0)	–	–	–	4.60	0.50
11. Oral presentations prepare me in applying for a job.	6(30.0)	10(50.0)	3(15.0)	1(5.0)	–	4.05	0.83
Mean	–	–	–	–	–	4.21	0.63

Note: criteria of students' opinion evaluation:

1.00-1.50	strongly disagree
1.51-2.50	disagree
2.51-3.50	uncertain
3.51-4.50	agree
4.51-5.00	strongly agree

VITAE

## VITAE

Name: Mr. Komet Saezhong

Date of Birth: 25 June 1975

Place of Birth: Songkhla Province

Address: 13 Ladprao 87 Road Wangtoenglang  
Bangkok 10310

### Education Background

2005 Master of Arts (Teaching English as a Foreign Language)  
Srinakharinwirot University, Bangkok.

1998 Bachelor of Arts (Mass Communication)  
Ramkhamhaeng University, Bangkok.