

# CHAPTER ONE

## INTRODUCTION

The present study entitled **Attitudes on Students' Oral Presentation in ELT Classroom and Development of their Speaking Skill** is an endeavor to find out the semester systems students' attitudes towards the use of oral presentation and development in speaking skill. This chapter mainly deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

### 1.1 Background of the Study

English language teaching and learning is gaining its importance day by day. Nowadays, English is treated as an international language. So, it is included in educational program of most of the counties as compulsory subject. The process of teaching and learning foreign language is a very complex task.

In the past, English language classroom focused on teacher-centered techniques only. In most of the English as a second language (ESL) or English as a foreign language (EFL) classes, the majority of the class time is taken up by teacher, teacher-fronted, lecture method, drill oriented activities. As a result, teacher dominated teaching learning cannot meet the need and interest of the learners so that scholars and subject experts start to think about alternatives of teacher-centered teaching and learning techniques which give birth to different techniques such as student-centered techniques. Nowadays, communicative approach has focused for teaching and learning foreign languages. The use of learner-centered activities and new technology as a tool to develop learners' ability in language teaching is gaining its importance. Oral presentation is one student-centered activity that teachers can give an opportunity to their students to communicate with other students in their class using target language (TL).

Wilson and Books (2014, p. 512) write, "Oral presentations are also a process-based, communicative activity that can provide students with an enjoyable way

to use English to communicate with their classmates”. When we learn foreign language, there are four skills that we need for complete communication. First of all, we learn to listen, then to speak, then to read and finally we learn to write so that, presentation involves all those four skills. Živković (2014, p. 468) opines, “Since oral presentations involve multi-skills, a carefully planned and constructed guideline will help develop students’ receptiveness to oral presentations”.

According to Thornbury (2005), “Oral presentations have also been shown to help improve students’ English language abilities”. One especially relevant part of English language teaching and learning at universities is teaching students how to prepare, organize, and deliver successful oral presentation for professional purpose. However, despite the obvious benefits of using presentation in the classroom, very few university students are given the opportunity to do oral presentation in their L2 classes Tsou& Huang (2012, as cited in Wilson and Books, 2014, p.513).

According to King (2002), “Oral presentations provide a rewarding and stimulating experience both for teachers in depending facilitating skills and for students in developing themselves to have confident presentations in public”. Likewise, Miles (2009, p. 105) states, “Using oral presentation inside classroom enhance students’ speaking skill, improve their English and gaining confidence in speaking and challenging themselves to speak more”. Oral presentation activities provide an excellent opportunity for the learners to develop speaking skill, because speaking several minutes in a structured way, delivering into various aspects of a single topic is not very easy task it gives opportunity to use target language, make mistakes, and learn from them.

Classroom presentation is one of the compulsory tasks in the college or university which adopts semester system. As mentioned in TU Semester System Operational Guideline (2070, p. 3), “The general teaching methodology of the program includes interactive lectures, students’ presentations, case studies, and projects”. Semester system is very good for quality education. The

countries like USA, Australia, Britain, China, Japan and so on have adopted semester system. Due to international practice and for quality education, Tribhuvan University cannot remain far from adapting semester system. Tribhuvan University, the oldest University of Nepal, have implemented semester system in the Central Campus, Kirtipur from the academic year 2070 to make Nepali students be able to compete in international market. This is the era of 21<sup>st</sup> century and world globalization, today's challenging economic situation is necessary for the students to gain those skills which will enhance their prospects of employment. Khaniya(2014) states:

The Semester system is not new phenomena in TU, before 2036 there was also semester system. A semester system involves 15-20 weeks' rigorous study. Compare to annual system; it involves focused attention of teachers and students on teaching and learning. It is more organized and interactive in classroom because it involves pedagogical process instead of methods, the number of students in classroom is fixed; they are selected on the merit based on an entrance exam; they are kept busy at the same level of burden throughout the session; they are required to be regular for completing the task and projects and participate in group discussion and presentation. (n.d)

Hence, TU attempts to provide quality education by involving students in interactive classroom, regularity in attendance, compulsory presentation, individual and group works, continuous assessment and evaluation through semester system. Then the system of teaching and learning is also gradually changed and teachers have started to use student centered techniques and oral presentation inside the classroom which help students become active and autonomous learners.

## **1.2 Statement of the Problem**

Because of the globalization, most of the people want to make their children fluent in English. So, oral presentation is one of the student centered techniques to improve students' oral proficiency. In ELT classrooms teachers can use oral presentation as a technical way to deal with students' problems in speaking to promote students' speaking skills. Hedge (2000, p.58) mentions that "the normal process of listening, speaking, and writing should be played; those skills are an extension of oral communication". Presentation is one of the activities, which are being used in oral expression courses to develop students' speaking skill. The main objective of learning a foreign language is to be able to communicate in that language or target language. But in the context of our country Nepal, today's student graduates from high school or even from university without being able to "speak" English because they have not given opportunity to practice in speaking English. As a student of the Department of English, I noticed that not all the students are speaking in the classroom during the lesson, only the better students take the opportunities to talk. We cannot learn speaking by observation so that speaking is the most difficult skill in the four skills. Reading, listening and writing can be learning with a teacher or on one's own, with books as well. That's why most of the students do not find speaking as a rewarding task. According to Nadia (2013), however, "speaking requires immediate comprehension and real time reaction". So that, the way of teaching by oral presentation will motivate student and encourage them to practice English in the classroom. However, the positive effectiveness of Teaching Oral Presentation has been the main focus of many articles and researches rather than Using Oral Presentation. But the ways students perceive using oral presentation in their classroom and what types of impact it has is still limited in research. So, I have chosen this area for my study.

Tribhuvan University implemented the semester system from the academic year 2070 in Central Campus, Kirtipur with the goal to make students become better equipped with English, and be able to compete in international market.

As a new system started, it brought change in teaching learning process also by focusing on interactive classroom, regularity in attendance, individual and group works, compulsory presentation, continuous assessment and evaluation. Through my research, I have explored the current practice of using oral presentation in English language teaching in semester system in Central Department of English Education in Nepalese context. In this research, I have made an effort to find out students' attitudes towards the use of oral presentation. How they perceive about the use of oral presentation and development of their speaking skill.

### **1.3 Objectives of the Study**

This study had the following objectives:

- i. To find out the students' attitudes towards the use of oral presentation and development of their speaking skill.
- ii. To suggest some pedagogical implications based on the findings of the study.

### **1.4 Research Questions**

This study tried to seek the answers of the following research questions.

- i. To what extent does the use of oral presentation enhance their speaking skills?
- ii. What types of changes does the presentation bring in their learning process?

### **1.5 Significance of the Study**

The use of oral presentation can help students of English language to promote their oral proficiency. In ELT classrooms teachers encourage their students to speak and thus help to promote speaking proficiency. Oral presentation in EFL classes gives students a confidence to speak in public and help them in enhancing their proficiency. This technique can be an enjoyable activity for the students but in our schools and universities we rarely learn how to speak. Till now, no research has been conducted for answering questions such as; what types of thoughts do the students have on oral presentation? Why each and

every student does not take part in presentation? What types of impact does oral presentation have? So this research is the one which try to answer above mentioned questions. Moreover, this research is important for both teachers and students. This research gives the teacher some ideas for how to deal with students who do not want to practice in classroom. In addition to this, this research will help to identify needs, practice and pedagogical implications of oral presentations in ELT class. This research will be equally fruitful to those further researchers who want to do research in the field of classroom presentation.

## **1.6 Delimitations of the Study**

The study was operated within the following limitations:

- i. This study was limited to the finding out the students' attitudes towards the use of oral presentation and development of their speaking skill.
- ii. The study was conducted at Department of English Education, Tribhuvan University, Kirtipur.
- iii. Only thirty students studying in the 1<sup>st</sup> and 3<sup>rd</sup> semesters were the sample population for this study.
- iv. The survey research was adopted to carry out this study.
- v. The sample population was selected using purposive non-random sampling procedure and only the questionnaire was used as data collection tool.

## **1.7 Operational Definition of Key Terms**

The key terms used in the study are listed below:

**Attitudes:** An attitude refers to students' opinion towards using oral presentation.

**Impact:** Here, an impact refers to an effect of oral presentation.

**Oral Presentation:** The term oral presentation refers to a lecture or speech given in front of the audience in spoken rather than written form. In this study,

oral presentation refers to activity of the students in the classroom presentation on a particular subject or topic.

**Proficiency:** In this study, proficiency refers to student's skill or knowledge on speaking English

**Technique:** The term refers to an activity used while teaching and learning.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter consists of review of theoretical literature, review of empirical research, implications of the review for the study and conceptual framework. The literature related to the proposed study is reviewed under two broad headings.

#### **2.1 Review of Related Theoretical Literature**

Theoretical background plays very significant role in any research. Therefore, to construct the theoretical background of the oral presentation in semester system, definition of semester system, importance and objectives of semester system, techniques used inside ELT classroom, oral presentation, types of oral presentation, importance of effective oral presentation, benefits of oral presentation, planning of oral presentation, preparation of content and delivery of oral presentation have been presented here. Furthermore, preparing EFL learners for oral presentations and speaking skill have been reviewed in this section.

##### **2.1.1 Definition of Semester System**

A semester system is an academic term, which means the division of an academic year. Literally, semester means six-month period. It has two academic sessions in a single year and per session goes for six months. According to the dictionary definition, the word ‘Semester’ means one of the two periods that the school or college year is divided into (Wehmeier et al., 2006, p. 1379). According to Abro (2014), “Semester system provides opportunity for students to polish themselves with great extent through the presentations, mid-term examinations, group discussions and submission of assignments etc. with regular intervals”. In semester system, students get more advantages it provides opportunities for students to experience continuous learning, assessment, presentations and feedback thus, gain a better-paced

understanding of their subject. There is continuous engagement between the students and the teacher's interactive classes there focus. Since, examination is held within few months so that what is studied will remain fresh in their mind and also student get chance for improvement. According to Khaniya (2014), "The semester system is associated with the process of making teachers and students regular, creative, engaged in learning, closely monitoring the progress, use internal assessment for evaluation, make presentations, do project works, concentrate on specific subjects etc."

In addition, Chongbang (2014, p. 14), "The semester system is very proactive system as it engages both the faculty and the students throughout the academic year in academic activities." In semester system the greater interaction with teachers and students is possible because of it students become more interested and encouraged to learn.

### **2.1.2 Objectives of Semester System**

The most important objective of semester system is to keep the students engaged and focused in learning. There are also other objectives of the semester system which reflect the importance as well. According to Mazumdar (2010, as cited in Ghimire, 2016, p.10) the following are the objectives of semester system:

- i. To broaden the outlook of the students and instill in them a sense of confidence and responsibility.
- ii. To provide more chances for the students to remain well versed.
- iii. To acquaint the students with different forms, styles and thoughts in other parts of the country and beyond.
- iv. To allow greater interaction with teachers and help the students focused on preparing throughout the year.

In the context of Tribhuvan University, the main objective of the semester system is to enhance students' knowledge, skill and capacity continuously, extensively and in-depth T.U. (2014).

### **2.1.3 Techniques Used Inside ELT Classroom**

According to Sharma (2016, p. 147), “The term ‘techniques’ is used to refer to the activities which are used in the classroom in order to achieve the immediate goals of teaching and learning as guided by given method and approach”. So that it is the implementation and specific procedures used in the ELT classroom which are chosen and designed, based on the assumptions and approaches. There are various types of techniques used for teaching and learning inside ELT classroom such as, lecture, illustration, explanation, pair work, group work, project work, students’ presentation and so on.

Sharma (2016, p. 147) write, "according to the nature of roles that students and teachers play during the teaching and learning, techniques are classified into two broad categories".

- i. Teacher-centered techniques
- ii. Student-centered techniques

#### **2.1.3.1 Teacher-centered Techniques**

In teacher-centered techniques, teachers are active whereas learners remain passive; learners cannot actively participate in learning. In these techniques, teachers are remarkably active to deliver the contents through explanation and illustration. According to Sharma (2016, p. 148) “Teacher-centered techniques require the L2 teachers to adopt the pedagogical strategies that are used clarifying the matters, expanding the contents, motivating the learners, and consciousness rising”. According to Sharma (2016) the teacher-centered techniques include: lecture, explanation, illustration and demonstration.

#### **2.1.3.2 Student-centered Techniques**

Student-centered techniques provide dominant role to the learners in the ELT classroom. It keeps the roles of learners at the center of teaching and learning activity. So these techniques are the demand of today. Teaching and learning through student-centered techniques, learners’ autonomy and self-confidence

are developed and also the students get sufficient opportunity to work and process the target language features.

Sharma (2016, p. 149) mention that “the learners’ activation and involvement may replace the role of external authority. While teacher-centered techniques emphasize the product, the learner-centered techniques emphasize the process”. So these techniques emphasize learner to be engage in certain types of work and learn by experience, it focused learners learning by doing. According to Sharma (2016) student-centered techniques includes:

- i. Pair work
- ii. Group work
- iii. Classroom interaction
- iv. Presentation
- v. Project work
- vi. Questioning
- vii. Individualization

Similarly Ur (2013, p. 18), writes “the most common type of classroom interaction is known as ‘IRF’- ‘Initiation-Response-Feedback’ . So that through the classroom interaction the teacher may give assessment, correction and comments to the students. Ur (2013, p. 228) mention the following student-centered techniques under the heading of classroom interaction.

- i. Teacher questioning
- ii. Group and pair work
- iii. Individual work
- iv. Blended learning

Among the above mention student-centered techniques, presentation is very effective techniques to enhance students’ speaking skill in ELT classroom. Ur (2013, p. 117) mention that “occasionally students may need to develop the ability to produce formal, extended speech in the form of oral presentation”.

### **2.1.4 Oral Presentation**

Oral presentation is a part of spoken language. It is a learner-centered activity that can be used in the language classroom as an effective tool for improving students' communicative competence. Oral presentation is an extension of oral communication skill. It is where the presenter shows his/her knowledge on a particular subject. The participant might choose the title or the teachers give it to them. According to Baker (2000, as cited in Nadia, 2013, p.7) "Oral presentation is like a formal conversation, speaking to group as a natural activity". So that, the oral presentation occurs in organizational setting and with limitation in time. Oral presentation also provides a more authentic way of practicing English than simply speaking. Melion and Thompson (1980 as cited in Nadia, 2013, p. 7) state that "if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work". So that in the end of oral presentation the speakers give their audience the opportunity to ask about things that are not clear to them and if any query is raised, the speakers answer them to complete their work. Doing oral presentation is very good and fruitful learning experience.

### **2.1.5 Types of Oral Presentation**

According to Chivers and Shoolbred (2007 as cited in Nadia, 2013, p. 8), "Understanding the style of presentation will help you to explore the main goal of giving oral presentation". Basically there are two types of oral presentation that is informative oral presentation and persuasive oral presentation. Therefore, according to the objective of the presentation the presenter can decide the type of their presentation.

#### **2.1.5.1 Informative Oral Presentation**

"The aim of informative presentation is to be communicating with the audiences and giving them much information in a limited time" Nadia (2013). The speakers use informative oral presentation as an informative speech. The primary goal of informative oral presentation is to make the audience learning

something new. According to **H-SC**, “**Informative speaking** has audience learning as its primary goal. An informative speech may explain a concept, instruct an audience, demonstrate a process, or describe an event”. So in this type of presentation, the speakers use an informative speech to explain a concept, instruct the audience and describe an event. In an academic setting, the informative speech may take many different forms such as, individual or group report, oral briefing, oral exams, panel discussion, and oral critique.

### **2.1.5.2 Persuasive Oral Presentation**

Nadia (2013) mention persuasive oral presentation is usually used to make the audience do some reaction or discuss with the presenter about the topic.

**Persuasive speaking** is used to influence what an audience thinks or does.

According to **H-SC**, “persuasion is a very complex process that combines three essential elements: ethos, the credibility of the speaker; logos, the logical proof and reasoning presented in the words of the speech; and pathos, the use of emotional appeals to influence the audience”. In persuasive presentation, the topic needs to be logical. Presentation should influence the audience in their thinking about a topic, which may be given or chosen. The speakers should try to show the audience that they have a confidence, speaker needs to be logic and able to use emotion to influence the audience. Several forms of persuasive speaking exist in the college environment such as, debates, within the classroom and the college community, task-force groups, advocacy presentations, professional interviews, role-playing or simulations etc. According to Chivers and Shoolbred (2007 as cited in Nadia, 2013 p. 9) “In persuasive oral presentation, speakers need to have a strong content and present it in a clear way”.

### **2.1.6 The Importance of Effective Oral Presentation**

Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions. Živković and Stojković (2011), states that with globalization graduates need to be proficient

in oral communication skills in order to function effectively in the professional setting. Hedge (2000), mentions that "the ability to communicate is the most important goal that communicative language teaching aim to reach. It is to be able to operate effectively in the real world". Regarding this Girard and Trapp (2011 as cited in Živković, 2014 p. 469), the importance of students' oral presentations includes:

- i. Greater class interaction and participation.
- ii. Increased interest in learning.
- iii. New perspectives not covered otherwise.
- iv. Improvement in communication and presentation skills.

Similarly, King (2002, p. 402) presents the following importance of oral presentation.

- i. Bridging the gap between language study and language use;
- ii. Using the four language skills in a naturally integrated way;
- iii. Helping students to collect, inquire, organize and construct information;
- iv. Enhancing team work;
- v. Helping students become active and autonomous learners.

Oral presentations represent an opportunity for developing real-world communications as well as leadership skills King (2002). That's why the final goal of the oral presentation is to maximize the student's potential, both personally and professionally. Oral presentations also provide students with a process-driven activity that requires them to use English, not just while they are giving the presentation itself, but also while preparing to present.

### **2.1.7 The Benefits of Oral Presentation**

Effective oral presentation skill is essential in education, social and professional life. If the presentation is effective, the audience should have learned something new and increase their interest about the topic. According to King (2002, p. 401), "students give oral presentations in front of the class is one of learner-centered activities that has been widely included in teachers'

lesson plans to improve students' oral proficiency". According to Emden and Beker (2004 as cited in Nadia 2013), "developing the abilities to speak to an audience is one of the greatest benefits you'll ever get from your time in further or higher education." Then oral presentation is one of the important parts of teaching and learning a foreign language, especially in the university environment. According to Chivers (2007, p. 8), some of the benefits of oral presentations are as follows.

- i. Student-centered participation in their learning.
- ii. Developing new knowledge and different perspectives on a topic.
- iii. Practice in a known environment/situation.
- iv. Increasing confidence to speak and present in front of an audience.
- v. Improving marks earned for a module assessment.
- vi. Developing a wide range of communication and presentation skills.
- vii. Preparation for skills needed in the workplace.
- viii. An exchange of roles and perspectives from audience to presenter.

Hence, the oral presentation offers opportunities for developing skill and knowledge together. In oral presentation, it is necessary for students to know how to prepare and structure their presentation. In addition, they need to know how to delivery it because this will make its content more and more effective.

### **2.1.8 Planning of Oral Presentation**

Students need lot of time in the preparation of an oral presentation in order to increase their understanding about the topic. They need to be able to present and explain the content to their classmate. If students prepare their topic with a good way, this will help them to answer all the questions that their teacher or classmates ask them. In addition, if students are working in-group, they will need to plan their presentation together, because each one of them should know everything about the topic. Chivers and Shoolbred (2008, as cited in Nadia, 2013) list some steps that planer can follow to succeed in their preparation:

- i. List all the tasks that need to be complete before the date of presentation.
- ii. Place these tasks in an order of priority.
- iii. Allocate the time needed to complete each of these tasks.
- iv. Check your progress regularly.
- v. Reallocating the remaining time, to make sure that all the tasks are been completed.

### **2.1.9 Preparation of the Content**

While preparing and planning the presentation, the content needs to be relevant, goal oriented and interesting to the audience. Nadia (2013), writes that it is useful to create the content of presentation as mention below.

#### **i. Decide what include and what to exclude**

While preparing the presentation, the presenters should choose the content which is relevant to the context and module studied. The presenters try to relate their topic to the real life situation or in the world. Because when the topic of presentation is about something new, this can make it more interesting to the audience.

#### **ii. Choose examples to provide interest and improve understanding**

In some case or situation audience cannot understand the speakers, but when the presenters use some examples appropriate to the topic and context; this may help the audience to be interest with the topic and also help to understand the content clearly.

#### **iii. Provide links and further sources of information**

The presenters should write the sources of their information and later provide them to the audience. This may be helpful to the audience to get more information about the topic. The aims for providing the sources are to help the audience when they want to get more information about the topic.

Therefore, oral presentation need to planed and organized in a good way. So that the students will influence their audience if they prepare their work before presenting it.

### **2.1.10 Delivery of Oral Presentation**

Delivery of oral presentation is different from writing reports or assessment. Because in oral presentation if the audience does not understand the speaker, they cannot turn back and try to make a connection to get the idea. Therefore, the way of giving an oral presentation should be organized to make the audience understanding the objective of the work. To achieve their goals, the speakers should know how to deal with the time allocated for delivering the presentation.

#### **2.1.10.1 Time Allocated for Delivering an Oral Presentation**

Presenter should finish their presentation in the exact time that they have. They should know how to use the time allocated in informing. If the speakers do not have much time to present, they can give just the important point to the audience. So thespeakers should organize themselves according to the time and try to use it effectively.

According to Chivers andShoolbred (2008 as cited in Nadia, 2013), “the use of time during the presentation has relation with the content”. So the allocated time has significant role in presentation. In order to be in time the speakers need to structure and organize the work appropriately.

#### **2.1.10.2 Structure of Oral Presentation**

In order to affect the hearer, the speaker should provide a clear out line or objective of his/her topic and it should be well structured. According to Chivers andShoolbred (2008 as cited in Nadia 2013) “A clear structure usually helps the audience to gain a quick understanding of the content of the presentation”. Nadia (2013, pp. 16-18) mentions that there are three parts to typical presentation:

## **i. Introduction**

Introduction is one of the crucial and preliminary parts of the presentation. According to Hamm and Dunbar (2006, p. 21), “Introduction should be developed to accomplish three things: established relationship between you and your audience, exit audience interest in your topic, and preview what you will be discussing in your presentation”. So the speakers have to be intelligent in the way that will help him to involve the audience in their talk.

- **Greet the Audience**

It is important to greet the audiences by saying something like: hello, ladies and gentlemen, good morning and so on.

- **Introduce One Self, (name position...etc)**

Speaker's self-introduction is not just to identify them but this may help the audiences to know his /her relation with the subject matter also.

- **Give the Title and Introduce the Subject**

It is very important for the speakers to give about the title of their presentation and the details are exactly they going to talk in it after start any presentation to inform the audience.

- **Give your Objective (purpose, aim, goal)**

The main goal of introduction in an oral presentation is to give information about present topic. Therefore, the speakers need to clarify the audience what they are talking about, what is its objectives and purpose and so on.

- **Announce your Outline**

The audiences need to be aware with speakers' outline to know what will be come. In addition, the speakers should use the same grammatical form at all stage of presentation.

## **iii. The body**

In this part of the oral presentation the speaker should be conscious in the following things:

- **Content**

Speaker gives information, which is relevant to their topic.

- **Quantity**

The speaker should focus on the quality rather than how much information that they give to the audience.

- **Sequence**

The information should be given in an organized way from general to specific.

- **Linking Ideas**

The speaker should make a connection between their information. This will help the audience to understand more about the content. The speakers can use appropriate examples to make more clear.

- **Voice and Pronunciation**

Hedge (2000) mentions that “part of speaking the English language completely is the ability to produce its sounds in ways that are intelligible to other speakers” (p.268). In order to be understood the presenter need to use their voice (ton, pitch, speed and so on) to attract their hearers. If the speakers raise their voice, he will put their audience in the subject. Moreover, sometimes when the speech is slow and couldn't listen audience feel burden so that some audience will get sleeping. Hedge (2000, p. 268) conclude that “given the spread of English throughout the world and its function as an international language, these other speakers may largely be speakers of English as a second or foreign language, each with their own local variety of pronunciation”. So correct pronunciation is important, because in English there are more words, which is similar so speaker should say it with right stress and intentions.

#### **iv. Conclusion**

It is more important part of presentation to inform the audience that the presentation had been finished. There are several ways that the speakers can use it to finish their talk. According to Storz et al., (2002 as cited in

Nadia 2013, p. 18) “the end of the conclusion of your talk should include four parts: a brief reminder of what you tried to show in your speech and how you tried to do so, a short conclusion, make comments or open a discussion”.

### **1.2.11 Preparing EFL Learners for Oral Presentations**

According to Meloni and Thompson (1980 as cited in King 2002, p. 402) “Oral presentations, if properly guided and organized, provide a learning experience and teach lifelong skills that will be beneficial to ESL/EFL students in all school subjects, and later in their careers”. On the same line, Ur (2009) writes:

It would seem fairly obvious that in order for our students to learn something new (a text, a new word, how to perform a text) they need to be able to perceive and understand it. One of the teacher’s job is to mediate such new materials so that it appears in a form that is most accessible for initial learning. This kind of mediation may be called presentation. (p. 11)

#### **1.2.11.1 Students’ Oral Presentation Problems**

Oral presentation is not an essay task. The delivery of an oral presentation can be a source of extreme anxiety. According to King (2002), “Anxiety causes performance to deteriorate and actually affects novice speaker’s self-esteem. Oral presentations can be a face-threatening activity, particularly for some Asian students”. It can be observe in the voice as well as in the body language of the presenter. Because of the lack of continue practice and opportunity to speak in public most of the student feel difficult to present.

##### **i. Speech Anxiety**

Speech anxiety is a normal and natural reaction that everyone can have it, when speak in public. But the speech anxiety, group boredom and limited

presentation skills are the major problems that lead to students' oral presentation failures. Mulac and Sherman (1974 as cited in King 2002, p. 404) "Behavioral assessment of speech anxiety includes a quivering or tense voice, lack of volume, non-fluencies, heavy breathing, lack of eye contact or extraneous eye movement, rigidity or tension, fidgeting or motionless arms and hands. Everyone can easily identify with sweaty palms, accelerated heart rate, and memory loss." So that teachers can easily detect these anxiety-related behaviors symptoms from students standing in front of the class. King (2002, p. 404) "In order to help students if the teacher makes an open decision about speech anxiety students feel that they are not alone".

## **ii. Group Boredom**

Group boredom usually results from listening to memorized speeches. According to King (2002, p. 405) "The audience feels bored when they have to listen to a tedious reading or word-for-word memorized speech from a presenter who reads rapidly and monotonously, losing command of their voice, tone, and pacing". Moreover, if students do not use conversational tone in their oral presentation and they recite from notes, the audience will lose their attention and presentation become dull.

So, King (2002, p. 405) mention that "the teacher should constantly remind students of the importance of using communicative English in their presentations and keeping the audience in mind when they prepare".

### **1.2.11.2 Teaching Presentation Skills**

Oral presentation is becoming more important part of language teaching, especially in universities. But most of the students do not find oral presentation an enjoyable activity. Students feel afraid when the teacher asked them to prepare an oral presentation because of lack of experience speaking in front of public and because of lack of self confidence in their abilities.

As mention by King (2002, p. 405), "some prerequisite skills are important in building student's confidence for oral presentations. Otherwise, students will

feel that the teacher has just dumped them into the sea to struggle for survival”. In the past teachers had been focused on give the learner grammatical rules, vocabulary and so on. But nowadays, the communicative approach has left an indelible mark on teaching and learning, resulting in the use of communicative activities in classrooms all over the world.

Harmer (2008, p. 69) write that “a major stand of communicative approach centers around the essential belief that if students are involve in meaning-focused communicative task, ‘then language learning will take care itself’, and plenty of language exposure and opportunities to use it are vitally important for students’ development of knowledge and skill”. So the main purpose of teaching student’s oral presentation is to help them rejecting the fear of making pronunciation, grammatical error and enhance speaking skill.

### **1.2.11.3The Teacher’s Role**

The teacher’s role is not an easy one because oral presentation is challenging job for teachers in terms of time and effort in lesson planning and teaching strategies. According to King (2002, p. 407), "Teacher moves from the traditional role of teacher as an authoritative expert to the new role of facilitator of learning”. The role of a teacher is the guide, organizer, consultant, resource person, supporter and so on. The teacher’s role in oral presentations involves not only preparing detailed guidelines but also organizing groups, helping students to select topics, guiding their research and helping them learn the use of various visual aids, but also providing feedback on the sequencing of ideas, and evaluating their performance.

If the oral presentation is well prepared, structured, and organized, it will be beneficial and enjoyable activity for learners. It is one of the speaking activities that aim to develop the students’ proficiency level in English and to help them to build self-confidence in their ability to speak in public.

### **1.2.12 Speaking Skill**

Teaching and learning speaking skill has been considered as an important part for EFL/ESL classes. The aim of learning a foreign language is to speak and communicate with it. Developing students' speaking skill is fundamental to their progress in acquiring the language. However, most of the EFL /ESL students do not find speaking an easy task. According to Ur (2013, p. 117), "Of all four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language".

While learning any language, we try to speak before any other skill. Speaking skill takes preponderance over the other three skills of language learning. According to Hedge (2000, p. 264), "Generally conversation involve making and keeping up social contacts, exchanging news, information, and opinions, and making decisions with other people". Speaking is an interactive process of constructing meaning. It involves producing, receiving, and processing information. Hedge (2000, p.261) states that "learning to speak competently in English is a priority". Many learners think that having many words may help them to speak English. However, there are learners know many words but they face problems in using it.

Harmer (2008, p. 343) states, "speakers of English- especially where it is second language- will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges too". So that, using oral presentation inside ELT classroom helps students learn to deal with nervousness in positive way that can help to reduce fear and anxieties, show individuality and also help to communicate using different media formats.

Chivers (2007) mentions that, "sometime, presentation gives opportunities for earning a higher percentage of marks than written work alone". Miles (2009), suggests that "students overwhelmingly view presentation classes as an

opportunity to improve their English speaking ability rather than actually learn how to give presentations”.

### **1.2.12.1 Speaking Sub-Skills**

Depending on the level and ability of students, in the sphere of speaking there are several sub-skills such as; pronunciation, using stress, rhythm, intonation using, word order, word forms using the correct, the appropriate language register and so on. Lackman (2010, p. 3), presents the following speaking sub-skills.

#### **i. Fluency**

It refers to speaking with a logical flow without planning or practice. It is an activity which requires speaker to focus on meaning in communication without immediate concern of accuracy.

#### **ii. Accuracy with words and pronunciation**

In order to understand words and sentences, speakers need to be able to use, pronounce words and structures correctly.

#### **iii. Using functions**

While giving presentation or communicating specific phrases or functions should be used for specific purpose such as greeting, apologizing, giving advice and so on.

#### **iv. Appropriacy**

It is using language appropriately according to the situation and making decisions about formality and choice of grammar, vocabulary, intonation and so on.

#### **v. Turn-taking skills**

Turn-taking skills involve knowing how and when to interject, eliciting an interjection or prevent one. While speaking, speaker can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as ‘ums’ and ‘errs’ to hold on to a turn while they search for the next thing to say.

#### **vi. Responding and initiating**

Activity which get speaker to practice managing a conversation in a appropriate way with specific words and phrases such as, “What do you think about...?”, “Really?”, etc. by making responses, asking for a response and so on. Gestures and other paralinguistic tools are also used in conversation management.

#### **vii. Repair and repetition**

Speaker can practice repair and repetition words and sentences when there is misunderstanding or he/she suspect they have not been understood or as listeners they can repeat to seek clarification or correction from the speaker.

#### **viii. Range of word and grammar**

Speakers need to know a range of words and grammar and have the ability to choose most appropriate words and structures for a specific tasks or contexts and to use them appropriately.

#### **ix. Discourse markers**

While speaking or giving a presentation, speaker use specific words and phrases while taking a particular long turn, for example first of all, on the other hand, to summarize etc. are discourse markers. It is used to help the listener reorganize how their talk has been organized.

### **2.2 Review of Empirical Literature**

This study is innovative in Department of English Education. No research work has been done in the field of oral presentation recently in the department. But many researches from other different universities have already carried out their researches on similar topics. Among them, some researches that are published in different journals and relevant to my study are reviewed here.

Nadia (2013) carried out a research study entitled ‘The Use of Students’ Oral Presentations in Enhancing Speaking Skill in the English Language Classrooms the Case Study of Second Year Students at the Department of English in Biskra University’. This study was based on descriptive research design. Study was

conducted in order to show how oral presentation can give students enough practice in speaking English language. The research population of this study included 5 teachers and 40 students of second year at the department of English in Biskra University. To collect data for this study, three tools were employed: questionnaire for students, interviews with teachers and observation checklist. Research findings showed that students and teachers were actually have highly positive attitudes in their beliefs about benefit and usefulness of doing oral presentations as a learning activity. It has revealed that oral presentations were beneficial to help students enhance their performance in oral expression and other courses. However, students need more practice on how to structure, plan and organize their presentations.

Richard (2009) carried out research entitled 'Oral Presentations for English Proficiency Purposes'. This study was based on survey research design and it was conducted in order to find out what students actually want out of a presentation class and if we as teachers are meeting these objectives in our courses and with the textbooks we are using. A survey was done on the first day of the oral presentation class at Nanzan University, Japan. The research population of this study included 13 teachers and 13 students. To collect data for this study, close ended questionnaire has been employed for both teachers and students. Research findings showed that some textbooks are often concerned with non-English skills such as organizing thoughts, visuals and body language. The study also discovered that most of the teachers need to be more aware of possible language purposes driving students to take presentation classes, and to choose more appropriate textbooks accordingly.

Živković (2014) conducted a research entitled 'The Importance of Oral Presentations for University Students'. The main objective of this research was at finding students' attitudes towards the use of oral presentations in the classroom and to provide teachers with some suggestions to make best use of oral presentations in their teaching with a view to enhance students' speaking skills. A survey research was done to examine how students comprehend the

importance of oral presentations in the engineering course. The investigation was performed at the Faculty of Civil Engineering and Architecture in University of Niš, Serbia, based on the sample of 85 students. Questionnaire was used as the research tools to collect the data for this study. Data collection was done in the spring semester, March, 2014. Data analysis was carried out through qualitative analysis technique. The findings of this study show that students perceive the significance of preparing and delivering oral presentations for successful communication in the future professional surrounding. Communicative classes are more interesting and effective compared to the traditional ones. Students are highly positive in their beliefs about benefits and usefulness of doing oral presentations. They agree that doing oral presentations helps them learn English better and practice their speaking skills.

Yu and Cadman (2009) carried out a research entitled 'EFL Learners' Connection with Audience in Oral Presentations: The Significance of Frame and Person Markers'. The research was undertaken to investigate how, and why, EFL learners applied textual and interpersonal markers in different public speech occasions in their academic classrooms. The study participants were 33 female students in a tertiary public speaking course in Taiwan whose English proficiency level could be categorized as lower-intermediate. The qualitative data included both spoken and written forms. Spoken data was collected from two presentations. One was an individual presentation and another was group presentation. In written data three types of written data were collected: (1) a self-evaluation of general performance on the two presentations; (2) reflections and comments on using connectors; and (3) a final survey for general reflection and self-evaluation. The findings of this study suggest that first of all, at the text level, we need to reinforce the importance of structural coherence in a speech. Secondly, at the interpersonal level, we need to develop a sense of audience engagement, that is, the social-interactive nature of public speaking, whether in a classroom or in a real-world context, as individual or group work. Finally, at the pedagogic level, it is important that we reduce the level of

artificiality in classroom presentations and authenticate them by incorporating into teaching the concepts of imagined audience and target audience. We also need to be mindful of the personal level.

Ghimire (2016) conducted a research entitled ‘Stakeholders Perception on Semester System: A Case of University Campus’ in order to identify and analyze the stakeholders’ perception towards semester system based on survey design. In this study, 20 teachers, 15 students and 5 administrative officials were selected through purposive non-random sampling procedure as the sample population. The questionnaire was used as a single research tool to collect the data. The findings of this study were all the teachers, students and stakeholders have positive perceptions towards the basic attributes of semester system. There was negative perception among teachers and students towards the unavailability of seminars, field works, project works in the semester system.

### **2.3 Implications of the Review of the Study**

The review of related literature and empirical literature play very significant role in any research to build up the theory, and it helps the researcher to be familiar with the current trends and practices of related study. It therefore, allows the researcher to develop the critical thinking and analytical power throughout the whole research study.

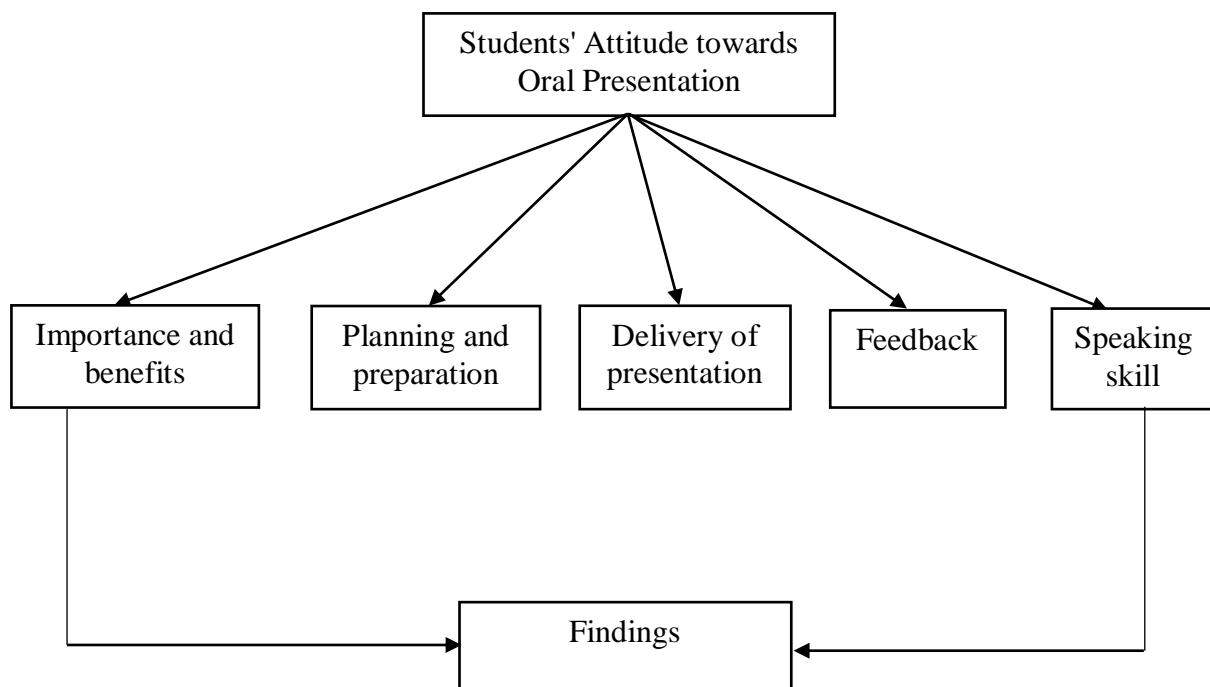
From the abovementioned theoretical and empirical review of literature, as a researcher, I also developed some insights through the existing body of literature related to my proposed study. I got very clear insights at various components of a research such as purpose of selecting survey research design, the way of constructing theoretical ideas, developing research tools for the data collection, process of collecting the required data from the selected participants, analyzing and interpreting the results using descriptive and statistical tools, and to present the results through table, graph, picture and so on.

Thus, the empirical literature reviewed in this study provided various insights at different sectors. Richard (2009), and Yu and Cadman (2009) researches helped

me to select an appropriate sample from a large population. Similarly, Ghimire (2016) and Živković (2014) researches provided me with the practical knowledge of developing questionnaire in order to find out the attitudes of students' towards the use of oral presentation and development of their speaking skill. Finally, Nadia (2013), King (2002), Chivers (2007) and William and Books (2014) researches gave the theoretical insights of oral presentation related to my present study. After getting the theoretical and practical insights, I as a researcher, was able to carry out a research on 'Attitudes on Students' Oral Presentation in ELT Classroom and Development of their Speaking Skill'.

## 2.4 Conceptual Framework

The current study on **Attitudes on Students' Oral Presentation in ELT Classroom and Development of their Speaking Skill** has been presented on the following conceptual framework.



*Figure 1.*Conceptual framework

Attitudes on Students' Oral Presentation in ELT Classroom and Development of their Speaking Skill

## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

Methodology and procedures are the vital element of a research study. If any research work follows appropriate methodology and procedures, it will obtain its objectives easily. This chapter includes; design of the study, population, sample and sampling strategy, research tools, sources of data (primary and secondary) data collection procedures, data analysis and interpretation procedures and ethical considerations.

#### **3.1 Design and Method of the Study**

To reach the optimal solution of any problem, there should be systematic study by adopting the certain scientific procedures that help the researcher to achieve the actual output of a research in the successive way. Thus, to make the study more valid and concrete, there must be an appropriate selection of the design for the selected study. There are so many research designs that have been adopted in different sectors such as sociology, political science, education and so on. Survey is one of the most prevalent designs in the field of academic research. Particularly, it is adopted in a research to find out the people's beliefs, attitudes, perceptions and their specific behaviors on the particular object, event or phenomenon.

This proposed study is based on survey design which was principally developed in the 18th century. However, in the second part of the 19th century a systematic literature was made available. It is one of the most commonly used methods of investigation in educational researches which may range from small scale to large scale investigation.

According to Nunan (1992, p. 140), the main purpose of a "survey is to obtain a snapshot of conditions, attitudes and events at a single point of time". It means to say that data can be obtained at the particular time and context over the issue.

Similarly, Kerlinger (1978, as cited in Kumar, 1999) opines:

The survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables. (p. 11)

From the abovementioned discussion of survey research, it is the predominantly used in educational research and mostly carried out to find the peoples' beliefs, attitudes and specified behavior on the certain issues, phenomena, events and situations.

### **3.2 Population, Sample and Sampling Strategy**

My research was conducted in the Central Department of English Education, Tribhuvan University, Kirtipur. The population of this study was all the students studying in T.U. Faculty of English Education. And my sample population was thirty students studying in M. Ed 1<sup>st</sup> and 3<sup>rd</sup> semesters 15 from 1<sup>st</sup> semester and 15 from 3<sup>rd</sup> semester. I used purposive non-random sampling procedure to select the sample population.

### **3.3 Research Tools**

In this study, questionnaire was used to collect the required data. This consisted of 24 questions under which close-ended questions were 18 and open-ended questions were 6 they were divided into 5 parameters: a) feelings b) experience c) problems d) feedback e) improvement. The questionnaire was related to the importance and benefits of oral presentation, planning and preparation, delivery of oral presentation and attitudes on students' oral presentation in ELT classroom and development of their speaking skill.

### **3.4 Sources of Data**

To accomplish this study, primary and secondary sources of data were collected.

### **Primary sources of data**

The primary data are the first hand data, which are collected through the direct link with the participants. For this study, I collected the primary data from the thirty students studying in M. Ed 1<sup>st</sup> and 3<sup>rd</sup> semesters by using questionnaire as the data collection tool.

### **Secondary sources of data**

Similarly, secondary data are the second hand, data which are collected by others than the actual people who are involved in a research. Data collected from books, journals, articles, research works, and websites are the secondary data. I reviewed the following sources for the secondary data in this study.

Harmer (2008), Hedge (2000), Khniya (2014), Nunan (1992), Sharma (2016), Ur (2009, 2013), Miles (2009), King (2002), Hamm & Dunbar (2006), Živković (2014), Wehmeier, McIntosh, Turnbull, & Ashby (1997) and so on.

Besides these sources, I got the necessary information from the different journals, report articles, research studies and websites related to the topic were used as the secondary sources of data.

### **3.5 Data Collection Procedures**

First of all, I prepared a set of questions to find out the students' perceptions towards the use of oral presentation in ELT classroom and development of their speaking skill. Then, I visited to the field and build good rapport with students. Then after, I requested to the concerned personnel or with the authority for giving a permission to carry out a research informing to them about the purpose of the study. Then, I select the respondents for the study and consult with them and inform to them about the confidentiality of the information collected through questionnaire by considering the ethic of the research. I handed over the questionnaire to each respondent and get the required information accordingly. Finally, I thanked them for their cooperation.

### **3.6 Data Analysis and Interpretation Procedures**

After collecting the required data through questionnaire were analyzed by using tables and percentile, and interpreted descriptively.

### **3.7 Ethical Considerations**

This part should be taken into account while conducting research on any event or issue. Therefore, the researcher had maintained the ethic in the following steps of a research.

- Taking permission of selected colleges and the respondents, and giving due respect to the selected site without thinking the short-term benefits of the study
- Selecting a problem that will be as much as practicable to the respondents and giving them freedom to fill the questionnaire by respecting their effort.
- Collecting the necessary information from the respondents, and the information collected from them will not be used for other purposes rather it will be used for this proposed study only.
- Reporting the information based on logical evidence and facts including authentic citation in a research.

## **CHAPTE FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter consists of the analysis and interpretation of the data. Data were collected through questionnaire. This study based on the survey research design. The collected data were divided into two groups: i) Students attitudes on oral presentation ii) Development of speaking skill and it is analyzed and interpreted descriptively using simple statistical tools.

#### **4.1 Analysis of Data According to the Students' Attitudes and Interpretation of Results**

After collecting the data through questionnaire, the data collected are analyzed and interpreted categorizing into five different parameters: Students' feeling towards the use of oral presentation, experience of oral presentation, problem in oral presentation, feedback and improvement which are presented as below.

##### **4.1.1 Oral Presentation in ELT Classroom**

The present chapter aims to collect data about the attitudes on students' oral presentation in ELT classroom. To achieve that, I have tried to investigate how the students of 1<sup>st</sup> and 3<sup>rd</sup> semesters at Tribhuvan University consider about the use of oral presentation inside the classroom. I have used closed ended as well as open ended questionnaire in order to see the students' opinions about the use of oral presentation to develop their speaking skill. The data obtained from the respondents are analyzed and interpreted under sub headings such as feelings, experience, problem, feedback and improvement.

##### **4.1.1.1 Feelings**

Under this sub heading, the respondents were asked the questions related to the feeling towards the use of oral presentation. The questions were asked to find out how they feel about the use of oral presentation in ELT classroom. The responses obtained from the respondents have been presented on the next page.

**i. Effectiveness of Presentation and Development of Competency Level**

The respondents were given two statements (no. 1 and 2), i.e. ‘The use of oral presentation inside ELT classroom is effective according to the present needs and expectations of the students’ and ‘the use of oral presentation inside ELT classroom develops the competency level of the students’. The responses obtained have been presented below:

**Table 1**  
**Students' Feeling towards Oral Presentation**

Statements	Responses									
	SA		Agree		Undecided		Disagree		SDA	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Effective according to the present needs and expectations of the students	20	60.67	10	33.33	-	0	-	0	-	0
2. Develops the competency level of the students	13	43.33	17	56.67	-	0	-	0	-	0

(SA: Strongly Agree, SDA: Strongly Disagree, No. Number of respondents)

As shown in the table 1, as regard the effectiveness of oral presentation according to the present need and expectation of the students out of 30 respondents 20 students, (i.e.60.67%) *strongly agreed* and 10 students, (i.e.33.33%) *agreed* with the statement.

It shows that all the students (100%) felt the use of oral presentation in ELT classroom very effective according to the present context.

The second statement concerned with the use of oral presentation inside ELT classroom develops the competency level of students. As regards this, 17 students, (i.e.56.67%) *agreed* and 13 students, (i.e.43.33%)*strongly agreed* with the statement.

It shows that all the students (100%) have positive thoughts towards the use of oral presentation in ELT classroom. They feel that oral presentation develops competency level of the students.

## ii. Students Opinion Towards Oral Presentation

The respondents were asked one close ended question (no.3), i.e. ‘Do you feel afraid to give an oral presentation? If your answer is “yes”, is it because fear of speaking in public,fear of making pronunciation mistakes and fear of teacher’s negative evaluation’. The responses have been presented below:

**Table 2**

### Opinion towards doing Oral Presentation

Statements	Results	Responses			
		Yes		No	
		No.	%	No.	%
3. Feel afraid to give oral presentation		13	43.43	17	56.67
	Fear of speaking in public	7	23.33	-	0
	Fear of making pronunciation mistakes	4	13.33	-	0
If “yes” because	Fear of teacher’s negative evaluation	2	6.66	-	0

The table above shows that majority of the respondents, 17 students (i.e.56.67%)*do not feel afraid*to give an oral presentation and 13 students, (i.e.43.43%) respond that they *feel afraid* to give an oral presentation.

According to the above table, we see that 7 students, (i.e.23.33%) respond that they feel afraid to give oral presentation because of *fear of public speaking* and

4 students, i.e.(13.33%) respond they feel afraid because the *fear of making pronunciation mistakes*. There are very few students,2 students (i.e.6.66%) percent feel afraid because of the *fear of teacher's negative evaluation*.

So it shows that most of the students (56.66%) are good speakers or they speak without hesitation and (43.43%) students felt afraid to give an oral presentation for two main reasons i.e. fear of public speaking and fear of making pronunciation mistakes.

### iii. Students' Feeling on Ability to do an Oral Presentation

The respondents were asked a question (no.4), i.e. 'Do you think that you have the ability to do an oral presentation?' 'Yes', 'No', 'Somehow' justify your answer. Data obtained have been presented below:

**Table 3**

#### **General Beliefs about their Ability to do an Oral Presentation**

Statements	Responses					
	Yes		No		Somehow	
4.Ability to do an oral presentation	No.	%	No.	%	No.	%
	16	53.33	3	10	11	36.66

As regards the ability to do oral presentations 16students, (i.e.53.33%) think that they *have the ability* to express themselves orally. While 3 students, (i.e.10%) believe that they *have no ability* to do an oral presentation and 11 students, (i.e.36.66%) respond they are not sure in their ability to do an oral presentation, they responded *somehow*.

#### **Students who said yes:**

Those students believed that an oral presentation was easy for them because they have self confidence in their speaking ability and have the experience of teaching. In addition some students think that they have enough knowledge of subject matter, content knowledge, they have fluency and do not feel hesitation.

#### **Students who say no:**

3 students,(i.e.10%) have negative beliefs about their ability to do an oral presentation. They think that speaking in front of public is difficult because they feel hesitation. They feel afraid of pronunciation mistakes, they think that their pronunciation skill is not good, and so they cannot pronounce some difficult words.

**Students who say somehow:**

Students explain that they feel hesitation, cannot speak in front of senior gurus. They feel afraid of making mistakes, due to the lack of practice.

From the above analysis, it has been concluded that above 50 percent of the students have positive beliefs about their ability to do an oral presentation and on the other hand, hesitation and fear of making mistake is another main reason for loosing students’ ability to do oral presentation.

**4.1.1.2 Experience**

Under this sub heading, the respondents were asked the questions related to the experience towards the use of oral presentation. The questions were asked to find out what types of experience do they have about the use of oral presentation in ELT classroom. The responses obtained from the respondents are presented below:

**i. Preparation of an Oral Presentation**

The respondents were asked a question (no.5), ‘Does your teacher ask you to prepare an oral presentation?’The responses obtained are tabulated below:

**Table 4**

**Preparation of Oral Presentation**

Statements	Responses									
	Always		Often		Sometimes		Rarely		Never	
6. teacher ask	No.	%	No.	%	No.	%	No.	%	No.	%

you to prepare an oral presentation	3	10	8	26.66	17	56.66	2	6.66	-	0
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Regarding the preparation of an oral presentation, 17 students, (i.e.56.66%) respond that teacher ask them to prepare an oral presentation *sometimes*. Likewise, there are other 8 students, (i.e.26.66%) who respond that their teachers asks them to prepare presentation *often*and other 3 students, (i.e.10%) percent response that their teacher *always* ask to prepare an oral presentation. There were only 2 students, (i.e.6.66%) who have responded*rarely* but no one was there who responded their teachers*never*.

From the above analysis, it has been concluded that 56.66percent of the students’ responded*sometimes*. This means that teacher does not ask the students to prepare an oral presentation never and regularly as well.

**ii. Students’Experience towards the Use of an Oral Presentation**

To explore the students’ experience towards the use of oral presentation, the respondents were given statements, ‘oral presentation increase interest in learning’, and ‘using oral presentationinside classroom gain confidence in speaking, improve English language and presenting in front of public.’ The responses obtained have beenpresented below:

**Table 5**

**Experience towards Oral Presentation**

Statements	Responses									
	SA		Agree		Undecided		Disagree		SDA	
	No.	%	No.	%	No.	%	No.	%	No.	%
6. Increase interest in learning	9	30	22	63.34	1	3.33	1	3.33	-	0

7. Gain confidence in speaking; improve English language and presenting in front of public.	18	60	12	40	-	0	-	0	-	0
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(SA: Strongly Agree, SDA: Strongly Disagree, No. Number of respondents)

As regards the statement (no. 6) oral presentation increase interest in learning 22 students, (i.e.63.34%) *agreed* and 9 students, (i.e. 30%) *strongly agreed* upon it.

It shows that majority of the student (93.34%) experienced that oral presentation is one of the teaching learning activities which increases interest in learning.

Regarding the statement (no.7) using oral presentation inside classroom gain confidence in speaking, improve English language and presenting in front of public, 18 students (i.e.60%)*agreed* and 12 students (i.e.40%) *strongly agreed* upon it.

It shows that the entire student 100% agreed using oral presentation inside classroom is very effective way to improve speaking skill and to gain confidence.

### iii. Students' Presentation in Classroom

The respondents were given a statement (no.8), 'When you are asked for presentation in classroom, you 'speak without any problem', 'hesitate', 'make any argument to avoid speaking', and 'get embarrassed'. The responses obtained from the respondents are tabulated below:

**Table 6**

### Presentation in Classroom

Statements	Results	Responses	
		No.	%
8. When you are asked for presentation, you	Speak without any problem	17	56.66
	Hesitate	12	40
	Makes argument to avoid speaking	1	3.33
	Get embarrassed	-	0

Regarding the statement (no. 8), 17 students, (i.e.56.66%) responded that, they *speak without any problem*. Likewise, 12 students, (i.e.40%) responded that they *feel hesitate* to give presentation in classroom and only 1 student, (i.e.3.03%) *made an argument to avoid speaking* but no one gets embarrassed to do presentation.

From the above analysis, it has been concluded that 56.66 percent of the students speak without any problem, they are good speakers and some of them cannot speak because of hesitation.

#### 4.1.1.3 Problem

Under this sub heading, the respondents were asked the questions related to the problems towards the use of oral presentation. The questions were asked to find out what types of problems do they have about the use of oral presentation in ELT classroom. The responses obtained from the respondents are presented below:

##### **i. Students' Perception towards the Problems of Oral Presentation**

To explore the students' problems towards the use of oral presentation, the respondents were given statements, 'oral presentation is face threatening activity', 'presentation takes lot of time so it brings difficulty in course completion', 'speech anxiety is one of the main problems for developing

speaking skill' and 'not all the students feel free to participate in oral presentation. The responses obtained have been presented on the next page.

**Table7**

**Perception on Problems of Oral Presentation**

Statements	Responses									
	SA		Agree		Undecided		Disagree		SDA	
	No.	%	No.	%	No.	%	No.	%	No.	%
9. Face-threatening activity	0	-	12	40	6	20	11	36.66	1	3.33
10. Takes lot of time so it brings difficulty in course completion	1	3.33	15	50	2	6.66	10	33.33	2	6.66
11. Speech anxiety is one of the main problem	17	56.66	13	43.33	-	0	-	0	-	0
12. Not all the students feel free to participate in presentation	6	20	24	80	-	0	-	0	-	0

(SA: Strongly Agree, SDA: Strongly Disagree, No. Number of respondents)

Regarding the statement (no.9) oral presentation is face-threatening activity 12 students, (i.e.40%) showed their *agreement* upon it. Likewise, 11 students, (i.e.36.66%) showed their *disagreement* and 6 students, (i.e.20%) *undecided*.

From the above analysis, it has been concluded that 40% students feel afraid to give presentation in front of mass because they feel it is face-threatening activity.

The second statement (no. 10), 'presentation takes lot of time so it brings difficulty in course completion', 16 students, (i.e.53.33%) showed their *agreement* upon it. Likewise, 11 students, (i.e.36.66%) percent student showed their *disagreement* and 2 students, (i.e.6.66%) responded *undecided*.

From the above analysis, it has been concluded that above 50% students responded that oral presentation need a lot of time, due to the presentation it brings difficulty in course completion as well.

The third statement (no.11) was the speech anxiety (feel of fair, hesitation etc.) as one of the main problems for developing speaking skill. Regarding the statement, 17 students, (i.e.56.66%) *strongly agreed* and 13 students (i.e.43.33%) *agreed* upon it.

It showed all the students 100% showed their agreement that speech anxiety is one of the major problems for the student which effected on the development of speaking skill as well.

The fourth statement (no.12) concerns with not all the students feel free to participate in oral presentation. Regarding the statement, 24 students (i.e.80%) *strongly agreed* and 6 students (i.e.20%) *agreed upon* the statement.

It shows that all the students 100% feel afraid of oral presentation in front of public because of high speech anxiety.

## **ii. Difficulties while Preparing and Delivering Presentation**

The respondents were asked the question (no.13), i.e. ‘what types of difficulties do you face while preparing and delivering presentation?’ The common responses obtained from the students are presented below:

- Difficult to select appropriate and authentic materials.
- Difficult to select words to deliver the contents.
- Difficult to understand subject matter.
- Due to the unavailability of the materials such as laptop and computer difficult to make power point and use in presentation.
- Due to the lack of electricity students cannot present projector.
- Difficult to organize the contents for limited time.
- Feel fair and nervous, hesitate to speak, shake body through no control mind.

From the above interpretation it can be analyzed that students feel difficult to understand the contents and subject matter. Due to the lack of materials such as laptop and enough content knowledge regarding the subject matter they feel afraid of presentation.

#### **4.1.1.4 Feedback**

Under this sub topic, the respondents were asked the questions related to the feedback. The questions were asked to find out what types of feedback do they perceive from their teacher and what are their suggestions to increase the effectiveness of an oral presentation and their speaking skill. The responses obtained from the respondents are presented below.

##### **i. Importance of Feedback**

To explore the importance of feedback towards the use of oral presentation, the respondents were given statements, ‘students’ presentation, assessment and feedback are really important for improving their standards.’ The responses obtained from them are presented below:

**Table 8**

#### **Importance of Feedback**

Statement	Responses									
	SA		Agree		Undecided		Disagree		SD	
14. Assessment and feedback are important for improving their standards.	No.	%	No.	%	No.	%	No.	%	No.	%
	17	56.66	13	43.33	-	0	-	0	-	0

(SA: Strongly Agree, SDA: Strongly Disagree, No. Number of respondents)

As regard the importance of presentation, assessment and feedback for improvement of students' standard, 17 students, (i.e.56.66%) *strongly agreed* and 13 students, (i.e.43.33%) *agreed* upon it.

It shows that all the students 100% believe that presentation, assessment and feedback develop their standard, so it is very much important in teaching and learning activities.

## ii. The Aspects of Teachers' Feedback

The respondents were asked a question (no.15), 'In which aspects of students' presentation do your teachers give more feedback? 'Pronunciation mistakes', 'body language', 'grammar mistakes', and 'the content and organization of the presentation' to explore what aspect do the teachers focus more while giving feedback. The responses obtained from the respondents are presented below:

**Table no. 9**

### The Aspects of Teachers' Feedback

Statements	Results	Responses	
		No.	%
15. Teacher give more feedback	Pronunciation mistakes	5	16.66
	Body language (facial expression,		

	eye contact, gestures)	6	20
	Grammar mistakes	3	10
	The content and organization of the presentation	16	53.33

Regarding the statement, 16 students, (i.e.53.33%) responded that their teachers give them more feedback on *content and organization of the presentation*. Similarly, 6 students, (i.e.20%) responded *body language*, 5 students, (i.e.16.66%) responded *pronunciation mistakes* and 3 students, (i.e.10%) responded *grammar mistakes*.

From the above analysis, it has been concluded that most of the students(53.33%) responded that their teachers give them more feedback on content and organization of the presentation.It seems that content and organization of the presentation were still students' concerns in oral presentation.

### iii. Appropriate Feedback

The respondents were given a statement (no. 16), 'while giving immediate feedback by hinting is more appropriate than repeating and reformulating the learners' mistakes/error' to find out what types of feedback is more appropriate while giving feedback.The responses obtained from the respondents are presented below:

**Table 10**  
**Appropriate feedback**

Statement	Responses									
	SA		Agree		Undecided		Disagree		SD	
16. Immediate	No.	%	No.	%	No.	%	No.	%	No.	%

feedback by hinting is more appropriate than repeating and reformulating	7	23.33	18	60	3	10	2	6.66	-	0
--	---	-------	----	----	---	----	---	------	---	---

(SA: Strongly Agree, SDA: Strongly Disagree, No. Number of respondents)

Regarding the immediate feedback by hinting is more appropriate than repeating and reformulating the learners' mistake or error; 25 students, (i.e.83.33%) *agreed* upon it. The rest 3 students, (i.e.10%) are reluctant to freely opine on it and 2 students, (i.e.6.66%) *disagreed*.

From the above analysis it can be concluded that a significant portion of the students (83.33%) have found immediate feedback by hinting is more appropriate than repeating and reformulating the learners' mistake or error in oral presentation inside ELT classroom.

#### 4.1.1.5 Improvement

Under this sub heading, the respondents were asked the questions related to the improvement. The questions were asked to find out what types of improvement do they perceive in semester system and whether their teachers help them to correct their mistakes. The responses obtained from the respondents are presented below:

##### i. Correction of Mistakes

The respondents were asked a question (no. 17), 'how often do your teachers correct your mistakes?' to find out whether the teacher help students to correct their mistakes/error or not. The responses obtained from the respondents are presented below:

**Table 11**  
**Correction of Mistakes**

Statements	Responses
------------	-----------

	Always		Often		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%	No.	%
17. How often do your teachers correct your mistakes?	3	10	10	33.33	13	43.33	4	13.33	-	0

Regarding the question in the above table shows that 13 students, (i.e.43.33%) responded that *sometime*. Likewise, 10 students, (i.e.10%) responded *often*, 3 students, (i.e.10%) responded *always* and 3 students, (i.e.10%) responded *rarely*. From the above analysis, it is visible that average students (43.33%) responded that their teachers only sometimes help them to correct their mistake though they did not neglect students' mistakes totally.

## ii. Students' Perceptions on Improvement in Semester System

Under this topic, the respondents were given statements related to the improvement in semester system. The statements were asked to find out whether the provision of semester system, courses taught and designed, techniques used in teaching are appropriate or not?The responses obtained from the respondents are presented below:

**Table 12**  
**Improvement in Semester System**

Statements	Responses									
	SA		Agree		Undecided		Disagree		SDA	
	No.	%	No.	%	No.	%	No.	%	No.	%
8. Provision of students' presentation, group work etc. are appropriate in semester system										

	13	43.33	14	46.66	1	3.33	-	0	2	6.66
9. Course taught and designed are helpful in students professional life and complete in six months period.	3	10	12	40	6	20	5	16.66	4	13.33
10. An improvement in techniques used in teaching can be experienced in semester system.	4	13.33	22	73.33	2	6.66	2	6.66	-	0

(SA: Strongly Agree, SDA: Strongly Disagree, No. Number of respondents)

As regard the first statement (no. 18), 'provision of students' presentations, group work, interactive lectures, case studies, and projects are appropriate in semester system.' 27 students, (i.e.90%) *agreed* upon it. Likewise, 1 student, (i.e.3.33%) responded *undecided* and 2 students, (i.e.6.66%) *disagreed*.

It shows that majority of the students (90%) think that provision of students' presentations, group work, interactive lectures, case studies, and projects are appropriate in semester system.

The second statement (no. 19), was concerned with the 'courses taught and designed in semester system are helpful in the students' professional life and complete in six months' period' regarding the statement 15 students, (i.e.50%) *agreed* upon it. Likewise, 6 students, (i.e.20%) responded *undecided* and 9 students (i.e.30%) *disagreed* upon it.

It shows that the course taught and design in semester system, for (50%) students it is appropriate and for (30%) percent above of the student it is not so appropriate.

The last statement (no. 20), was concerned with ‘an improvement in techniques used in teaching can be experienced in semester system’. Regarding the statement most 26 students, (i.e.86.66%)*agreed* upon it and 2 students, (i.e.6.66%) responded *undecided* and 2 students, (i.e.6.66%) *disagreed*.

It shows that most of the students (86.66%) have perceived techniques used in teaching and learning in semester system is very well.

#### **4.2 Analysis of Data According to the Development of Speaking Skill and Interpretation of Results**

Under this sub heading, the respondents were asked the questions related to the development of speaking skill and suggestions to increase effectiveness of oral presentation and speaking skill. Here, I asked open ended questionnaire in order to observe the students’ opinions about the use of oral presentation to develop their speaking skill. The data obtained from the respondents are analyzed and interpreted respectively.

##### **i. Oral Presentation Enhance Students’ Speaking Skill**

The respondents were asked a question (no.21), i.e. ‘Do you think that giving an oral presentation helps enhancing your speaking skill?’ ‘Yes’ or ‘No’. Data obtained from respondents are presented below:

**Table 13**

##### **Enhance Students’ Speaking Skill**

Statements	Responses			
	Yes		No	
21. Giving oral presentation helps enhancing speaking skill	No.	%	No.	%
	30	100	-	0

As regard this, giving oral presentation helps enhancing speaking skill all the student, (i.e.100%) respond positively. However, the common opinions presented by the students have been listed below:

- Develop speaking skill, fluency, pronunciation.
- Develop confidence of presenting ideas.
- Make habitual of speaking.
- Develop vocabulary knowledge, teaching methods.
- Give opportunity to speak in front of public and avoid hesitation.

It shows that giving an oral presentation give opportunity to speak in front of public. It also reduces hesitation, develops confidence of presenting ideas, fluency and pronunciation, vocabulary knowledge and sets habit of speaking.

## **ii. Changes Bring after Participating in Oral Presentation**

The respondents were asked the question (no.22), i.e. ‘what types of changes do the oral presentation bring in you after participating in presentation inside your classroom?’ in order to find out whether oral presentation brings changes in speaking skill or not. The common opinions obtained from the students have been listed below:

- Oral presentation builds confidence.
- Gives courage to deliver idea in front of public.
- Improves pronunciation skill and fluency.
- Loses hesitation.
- Gives encouragement in learning.

From the above interpretation it can be analyzed that after participating in presentation, it reduces speech anxiety, hesitation and develops confidence level of students. It also gives courage to deliver idea in front of mass and plays vital role to improve pronunciation skill.

## **iii. Teacher’s Guide for Oral Presentation**

The respondents were asked the question (no.23), i.e. ‘what should the teacher do to help you in giving an oral presentation?’ The common responses obtained from the students are presented below:

- Teacher needs to clarify the related topic before assigning for presentation.
- Provides information about the contents.
- Gives guidelines of the presentation and handouts.
- Teaches to make the slides.
- Teacher needs to motivate, encourage and inspire towards the presentation.

From the above responses, it is revealed that the teacher should clarify the topic, provide some information about subject matters and give guidelines of presentation how it should be presented. She or he also needs to inspire and encourage every student for presentation.

#### **iv. Suggestions to Increase the Effectiveness of Oral Presentation and Speaking Skill**

The respondents were asked the question (no.24), ‘What are your suggestions to increase the effectiveness of oral presentation and your speaking skill?’ The common responses obtained from the students are presented on the next page.

- Students need to be familiar with teachers, they neglect hesitation and fair.
- Students need to gain more information about subject matters.
- Teachers need to provide feedback.
- Teachers need to provide the authentic and motivational speeches.
- Teachers need to give ample opportunity to speak to the students.
- Teachers need to give equal priority to each and every student.

From the above interpretation it can be concluded that the teacher needs to give ample and equal opportunity for every student for presentation, she or he should provide feedback and motivational authentic speeches sometimes.

Students need to be familiar with subject matter, neglect hesitation and fair so that they can present confidently and develop speaking skill.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter consists of findings, conclusion and recommendations on the basis of the analysis and interpretation of the data.

#### 5.1 Findings

Based on the analysis and interpretation of the data collected through questionnaire, the major findings have been derived as below.

The main objective of this research was to find out the students' attitudes towards the use of oral presentation and development of their speaking skill. It was found that the majority of the students are in favor of use of oral presentation in ELT classroom. Almost all the students feel that the use of oral presentation in ELT classroom is very effective according to the present need and context. Research shows that the use of oral presentation gives opportunity to speak in front of public. It also reduces hesitation, develops confidence of presenting ideas, fluency, and pronunciation, also develops vocabulary knowledge and sets habit of speaking.

Besides the major findings mentioned above, the other findings according to the students' attitudes have been drawn from the five different parameters incorporated in the questionnaire. They are:

##### i. Feelings

- All the students (100%) felt the use of oral presentation in ELT classroom very effective according to the present need and context.
- All students, (100%) had positive thoughts towards the use of oral presentation in ELT classroom. It is very significant and they feel oral presentation develops competency level of the students.
- Most of the students (56.66%) opined they are good speaker or they speak without hesitation and about (43.43%) percent students

feel afraid to give an oral presentation for two main reasons i.e. fear of public speaking and fear of making pronunciation mistakes.

- The result shows that above (50%) of the students had positive beliefs about their ability to do an oral presentation and on the other hand, hesitation and fear of making mistake is another main reason for losing students' ability to do oral presentation.

## ii. Experience

- Study shows that (56.66%) of the students' response that their teacher asked them to prepare an oral presentation sometime. This means that teacher do not ask the students to prepare an oral presentation regularly as well.
- The majority of the student (93.34%) experienced that oral presentation is one of the teaching learning activities which increases interest in learning.
- The entire student (100%) agreed using oral presentation inside classroom is very effective way to improve speaking skill and to gain confidence.
- The result shows that (56.66%) of the students spoke without any problem, they are good speakers and some of them cannot speak because of hesitation.

## iii. Problem

- The result shows that (40%) student felt afraid to give presentation in front of mass because they feel it is face-threatening activity.
- The result revealed that above (50%) student response that oral presentation need lot of time, due to the presentation it brings difficulty in course completion as well.
- It was drawn that all the students (100%) showed their agreement that speech anxiety is one of the major problems for the student which affects the development of speaking skill.

- All the students (100%) felt afraid of oral presentation in front of public because of high speech anxiety.
- The result revealed that students felt difficult to understand the contents and subject matter. Due to the lack of materials such as laptop and enough content knowledge regarding the subject matter they felt afraid of presentation.

iv. Feedback

- All the students (100%) believed that presentation; assessment and feedback develop their standard, so it is very important in teaching and learning activities.
- The majority of the students (53.33%) responded that their teachers gave them more feedback on content and organization of the presentation. It seems that content and organization of the presentation were still students' concerns in oral presentation.
- Significant portion of the students (83.33%) responded immediate feedback by hinting is more appropriate than repeating and reformulating the learners' mistake or error in oral presentation inside ELT classroom.

v. Improvement

- The average student (43.33%) responded that their teachers only sometimes help them to correct their mistakes sometimes though they did not neglect students' mistakes totally.
- It was depicted that majority of the students (90%) think that provision of students' presentations, group work, interactive lectures, case studies, and projects are appropriate in semester system.
- It was found that the course taught and design in semester system, for (50%) students it is appropriate and for (50%) percent of the student it is not so appropriate.
- Most of the students (86.66%) percent have perceived techniques used in teaching and learning in semester system is very well.

Findings derived from the research according to the development of speaking skill and suggestions to increase effectiveness of oral presentation and speaking skill has been mentioned as below:

- The study shows that (100%) student opined giving oral presentation helps enhancing speaking skill. Use of an oral presentation gives opportunity to speak in front of public. It also reduces hesitation, develops confidence of presenting ideas, fluency, and pronunciation, vocabulary knowledge and sets habit of speaking.
- The result revealed that after participating in presentation, it reduces speech anxiety, hesitation and develops confidence level of students. It also gives courage to deliver idea in front of mass and plays vital role to improve pronunciation skill.
- The study shows that the teacher should clarify the topic, provide some information about subject matters and give guidelines of presentation how it should be presented. She or he also needs to inspire and encourage every student for presentation.
- The study shows that most of the teacher need to give ample and equal opportunity for every student for presentation; she or he should provide feedback and motivational authentic speeches sometime. Student need to be familiar with audients, neglect hesitation and fair so that they can present confidently and develop speaking skill.

## **5.2 Conclusion**

The present study entitled ‘Attitudes on Students' Oral Presentation in ELT Classroom and Development of their Speaking Skill’ was conducted to find out the students’ attitudes towards the use of oral presentation and development of their speaking skill. This study was based on the survey research design. The sample populations of this study were thirty students studying in 1<sup>st</sup> and 3<sup>rd</sup> semesters at Department of English Education, Tribhuvan University, Kirtipur

and they were selected through purposive non-random sampling procedure. In order to fulfill the objectives of the study, the questionnaire was developed as a major research tool for collecting the required data. The questionnaire consisted of both close-ended and open-ended questions from the five different parameters: students' feeling towards the use of oral presentation, experience of oral presentation, problem in oral presentation, feedback and improvement. The data collected through questionnaire have been analyzed and interpreted both qualitatively and quantitatively. On the basis of the analysis and findings of the research, the following conclusions have been derived.

This study showed that all students(100%) have positive thoughts towards the use of oral presentation in ELT classroom. About 60 percent students are good speakers or they speak without hesitation, and about 40 percent students feel afraid to give an oral presentation the main reasons is the fear of public speaking, fear of making pronunciation mistakes and hesitation. It also explores that after participating in presentation, it reduces speech anxiety and develops confidence level of students. It also gives courage to deliver idea in front of mass and plays vital role to improve pronunciation skill.

The use of oral presentation gives opportunity to speak in front of the public. It also reduces hesitation, develops confidence of presenting ideas, fluency, and pronunciation, also develops vocabulary knowledge and make habitual of speaking.

### **5.3 Recommendation**

After deriving the findings from the analysis and interpretation of the data, the policy related, practice related and further research related suggestions have been given for the pedagogical implications.

### **5.3.1 Policy Related**

The recommendations at policy level are related to the determination of the highest level decisions. It is the usefulness of findings of the study to the policy making level.

- Government should generate rules and regulations for the use of oral presentation inside classroom in each and every level of school and campus.
- University campus should generate different rules, regulations and guidelines for oral presentation and students should follow that rules, regulations and guidelines of campus.
- Use of oral presentation should be practiced not only in semester system but also in annual system schools and campuses.
- Regarding oral presentation extra subject should be there in Faculty of Education, which will lead the students to build self-confidence in their speaking.

### **5.3.2 Practice Related**

Recommendations on practice level are practice related recommendations. It is the discussion on pedagogical importance of findings in practice level. The recommendations at the practice level of this research are as follows:

- Students should make a clear outline of their presentation before delivering it. They should practice a lot at home before presenting inside classroom.
- Teacher should clarify the topic, provide some information about subject matter and give guidelines of presentation how it should be presented and also provide feedback and motivational authentic speeches sometimes.
- Students actually do not know how to use body language (eyes contact, gestures, and facial expression) which is necessary for an effective talk.

Therefore, the teacher can help his/ her students to improving these aspects of performance by giving them more practice.

- Teachers need to give ample and equal opportunity for every student for presentation.
- Teacher should try to deal with students' fear of making mistakes by encouraging them to speak, leave space for questions and comments.

### **5.3.3 Further Research Related**

Everything in the world has its own limitations as this study has. This study is not sufficient at all, because it lacked many areas to be investigated on the use of oral presentation due to time constrain too. Thus, any new researcher can conduct a research on the possible areas of the use of oral presentation in the days to come. Some of the areas related to the use of oral presentation have been recommended for further research.

- Teachers' perceptions towards the use of oral presentation in ELT classroom.
- Effectiveness of oral presentation in lower secondary level, secondary level and higher education levels.

## Appendix I

### PRATICIPANT INFORMATION STATEMENT

**Thesis Supervisor**

Faculty of Education

**Dr. LaxmiBahadurMaharjan**

Department of English

Professor

T.U. Kathmandu, Nepal

T.U. Kathmandu, Nepal

#### **Attitudes on Students' Oral Presentation in ELT Classroom and Development of their Speaking Skill**

##### **1. What is this study about?**

You are requested to take part in a research entitled **Attitudes on Students' Oral Presentation in ELT Classroom and Development of their Speaking Skill** that aim is to find out the students' attitudes towards the use of oral presentation and development of their speaking skill. Oral presentation is one of the student centered techniques to improve students' oral proficiency. In ELT classrooms teachers can use oral presentation as a technical way to deal with students' problems in speaking to promote students' speaking skills. The way of teaching by oral presentation will motivate student and encourage them to practice English in the classroom. However, the ways students perceive using oral presentation in their classroom and what types of development it brings is still limited in research. Up to now, there is no any research related to this topic in this department so this research gives the teacher some ideas for how to deal with students who do not want to practice in classroom. In addition to this, this research will help to identify needs, practice and pedagogical implications of oral presentations in ELT class.

You are requested to participate in this study because I am interested for finding out the students' attitudes towards the use of oral presentation and development of their speaking skill. Your responses will be helpful to find out the attitudes towards oral presentation and development of speaking skill whether it develop students' proficiency or not.

This participant information statement helps you to know the research study. Knowing what is involved will help you decide if you want to take part in the very research. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participation in this research is voluntary. So, it is up to you whether you wish to take part or not.

By giving your consent to take part in this study you are telling me that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.
- ✓ Agree to the use of your personal information to keep.

You will be given a copy of this participant information to keep.

## **2. Who is carrying out the study?**

The study is being carried out by **Ms. Purna Kala Rai**, as the student Master of Education in English, Tribhuvan University, Kathmandu. This study will take place under the supervisor of **Prof. Dr. LaxmiBahadurMaharjan**, Professor, Department of English Education, T.U., Kirtipur, Kathmandu.

## **3. What will the study involve for me?**

This study involves completing a set of questionnaire. The questionnaire consists of 24 under which 18 close ended and 6 open ended questions dividing into 5 parts: a) feeling b) experience c) problem d) feedback  
e) improvement

## **4. How much of my time will the study take?**

It will take about 1 hour to complete the questionnaire.

## **5. Who can take part in the study?**

All the English language students studying in M. Ed. 1st and 3rd semester in T.U.

## **6. Do I have to be in the study? Can I withdraw from the study once I have started?**

Participation in this study is completely voluntarily. Your participation in this study will not harm in your career and future. It will help to understand about the oral presentation in ELT classroom. If you decide to withdraw from the study you are free. But submitting your completed questionnaire is your consent to participate in the study.

## **7. Are there any risk or cost associated with being the study?**

Beside your time investing to response questionnaire, there will not be any risk or costs associated with taking part in this study.

**8. Are there any benefits associated with being in the study?**

This study will help you understand about the oral presentation in ELT classroom. You can be more familiar with the various aspects of oral presentation and will help to identify needs, practice and pedagogical implications of oral presentations in ELT classroom.

**9. What will happen to information about me that is collected during the study?**

Your Information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Finding of the study may be published, but you will not be individually identifiable in the publication.

**10. Can I tell other people about the study?**

Yes, you are welcome to tell other people about the study.

**11. What if I would like to know further information about the study?**

If you would like to know more at any stage during the study, please feel free to contact **Ms. Purna Kala Rai**. Mobile: 9842733125, Email: [pravarai85@gmail.com](mailto:pravarai85@gmail.com)

**12. Will I be told the result of the study?**

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education, T.U., Kirtipur, Kathmandu.

**13. What if I have a complaint or any concerns about the study?**

The ethical aspects of this study have been approved by Tribhuvan University, Department of English Education, Kirtipur, Kathmandu. Any person with concerns or complains about the conduct of a research study can contact the researcher.

## Participant Constant Form

**Faculty of Education Tribhuvan University**

**Department of English Education**

**Kirtipur, Kathmandu, Nepal**

**Supervisor: Prof. Dr. Laxmi Bahadur Maharjan**

### **Attitudes on Students' Oral Presentation in ELT Classroom and Development of their Speaking Skill**

I ....., agree to take part in this research study.

In giving my consent, I state that:

I understood the purpose of the study, what I will be asked to do, and any risks/benefits involved.

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
- 2) I have got any answers to any questions that I had about the study and I am happy with the answers.
- 3) I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
- 4) I understand that my real name will not be used in the study.
- 5) I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for that purpose that I have agreed to. I understand that information about me will only be told to others to my permission, except as required by law.

I consent to:

Completing required questionnaire: a) Yes

b) No

Signature .....

Name .....

Date .....

## **Appendix II**

### **Questionnaire**

Dear Respondent,

I am **Purna Kala Rai**, M. Ed student at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. This questionnaire is presented to you as a research tool for collecting information about the oral presentation for the purpose of my research entitled **Attitudes on Students' Oral Presentation in ELT Classroom and Development of their Speaking Skill** as a partial fulfillment of Master's Degree in English Education under the supervision of **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education, T.U., Kirtipur. You are kindly requested to give your response through the following questionnaire. Your co-operation in responding the questionnaire and your responses will have great value in accomplishing my research. I would appreciate your honest opinion and assure you that your responses will be completely anonymous. I promise you that information will be kept highly confidential and used only for this research purpose.

**Thank you for your patience and co-operation.**

**Researcher**

Purna Kala Rai

Department of English  
Education

T.U., Kirtipur,  
Kathmandu

## Questionnaire

Tick (✓) the best opinion from the given alternatives and write your opinion in the spaces:

### ❖ Feelings

1. The use of oral presentation inside ELT classroom is effective according to the present needs and expectation of the students.

- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree

2. The use of oral presentation inside ELT classroom develops the competency level of the students.

- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree

3. Do you feel afraid to give an oral presentation?

- a) Yes     b) No

If your answer is “yes”, is it because

- a) Fear of speaking in public   
b) Fear of making pronunciation mistakes   
c) Fear of teacher’s negative evaluation

4. Do you think that you have the ability to do an oral presentation?

- a) Yes     b) No     c) Somehow

Justify your answer

.....  
.....  
.....  
.....  
.....

## ❖ Experience

5. Does your teacher ask you to prepare an oral presentation?
- a) Always     b) Often     c) Sometimes   
d) Rarely     e) Never
6. Oral presentation increase interest in learning.
- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree
7. Using oral presentation inside classroom gain confidence in speaking, improve English language and presenting in front of public.
- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree
8. When you are asked for presentation in classroom, you
- a) Speak without any problem   
b) Hesitate   
c) Make any argument to avoid speaking   
d) Get embarrassed

## ❖ Problems

9. Oral presentation is face-threatening activity.
- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree
10. Presentation takes lot of time so it brings difficulty in course completion.
- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree
11. Speech anxiety (feel of fear, hesitation etc.) is one of the main problems for developing speaking skill.
- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree
12. Not all the students feel free to participate in oral presentation.
- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree

13. What types of difficulties do you face while preparing and delivering presentation?

.....  
.....  
.....  
.....

❖ **Feedback**

14. Students' presentation, assessment and feedback are really important for improving their standards.

- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree

15. In which aspects of students' presentation do your teachers give more feedback?

- a) Pronunciation mistakes   
b) Body language (facial expressions, eye contact, gesturers)   
c) Grammar mistakes   
d) The content and organization of the presentation

16. While giving immediate feedback by hinting is more appropriate than repeating and reformulating the learners' mistakes/error.

- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree

❖ **Improvement**

17. How often do your teachers correct your mistakes?

- a) Always     b) Often     c) Sometimes   
d) Rarely     e) Never

18. Provision of students' presentations, group work, interactive lectures, case studies, and projects are appropriate in semester system.

- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree

19. The courses taught and designed in semester system are helpful in the students' professional life and complete in six months' period.

- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree

20. An improvement in techniques used in teaching can be experienced in semester system.

- a) Strongly Agree     b) Agree     c) Undecided   
d) Disagree     e) Strongly Disagree

21. Do you think that giving an oral presentation helps enhancing your speaking skill?

- a) Yes                       b) No

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22. What types of changes do the oral presentations bring in you after participating in presentation inside your classroom?

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23. What should the teacher do to help you in giving an oral presentation?

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24. What are your suggestions to increase the effectiveness of oral presentation and your speaking skill?

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**Thank you for your co-operation!**

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