

ATTITUDES ON STUDENTS' ORAL PRESENTATION IN ELT CLASSROOM AND DEVELOPMENT OF THEIR SPEAKING SKILL

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Purna Kala Rai**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2017

**ATTITUDES ON STUDENTS' ORAL PRESENTATION IN
ELT CLASSROOM AND DEVELOPMENT OF THEIR
SPEAKING SKILL**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Purna Kala Rai**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2017

**T.U. Reg. No: 9-2-625-24-2008
Fourth Semester Examination
Roll NO: 280206/071**

**Date of Approval of the
Thesis Proposal: 28/08/2016
Date of Submission: 18/04/2017**

RECOMMENDATION FOR ACCEPTANCE

This is certified that **Ms. Purna Kala Rai** has prepared this thesis entitled **Attitudes on Students' Oral Presentation in ELT Classroom and Development of their Speaking Skill** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 18 April 2017

.....

Dr. Laxmi Bahadur Maharjan (Supervisor)

Professor

Department of English Education

Tribhuvan University, Kirtipur,

Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

Signature

Dr. Ram Ekwāl Singh

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kathmandu, Nepal

Dr. LaxmiBahadurMaharjan (Supervisor)

.....

Professor

Member

Department of English Education

Tribhuvan University, Kathmandu, Nepal

Mrs. MadhuNeupane

.....

Lecturer

Member

Department of English Education

TribhuvanUniversity, Kathmandu, Nepal

Date: 28 Aug. 2016

EVALUATION AND APPROVAL

This thesis has been recommended for evaluation by the following
thesis **Evaluation and Approval Committee:**

Signature

Dr. Ram Ekwalsingh

Reader and Head

Department of English Education

Tribhuvan University, Kathmandu, Nepal

.....

(Chairperson)

Dr. Chandreswar Mishra

Professor

Department of English Education

Tribhuvan University, Kathmandu, Nepal

.....

(External)

Dr. Laxmi Bahadur Maharjan (Supervisor)

Professor

Department of English Education

Tribhuvan University, Kathmandu, Nepal

.....

(Member)

Date: 4 May 2017

DECLARATION

I hereby declare that to the best of knowledge, this thesis is original; and no part of it was earlier submitted for the candidature of research degree to any university.

Date: 18 April 2017

.....

Purna Kala Rai

DEDICATION

Dedicated

to

My parents who spent their entire life to make me what I am today.

ACKNOWLEDGEMENTS

I am indebted to a number of people for their help with this research. First and foremost, I would like to express my sincere and hearty gratitude to my supervisor and mentor, **Dr. LaxmiBahadurMaharjan**, Professor at the Department of English Education, T.U., Kirtipur, Kathmandu, for his expertise, patience and priceless guidance at all the stages of the thesis. His willingness to motivate me contributed tremendously in the completion of this research.

My sincere gratitude goes to **Dr. Ram Ekwel Singh**, Reader and Head of the Department of English Education for his kind co-operations and invaluable suggestions for the present study.

I would also like to express sincere gratitude to **Dr. Chandreshwar Mishra**, Professor of the Department of English Education for providing me with practical suggestions, support and guidance for the present study.

Likewise, I express my gratitude to **Dr. AnjanaBhattarai**, Professor of the Department of English Education for her constructive suggestions and inspiration to accomplish this thesis.

Similarly, words cannot express my gratitude toward respected teachers **Pro. Dr. Govinda Raj Bhattarai**, **Mrs. MadhuNeupane**, **Mr. Guru Poudel**, **Mr. Khem Raj Joshi**, **Mr. ReshamAcharaya** and all the teachers and staffs, Department of English Education for their friendly presence, valuable questioning, feedback and for providing precious linguistic knowledge in my academic career.

Thanks are due to **Mrs. MadaviKhanal** and **Mrs. NabinaMaharjan**, for their kind supports and necessary information until the completion of this thesis, and all the participants of my research for their time and perceptions for my data collection to fulfill the purpose of my study.

Last but not least, I want to express my love and gratitude to my parents for their encouragement, constant and lifelong supports throughout my career development.

Finally, and most importantly, I would like to forward my deepest appreciation to my friends, **DebrajBhusal, DhanBdr. Khadka, Sabin Khadka, UshaKatwal, PunamPaudel, SubreenAharya, RadhaKarki, JyotiGhimire, DipikaAdhikari, Samrachana Sharma** and all colleagues for collaborative supports from the beginning.

Date: 4 May 2017

Purna Kala Rai

ABSTRACT

The current study entitled **Attitudes on Students' Oral Presentation in ELT Classroom and Development of their Speaking Skills** is an attempt to find out the students' attitudes towards the use of oral presentation and development of their speaking skill. This study is based on the survey research design. The sample population of this study was thirty students studying in M.Ed. 1st and 3rd semesters at Department of English Education. The respondents for this study were selected through purposive non-random sampling procedure. The major research tool used to collect the required data was the questionnaire which consisted of both close-ended and open-ended questions and statements concerning with the five different parameters: a) feelings b) experience c) problems d) feedback e) improvement. After analyzing and interpreting the data, it has been found that the majority of the students are in favor of the use of oral presentation in ELT classroom. Research shows that 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 sets their habit of speaking.

This research consists of five chapters. The **first chapter** deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and operational definition of the key terms. The **second chapter** consists of review of related theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework of the research. The **third chapter** deals with the methodology adopted in carrying out a research, which includes design of the study, population, sample, sampling strategy, research tool, data collection procedures, data analysis and interpretation procedures and ethical considerations of the study. The **fourth chapter** is the presentation of analysis and interpretation of the data, and the **fifth chapter** presents the findings based

on the analysis and interpretation of the results followed by conclusion and recommendations of the study respectively.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xiii</i>
<i>List of Figure</i>	<i>xiv</i>
<i>List of Acronyms and Abbreviations</i>	<i>xv</i>
CHAPTER-ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Operational Definition of Key Terms	6
CHAPTER- TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	8-29
2.1 Review of Theoretical Literature	8
2.1.1 Definition of Semester System	8
2.1.2 Objectives of Semester System	9
2.1.3 Techniques Used in ELT Classroom	10
2.1.3.1 Teacher-centered Techniques	10
2.1.3.2 Student-cantered Techniques	10

2.1.4	Oral Presentation	12
2.1.5	Types of Oral Presentation	12
2.1.5.1	Informative Oral Presentation	12
2.1.5.2	Persuasive Oral Presentation	13
2.1.6	Importance of Effective Oral Presentation	13
2.1.7	Benefits of Oral Presentation	14
2.1.8	Planning of Oral Presentation	15
2.1.9	Preparation of the Content	16
2.1.10	Delivery of Oral Presentation	17
2.1.10.1	Time Allocate for Delivering Oral Presentation	17
2.1.10.2	Structure of Oral Presentation	17
1.2.11	Preparing EFL Learners for Oral Presentations	20
1.2.11.1	Students' Oral Presentation Problem	20
1.2.11.2	Teaching Presentation Skills	21
1.2.11.3	The Teacher's Role	21
1.2.12	Speaking Skill	23
1.2.12.1	Speaking Sub-Skills	24
2.2	Review of Empirical Literature	25
2.3	Implications of the Review of the Study	28
2.4	Conceptual Framework	30
CHAPTER-THREE: METHODS AND PROCEDURES		
OF THE STUDY		31-34
3.1	Design and Method of the Study	31
3.2	Population, Sample and Sampling Strategy	32
3.3	Research Tools	32
3.4	Sources of Data	32
3.5	Data Collection Procedures	33
3.6	Data Analysis and Interpretation Procedures	34
3.7	Ethical Considerations	34

CHAPTER- FOUR: ANALYSIS AND INTERPRETATION

OF DATA

35-54

4.1 Analysis of Data According to the Students' Attitudes and Interpretation of Results	35
4.1.1 Oral Presentation in ELT Classroom	35
4.1.1.1. Feelings	35
i. Effectiveness of Presentation and Development of Competency Level	36
ii. Students Opinion Towards Oral Presentation	37
iii. Students' Feeling on Ability to do an Oral Presentation	38
4.1.1.2. Experience	39
i. Preparation of an Oral Presentation	39
ii. Students' Experience towards the Use of an Oral Presentation	40
iii. Students' Presentation in Classroom	41
4.1.1.3. Problems	42
i. Students' Perception towards the Problems of Oral Presentation	42
ii. Difficulties while Preparing and Delivering Presentation	44
4.1.1.4. Feedback	45
i. Importance of Feedback	45
ii. The Aspects of Teachers' Feedback	46
iii. Appropriate Feedback	47
4.1.1.5. Improvement	48
i. Correction of Mistakes	48
ii. Students' Perceptions on Improvement in Semester System	49
4.2 Analysis of Data According to the Development of Speaking Skill and Interpretation of Results	50
i. Oral Presentation Enhance Students' Speaking Skill	51

ii. Changes Bring After Participating in Oral Presentation	51
iii. Teacher's Guide for Oral Presentation	52
iv. Suggestions to Increase the Effectiveness of Oral Presentation and Speaking Skill	52

CHAPTER-FIVE: FINDINGS, CONCLUSION AND

RECOMMEDATIONS 55-61

5.1 Findings	55
5.2 Conclusion	58
5.3 Recommendations	59
5.3.1 Policy Related	60
5.3.2 Practice Related	60
5.3.3 Further Research Related	61

References

Appendices

LIST OF TABLES

	Page No.
Table 1: Students' Feeling towards Oral Presentation	36
Table 2: Opinion towards doing Oral Presentation	37
Table 3: General Beliefs about their Ability to do an Oral Presentation	38
Table 4: Preparation of Oral Presentation	40
Table 5: Experience towards Oral Presentation	41
Table 6: Presentation in Classroom	42
Table 7: Perception on Problems of Oral Presentation	43
Table 8: Importance of Feedback	46
Table 9: The Aspects of Teachers' Feedback	47
Table 10: Appropriate feedback	48
Table 11: Correction of Mistakes	49
Table 12: Improvement in Semester System	50
Table 13: Enhance Students' Speaking Skill	52

LIST OF FIGURE

Figure 1: Conceptual Framework

LIST OF ACRONYMS AND ABBREVIATIONS

Dr.	:	Doctor
EFL	:	English as a Foreign Language
e.g	:	Example
ELT	:	English Language Teaching
ESL	:	English as Second Language
GT	:	Grammar Translation
ICT	:	Information Communication Technology
i.e.	:	that is
L1	:	First Language
L2	:	Second Language
M.Ed.	:	Master of Education
n.d	:	not defined
No.	:	Number
PP	:	Pages
Prof.	:	Professor
SA	:	Strongly Agree
SDA	:	Strongly Disagree
TL	:	Target Language
T.U.	:	Tribhuvan University

USA : United States of America

% : Percentage