



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas

**Students' Perceptions about how Oral Presentations Facilitate their Oral Competence
Development**

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DEDICATION

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ABSTRACT

The aim of this study is to explore the role of students' oral presentations in enhancing their speaking skill. This study focuses particularly on students' oral presentation as one of the activities that are used for oral expression to improve students' oral proficiency. It is assumed that if students practice frequent oral presentations in a course, they can improve their speaking skills. In this study, two issues are addressed: (1) students' attitudes towards the use of oral presentation in a course, and (2) the experiences of using oral presentations on students' performance. The study was conducted to 19 students at Benemérita Universidad Autónoma de Puebla (BUAP) in Facultad de Lenguas. To collect data for this study, two instruments were employed: a questionnaire and an interview. The data was analyzed, research findings showed that students were highly positive in their beliefs about benefits and usefulness of doing oral presentations as an activity for increasing professional development. However, students need more practice on how to structure, plan and organize their presentation skills. Feedback is also reported as an important element to control emotions and improve performance in speaking. This is an indicator that teachers need to be proactive by providing explicit explanations and constructive feedback within an environment that promotes learning and improvement. Results have revealed that oral presentations were beneficial to help students enhance their performance in oral expression in their courses. A friendly classroom environment may encourage participants to practice more, improve their academic development, and support their peers.

Key words: Oral Presentations, Speaking, Oral Proficiency, Language Competence, Feedback.

Chapter I

1.1 Introduction

When students learn a foreign language, there are four skills they need for communication. Students usually learn to listen first, then to speak, then to read and finally to write, these are those four language skills. Promoting students' speaking ability is fundamental for their progress in acquiring the language. In this way, students are given the opportunity to use the language, make mistakes and learn from them. The use of oral presentations in EFL (English as a Foreign Language) courses has a positive impact on students' proficiency level. For example, Emden & Becker (2004) explain that in order to present a case clearly, cogently and confidently, speaking development is valued in terms of the mastery in the second language and, if properly used, it will bring success in academic or future professional work,

Nonetheless, most students do not like to speak up in class because, in most cases, they feel uncomfortable and vulnerable when speaking in public. Indeed, students feel afraid of presenting a topic because they may not have expertise in English. Consequently, students are more susceptible to experiencing anxiety, nervousness, and shyness. In this case, if students do not practice their speaking by means of oral presentations as much as possible, they may not be able to develop their speaking skills for future performance and teaching practice.

When teachers have students give oral presentations, it is a technique to improve students' oral proficiency. Teachers can use oral presentations as a strategy to deal with students' speaking problems. Oral presentations provide an excellent opportunity for learners to

develop this skill by speaking several minutes in a structured way and delivering a topic. In this study, students' perceptions will help explain how oral presentations in English increase and impact their speaking skills.

1.2 Statement of the Problem

The main objective of learning a foreign language is to be able to communicate in that language. Students graduate from secondary or high school without being fully able to speak in English and this may be explained by the fact that many of them may not know those strategies to speak in public. A possible factor can be that English as a subject is given only twice per week from elementary to high school, this causes students to have a poor proficiency in the language. Besides that, classrooms in public schools may be crowded with a population of forty or fifty students, which does not allow students to have opportunities to practice and communicate in English by having close monitoring/supervision from the teacher. Consequently, teachers do not have the chances to promote speaking adequately and give students plenty of practice in the classroom, which somewhat affects students' overall speaking performance by the time they attend university.

As a student from the Facultad de Lenguas at Benémerita Universidad Autónoma de Puebla (BUAP), I noticed that speaking is the most demanding of the four skills in this major. However, not all the students can deliver an oral presentation during their courses, only some students take the opportunities to speak in class for such performance. Most students do not find oral presentations rewarding and it causes them not to be able to develop speaking skills. Students cannot learn speaking by observation, it requires several hours of practicing in front of an audience. My interest in exploring how oral presentations may influence oral

competence development began with my own experience. During my attending various class subjects, I dealt with numerous hours practicing body language, tone of voice and being in control of my anxiety, nervousness, and shyness before any oral presentation.

As future English teachers, the speaking skill should be promoted to know how to communicate a clear message, also it needs to be given priority to provide solid understanding of pronunciation, meaning and vocabulary. Moreover, future English teachers must face several presentations at work or face numerous hours giving lessons. Therefore, oral presentations are an opportunity to develop strategies and acquire experience for speaking in public by having students prepare and give oral presentations in their classes. Furthermore, in this study, students' perceptions will be explored regarding the usefulness of doing oral presentations as a tool to develop their speaking skills.

1.3 The aim of this project.

This study aims to explore how LEI students perceive they develop their communicative competence throughout the practice of oral presentations and those factors that may impact students at the moment of presenting in front of an audience.

1.4 Research Questions

In this study, the following questions are guiding this research:

1. What are LEI student's perceptions about oral presentations in their oral competence?
2. What are the most common strategies LEI students use to present orally?

1.5 Justification

Students and teachers view the EFL classroom as an environment to practice communication. The main goal of this study is to explore how students perceive oral presentations in their oral development and for communication. In the case of LEI students, oral presentations can benefit them to master those appropriate communicative skills not only for everyday lessons but also for their future professional and academic life. Oral presentations can give students the opportunity to develop confidence, critical thinking, and preparation strategies for presenting in a conference. According to Carnegie (2017) there are steps to follow before achieving effective speaking skills and it is throughout preparation that communication becomes more assertive and creates personal development. As a matter of fact, LEI students are getting prepared to become English language teachers and they need to speak most of the time in class so they should have excellent communication skills to engage with students, parents, school administrators or colleagues.

This study can also benefit teachers because they need to have their students present orally as many times as possible to evaluate their progress in mastering the language. Oral presentations can help teachers observe how students develop their speaking skills so they can offer feedback and assess their students' mistakes in a timely manner. This will allow teachers to contribute to more qualified students not only for school subjects but also for professional teaching practice.

The promotion and practice of oral presentations can be a great aid for the entire community in the Faculty of Languages because many subjects can be centered not only in the

pedagogical field, but also in the practice of developing oral production. Additionally, many workshops can be offered to assess and support students in developing such communicative speaking skills.

1.6 Summary

The goal of this chapter was to outline the statement of the problem, where some points were discussed about the difficulties that LEI students have when they present orally. Besides that, the aim of the project was acknowledged to explore LEI students' perceptions after practicing their speaking performance in different lessons of the LEI program. The research questions were also highlighted, and as for the justification of the study, it was included to know the advantages that LEI students can have after presenting frequently in class. The justification summed up some advice for further increasing student's speaking skills and professional development as an ELT.

This study contains five chapters; the first chapter describes the purpose of the research, outlining the problem and the research questions. The second chapter explains the literature review. The third chapter describes the methodology. The fourth demonstrates the results of the instruments. The last chapter outlines a conclusion of the research.

Chapter II

2.1 Introduction

This chapter reviews the related literature about students' perceptions about how oral presentations facilitate the oral ability, defining the importance of English around the world, the English teaching in Mexico, the importance of speaking, communications skills and presentation skills. In addition to this, the importance of oral presentation, its preparation, its delivery, and its structure are developed.

2.2 The Importance of English

According to Rao (2019), English, being the first world language, is said to be the first global lingua franca and it is the most widely used language in the world in international trade, diplomacy, mass entertainment, international telecommunications, and scientific publications, as well as publishing newspapers and books. English is the first language for the majority of people in several countries. English is used as a mode of communication in business or business organizations. English has become the fastest increasing language in this modern world. Rao (2019) states:

“English was the first West Germanic language spoken in medieval England, now it has become a lingua franca, it has been the first language for most of the population in several countries, around 375 million people speak it as a first language and more than 750 million people speak it as a second language. Moreover, English has official or special status in almost 70 countries”. (p. 68)

Crystal (2003) emphasizes that people have an intuition and awareness that English is a global language. In this view, a global language has status when it is known as a mother tongue of many people, it can be used to communicate in every country with many native speakers. It takes an active part in economics, science, and many other areas. Moreover, Crystal (2003) maintains that the English language is a bridge for international trade that expands every year, bringing new countries into contact. Most of the international relations are by the media, the press, advertising, entertainment, broadcasting, music, science, technology, and education. English has dominance and influence worldwide; it makes English crucial for developing international contact with many people.

Harmer (2007), additionally, advocates that English has expanded significantly around the world. In many countries, English is taught in most of the educational levels. English as part of the curriculum in the educational field, gives students entry for competitive advantages not only in their education, but also it allows students to have opportunities to communicate with other people, from any country. English Language teaching is directly linked to employability and opportunities for growth. McKay (2004) argues that there are approximately 570 million people in the world today who have a native or second language domain of teaching the English language. As a matter of fact, no other language has spread around the world so extensively. Hence, it makes English a truly international language for teaching.

2.3 English Teaching in Mexico

Nowadays, language teaching centers and programs have grown exponentially in Mexico. By these programs, there are more people who seek preparation in the English language, as well as they seek opportunities to become English teachers. Different courses and programs

are offered by many universities in Mexico with the purpose of acquiring mastery in the English language. Ramirez-Romero & Sayer (2016) state that the educational system in Mexico encompasses three subsystems: basic education, upper middle education, and higher education and all of them offer strategies and programs to learn the English language.

Andrade (2017) mentions that in the case of public education in Mexico, the Ministry of Education or Secretaría de Educación Pública (SEP) establishes that the educational system must be developed to promote values in students, the education that students receive must provide them with meaningful, relevant, and progressive learning. This system is based on key learnings for the integral development of the students, which are defined as: a set of contents, attitudes, and fundamental skills that contribute to the growth of the intellectual, personal and social dimension of students. Moreover, a free education must be given to all students regardless of their socioeconomic background, ethnicity, origin or gender. Education should cover all services and facilities in the process of the students' learning.

In Mexico, learning English as a foreign language is associated with the middle and upper classes of Mexican society. Borjian (2015) illustrates that in Mexico there exists two classes in the process of acquiring a second language, in the case of upper societies, students have more chances to learn English, because they are sent to private schools or even sent to study abroad, it enables students more advance to develop more potential on acquiring a second language than those students from middle upper societies who seek more challenges in learning the English language because they are not provided with the same opportunities.

2.3.1 English Teaching at Benemérita Universidad Autónoma de Puebla

The Benemérita Universidad Autónoma de Puebla (BUAP) is a public autonomous institution consolidated at the national level, committed to the comprehensive training of professionals, as well as critical and reflective citizens at the levels of upper secondary, higher, and postgraduate education, who are capable of generating, adapting, recreating, innovating and applying knowledge of quality and social relevance. Alemu (2018) expresses that a university is an institution with its own degree of capacity in the field of research, it also signifies a community of persons engaged in study and research.

The BUAP encourages research, creation, and dissemination of knowledge, promotes inclusion, equal opportunities and links ethical principles, sustainable development, in defense of human rights, tolerance and honesty, contributing to the creation of a proactive, productive, fair and safe society. Boulton & Lucas (2011) comment that a university is a place, where thousands of students make contributions, as well as share their knowledge. A university is based on principles such as: unity of teaching, freedom of teaching and academic self-governance.

The Faculty of Languages at BUAP has three different bachelors: Licenciatura en la Enseñanza del Inglés (LEI), Licenciatura en la Enseñanza del Francés (LEF) and Licenciatura Abierta en la Enseñanza del Inglés (LAELI). BUAP demands students to be certified in a foreign language in all the educational programs for the internationalization of its teachers and students, with the aim of positioning in the international ranking. Program exchanges to study in higher education institutions abroad translates into better preparation for students who seek to excel in the mastery of languages.

The students' graduation profile from the Bachelor stated on the official website is proof of this. The profile describes that the graduates will finish to become highly competent teachers, where they may acquire knowledge of Anglophone cultures, and handle the English language at an academic B2 level according to the Common European Framework (CEFR). Byram & Parmenter (2012) assert that the Common European Framework of Reference for Languages (CEFR) makes a definite contribution to language policies in Europe. Its major objectives are to improve the communicative competence of European citizens by producing transparency, comparability in language teaching arrangements, and language qualifications. The CEFR expands an approach basing language teaching and learning on the performance of communicative tasks and on language communication activities.

2.4 Speaking ability

Like any other skill, speaking is an interactive process of constructing meaning that involves producing and receiving information. Mazdayasna (2012) maintains that speaking is a process of constructing sentences to produce communication, communication is received by listeners in order to understand and process meaning. Nunan (2003) confirms that speaking is a necessary skill in the target language where students carry out communication to produce accurate meaning.

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. In support of this, Murcia (2001) determines that speaking skill should be the natural result of using a language as a bridge for communication. In the case of the four language skills, speaking is considered as the most productive skill for learning a second language. Rao (2019) advocates that speaking is demanded when students convey meaning in most everyday conversations. Speaking plays a vital role in the way people communicate

their messages with others. Speaking skills are the most essential skills for all the learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, give presentations, attend interviews, among others.

2.4.1 Teaching Speaking Skills

Speaking skills give learners the ability to use the language correctly and effectively in communication. Rae (2019) emphasizes that speaking skills can successfully be developed by EFL learners if teachers implement many speaking activities into the classroom. In this sense, students can be involved in communicative activities, learners can develop their speaking skills by regular practice of communicative activities. Baker & Westrup (2003) also illustrate that teachers need to facilitate the practice of speaking activities into the classroom where teachers need to consider several activities that help students express themselves and use communication appropriately. If teachers create an encouraging learning environment, the ability to produce speaking skills may be upgraded.

Murcia (2001) explains that oral skills are beneficial for students' learning, and oral skills can be applied in a wide number of activities where students can produce functional uses of language. For example, activities for introducing, requesting information, conversations, among others. In the same vein, Nunan (2003) supports that oral activities can help students achieve meaningful communication in the classroom by providing opportunities to develop accuracy and fluency in the target language. Besides, the purpose of speaking activities is to help students develop from novice to expert speakers. In most cases, at early stages students may have trouble in their speaking due to a poor fluency of constructing ideas or sentences. However, as Carnegie (2017) remarks, constant preparation may lead novice speakers to

become expert speakers in their academic performance especially if students interpret and analyze their mistakes to improve their management in the language.

Burns & Goh (2012) additionally emphasize that speaking should be taught by the appropriate use of materials and activities that enable students to produce more communication. An appropriate way is moving from controlled activities such as the construction of sentences that can be achieved by students, to free activities in which students are competent to develop fluency and convey a message effectively. Rae (2019) explains that English language learners can produce utterances of communication by performing several activities in the classroom, such as debates, conversations and speeches. Additionally, they build self-confidence and become stronger in performing throughout practice.

2.4.2 Public Speaking in EFL

Public speaking can be used for communicating specific information, it can be used for motivating others to take an action or to inform about a message. In addition, Nikita (2011) comments that public speaking requires preparation before presenting, most people in education, business, and company contexts have experience when speaking in public. However, being a brilliant public presenter does not mean just talking in front of people.

Teachers and students must, therefore, work more efficiently toward the goal of academic public speaking. Many creative ways can be used for teaching public speaking to help students learn how to speak effectively in front of an audience. Al-Tamimi (2014) states that public speaking is a good way for practicing communication, by speaking in public, students are able to discover ways for using language effectively in front of an audience, speeches are valuable activities for enhancing effective communication skills.

Effective public speaking skills provide several benefits. Nikita (2011) asserts that public speaking is a way of building personal development on many levels. Public speaking benefits are increasing communication skills, self-confidence, establishing and expanding professional relationships, persuasion ability, reducing anxiety, overcoming fears and emotions. Many people experience fear when presenting orally. In accordance with Raja (2017) every public presenter may experience fear and anxiety because they become the attention of a public, presenters face negative emotions before presenting. Indeed, they become frightened just of standing up in front of others to deliver a presentation.

In some cases, presenters prefer avoiding speaking situations. Nikita (2011) emphasizes that the person's greatest fear is having to give a presentation in public, somehow this is ranked even higher than death. Consequently, most people would rather be dead instead of standing in front of people and delivering a presentation. In the same view, Esposito (2000) considers that many people experience a certain type of fear when delivering a presentation. Furthermore, there exists a difference between people who are well prepared and rehearsed, these people feel more secure, and the intense fear of presenting is usually reduced. On the other hand, people who are more frightened suffer panic, it becomes a feeling characterized by being emotionally unsafe and vulnerable in front of others.

Additionally, fear of public speaking leads to communication impediments with an impact on the individual's personal and emotional development. Nikita (2011) confirms that psychologists recognize many factors that people experience before presenting in public. Continuously, these physical reactions provoke shortness of breath, sweaty hands, quivering voice, increased heart rate, blood pressure and perspiration.

2.5 Oral Presentations

An oral presentation involves explaining something to an audience. Hristova (2014) points out that oral presentations are common authentic assessment tasks which develop students to use speaking skills and further to produce communication. The ability to produce communication has been acknowledged as a central objective for university education. In this context, students are required to practice speaking skills frequently in a course.

Many people consider oral presentations a way to communicate their purposes. Both people and students in public and private organizations are being required to present orally. Rae (1997) argues that oral performance is required in most of the educational and labor contexts, since there is an increasing number of presenting ideas, projects, conferences, and information. There exist two basic types of presentations that people can choose to communicate information: informative presentations and persuasive presentations. Chivers and Shoolbred (2007) remark that understanding the type of a presentation can help students to explore the main goal of giving a topic. Oral presentations have different purposes, the information that is given to a public can be for informing or persuading.

On one hand, the general purpose of an informative speech is to increase the audience's understanding and awareness of a topic. O' Hair, Rubenstein, & Stewart (2007) explain that informative presentations require presenters to aim for a series of goals. The main goal for an informative presentation helps to explain a specific topic and help the audience understand and remember the information. Furthermore, Lucas (2015) states that informative presentations are required in several professional situations. Many people in their jobs are required to inform others. The main purpose to deliver an informative speech is to give an

audience information they did not already know or to teach them about a topic. Informative presentations illustrate a concept, instruct the audience, demonstrate a process, or describe an event.

On the other hand, Lucas (2015) remarks that persuasive presentation is the action or process of persuading someone or of being persuaded to do or believe something. People use persuasive messages every day. For example: politicians and advertisers, salespeople, and interest groups, or banks are persuasive messages. All of them seek people's attention, money, time, and support. O' Hair, Rubenstein, & Stewart (2007) point out that the main purpose of persuasive presentation is for convincing others to accept an attitude, belief, value, or act. The persuasive speech is arranged to convince an audience to accept a perspective or point of view.

Oral presentations provide experience. Lucas (2015) emphasizes that public presentation is an activity to provide both experience and ability, specifically speaking ability in the target language, organizing ideas, and outlining information. Oral presentations have resulted as beneficial tools for student's professional development and advancement.

2.5.1 Effective Oral Presentations

Effective oral presentations are arranged to make the audiences acquire new and useful information. Rae (1997) argues that oral presentations are not all about delivering information about a topic. Besides that, not all audiences during a presentation are able to understand the message of a topic, any presentation should be arranged to make audiences get involved with the topic. Hanifa & Yusra (2018) highlight some main points to manage

an effective oral presentation. Presenters must be aware that the information is relevant and concise for an audience, and how this information can be engaging for them.

Oral presentations require a set of techniques and skills to successfully present information to others. Hanifa & Yusra (2018) point out that delivering effective presentations involves many components. A presenter must consider how best to communicate the information to the audience, to structure the information gathered, to control tone of voice, and body language. For effective oral presentation in an EFL classroom, students do it to demonstrate their ability to communicate. Zivković (2014) believes that students seek a lot of opportunities to produce communication. Oral presentations are opportunities where students communicate their opinions, ideas, and information with others. Oral presentations allow students to be proficient in using their oral ability. Oral presentations should be delivered and practiced adequately. Chivers & Shoolbred (2007) maintain that there are some recommendations to deliver effective oral presentations, these facilitate effective planning and preparation. The main recommendations are good time management, relevant and interesting content, clear supporting documentation, suitable audience participation and appropriate use of technologies.

For example, visual aids help highlight main points during the presentation to keep the audience's attention. Brooks & Wilson (2014) determine that visual aids are an essential guidance for presenters and listeners for presentations to be successful. Visual aids add more details about the topic, Visuals help the audience to understand what is being said. Lucas (2015) considers that technology has been a progress for oral presentations. With technology, students use video, slide projectors and computer programs to make their

presentations more attractive. Some types of visual aids are graphs, charts, video, multimedia, objects, and photographs.

Barker (2011) confirms that visuals are necessary to facilitate the audience's interest. Visual aids are used to make the presentation more memorable, stronger, and more interesting. Oral presentations that include visual aids are more persuasive, interesting, and informative. According to Emden & Becker (2004) visual aids increase the interest of the presenter's information, enhance the presenter's credibility, and add resources to illustrate the topic and the information. Visual aid helps to connect with an audience, since many people who are listening to the presenter establish rapport and interest.

2.5.2 Effective Delivery in Oral Presentations

Oral presentations require a set of techniques and skills to successfully present information to others. Hanifa & Yusra (2018) point out that delivering effective presentations involves many components. A presenter must consider how best to communicate the information to the audience, to structure the information gathered, to control tone of voice, body language, and how to give an effective delivery of the information that is being communicated

An effective delivery helps to connect personally with an audience. It is a way to establish rapport. O' Hair, Rubenstein, & Stewart (2007) additionally emphasize that effective delivery is enthusiastic, confident, and direct to capture and hold the audiences' attention. For example: eye contact, tone of voice, facial expressions and body movement help presenters to establish credibility with the audience.

One of the most powerful and quickest ways to communicate pleasantly, and conviction is sustained on the importance of eye contact. Barker (2011) determines that eye contact helps

the presenter to engage with the audience, eye contact demonstrates confidence, sincerity about what a presenter says. Eye contact is the foundation of trust, it conveys signals of acknowledgement, expertise, respect, and goodwill. Eye contact is one of the best ways to get the audience's attention.

On the contrary, the tone of voice during the delivery of an oral presentation helps listeners to follow the presenter's explanation. Lucas (2015) argues that voice is trained to deliver the message effectively in an oral presentation; some elements to control the tone of voice are volume, pitch, rate, pause, pronunciation, and articulation. For presenters, the voice is an instrument, which allows them to hold and engage the audience. Facial expressions are often the key determinant of the meaning behind the message. Emden & Becker (2004) emphasize that facial expressions support the presenter's delivery, an audience recognizes how presenters feel through facial expressions. For example, a smile is a recognized sign of emotion, friendliness, and enthusiasm.

In the same way, Barker (2011) remarks that body movement dissipates energy, presenters use the stage to increase the authenticity of proper body movement as they cannot be in only one spot during presentations. They need to move to different spots as this helps reduce the separation and distance from the audience. Body language builds rapport and convinces listeners of what presenters are saying and encourages their response to reflect how they feel about the presenter's delivery.

Body language has a significant impact on the meaning communicated by presenters. Listeners trust body language, as Emden & Becker (2004) confirm that rapport is established when speakers use their body language appropriately. The presenter's body language

conveys emotions and behaviors, it facilitates the audience to determine how presenters feel during their performance.

Lucas (2015) determines that effective delivery communicates information clearly and concisely, when doing effective delivery in oral presentation, the audience is interested to learn the presenter' topic. Effective communication in presentations needs a combination of content that links the purpose with the presenter's message. Content needs to be clear, meaningful, and interesting to the audience. As mentioned by Chivers and Shoolbread (2007) effective communication skills engage an audience. It requires concise language without using inappropriate words. The language is delivered with sense and formality, presenters sometimes tend to use words that are not appropriate for these situations. As a result, the audience may lose credibility about the presenter's message.

Chivers and Schoolbread (2007) explain that presentations must be done on time in order to encompass main points of the topic. Proper time management is necessary to deliver the amount of content and information that a presenter must present, and this may be influenced by proper time management during a presentation. When time is short, less information covering important points is better, delivering too much information causes audiences to lose interest and motivation.

2.5.3 Preparing Oral Presentations

Practice enables students to identify oral presentations problems or concerns prior to delivery. Practice enables students to be familiarized with the oral presentation topic and increases effectiveness in delivery skills. Barker (2011) states that in all oral speaking situations, delivering performance requires preparation and control, preparation means taking control,

by removing some nerves and anxiety, it can be easier to communicate the information of a presentation, with solid preparation, and an audience trust in the delivery of the presenter. Jarrin & Kim (2019) highlight that practice helps students to feel comfortable with less pressure and more initiative because students are on their own without peer pressure or teacher supervision. Students can be more prepared before carrying out any activity.

Chivers and Schoolbread (2007) consider that some steps should be followed to have an appropriate performance. From this way, presenters do research to increase their understanding about a topic. They check their progress regularly because presenters must prepare their topic in a good way to be able to explain their information and content to an audience. When all these tasks are completed, presenters can know everything about their topics. Therefore, Barker (2011) maintains that presentations should be to inspire an audience, an audience must be engaged with presenters' performance, because if the presenter communicates their information with enthusiasm and positive energy, an audience might be interested.

Mandel (2000) establishes that by analyzing an audience this guides the presenters to predict the audience's reactions and thoughts. For example, presenters must be careful to not use inappropriate language or speak about controversial topics. Moreover, it is necessary to identify demographic traits such as age, gender, religion, group membership, ethnic, or cultural background. These traits influence the listener's disposition towards listening to the presenter or information. An audience must be studied to adapt a presentation to their beliefs and interests.

An oral presentation needs to be organized by main points to help presenters focus on organizing the presentation strategically and clearly. Lucas (2015) explains that main points in an oral presentation may be organized by chronological order, spatial order, causal order, topical order, and problem-solution order. Chronological order follows a time partner, whereas special order follows a directional partner. In causal order, main points are organized according to the cause-effect relationship. Topical order results when the main topic is divided into subtopics. Problem-solution order divides the body of the speech into two main parts.

According to Lucas (2015) if oral presentations are structured, it makes it easier for the audience to understand the content. By providing a clear outline and overview, an audience understands the purpose of the presentation. It determines that the introduction, body of the speech and conclusion are three essential parts to structure an oral presentation. The introduction is when presenters establish rapport with the audience. In this stage, presenters give an introduction, it must be engaging to get the audience's attention. Welcoming the audience during the introduction is always required. Chivers and Shoolbread (2007) determine that welcoming the audience is a way to release nervousness, by saying something, the audience starts paying attention, welcoming the audience is a way to demonstrate formality. Formality is always required when opening the oral presentation, many presenters are polite by introducing their names and their objectives when giving an oral presentation.

Furthermore, in the case of poor introductions, an audience might get bored, or they can lose interest in the topic. According to Lucas (2015) in most situations, five objectives at the beginning must be accomplished to avoid poor delivery introductions. These are: to get the

attention and interest of the audience, reveal the topic of the presentation, establish credibility, goodwill, and preview the body of the presentation.

For keeping attention and interest of the audience, presenters may use vivid language and examples to describe something that people previously know. According to Zivković (2014) by stating the aim of an oral presentation, the structure and the shape of the oral presentation can vary very significantly. It varies depending on the purpose if it is for persuading, informing, or teaching something.

In addition, for credibility, Lucas (2015) states that it means being competent at the moment of speaking through formal language. This allows more credibility for the audience. O' Hair, Rubenstein, & Stewart (2007) mention that presenters must be corrected in usage and truthful in expression, language that expresses confidence enhances credibility, language must be delivered as formal as possible. Finally, by previewing the body of a speech, it helps to identify the main points to be discussed in the oral presentation. Lucas (2015) argues that it is used in the introduction of a presentation to give specific information- definitions and backgrounds that listeners need to understand the rest of the delivery.

As for the body, Chivers and Shoolbread (2007) determine that the content needs to be interesting and relevant for the audience, to make the content useful, choose examples to provide interest or understanding, and provide links to further sources of information. Presenters always are aware that information is selected and organized into main points. From that way, the information is more suitable and relevant for an audience. Giving examples extends the audience's thinking about the topic of the presentation. Lucas (2015) explains when presenters introduce examples about things, it facilitates the audience to be interested in the topic. Sources and links enable further reading and knowledge development

to obtain more information on a topic. Chivers and Shoolbread (2007) explain that connectives and linking ideas help presenters indicate the relationship between them in a presentation to make it unified and coherent. The four major types of speech connectives are: transitions, internal previews, internal summaries, and signposts.

Lucas (2015) states that the conclusion has two major functions, the first objective is to let the audience know that the presentation is ending. The second objective is to reinforce the central idea. This can be accomplished by summarizing the main points of the information, ending with a quotation, or making a dramatic statement are ways to conclude a presentation. At the end of an oral presentation, strong and vivid conclusions are helpful to make the audience retain the purpose of the topic, when presentations are concluded, presenters implement recommendations, question-answer sessions and suggestions to review the main points of the presentation.

2.5.4 EFL Students' Problems with Oral Presentations

Anxiety is one of the main factors affecting oral performance, especially for foreign and second language learners. Anxiety reduces students' desire for participation, causing declined motivation, negative attitudes, and language performance difficulties. Anxiety is probably regarded as the biggest active factor that obstructs the learning process. Henter (2014) describes that anxiety causes deficiency in oral communication because it has a negative effect on developing speaking skills as it may cause difficulty for concentration, avoidance behavior, sweating, palpitations, worry, fear and even horror of speaking in a language class.

Most students, especially EFL learners, are not able to speak English fluently. Baker (2011) mentions that the delivery of an oral presentation can pose some problems for EFL students such as anxiety. Anxiety can impede EFL students' speaking production and achievement. AL- Nouh, Abdul-Kareem & Taqi (2015) point out that anxiety affects students' oral performance. Some reasons behind students' anxiety are lack of vocabulary, preparation, shyness, fear of facing an audience, low self-confidence, negative evaluations, and humiliating feedback from peers.

In academic situations, students feel anxiety and fear, particularly when doing oral presentations. Anxiety may be caused by several factors, mostly when teachers ask students to prepare an oral presentation as a task for evaluation. Chivers and Shoolbread (2007) explain that students fear giving oral presentations because they get nervous, especially when they will obtain a grade. Students feel frustrated to present in public and avoid oral presentations because it is an intimidating experience since students are afraid of making mistakes, being criticized, or rejected by the audience.

Emden & Becker (2004) comment that nerves and anxiety are usually seen as a distraction rather than a benefit, students experience many symptoms before presenting, such as heavy breathing, tension of hands and arms, lack of eye contact and voice, but the fact is that if presenters overcome these fears by constant practice and persistence, it may help control them. The affective domain is the emotional side of human behavior and as Minghe & Yuan (2013) define it, affective factors refer to feelings, attitudes, emotions, mood, and perceptions.

Hidayat, Susanto & Maria (2018) and Özbaş (2016) remark that perceptions are assumptions to know and understand something in a particular situation and to attribute meaning to things. Therefore, students create a particular understanding and experience different affective factors throughout the performance of oral presentations. In addition, Pangket (2019) explains that affective factors cause students to refrain from developing oral proficiency as these factors are connected to human cognition such as motivation, self-esteem, self-confidence, and empathy that influence the process of language acquisition. Al-Nouh, Abdul-Kareem & Taqi (2015) argue that an oral presentation is a form of assessment that students acknowledge to recognize weaknesses, challenges and negative effects when presenting in class. Other difficulties may arise from criticism, interruptions, negative classmates' reactions and negative teacher's evaluation or temperament. .

Fandiño-Parra (2008) asserts that affective factors depend also on the teacher' temperament, especially because teachers' attitudes can hurt student motivation, achievement, and rapport. Teachers who display authority and indifferent toward their students or lessons can create a negative feeling with their students' learning. In contrast, educators should focus their efforts on the development of growth on students' affective factors to understand feelings and emotions and the active student involvement in successful learning.

Tridinanti (2018) highlights that self-confidence helps students view problems as opportunities and challenges rather than as disasters. Students with highly self-confidence are more likely to achieve positive and successful outcomes in their learning because they believe in their abilities. Personality affects students' oral English learning. Minghe & Yuan (2013) point out that students can be introverts and extroverts and they all choose their own strategies to participate in class. Extroverted students tend to be more active in choosing

learning strategies, more willing to speak in English than introverted ones. On the other hand, introverts process their opinions internally and prefer to keep ideas before sharing them with others (Atamanik, 2013). Introverted students should be given more encouragement and acknowledgement to make them the center of the class as this may increase their enthusiasm in learning.

Most of the time, students encounter stressful situations when performing in class and such affective factors (individual factors of learners, relational factors among learners and between the learner and the teacher) interfere in developing their speaking skills. Minghe & Yuan (2013) advocate that individual and relational affective factors are expressed when both learners and teachers exhibit relations and affective variables such as: motivation, confidence, anxiety, self-esteem, empathy, and interaction. Proper motivation can stimulate learners' attention and increase their interest to learn a language. In the case of oral presentations, it can be stressful for students at the beginning since they may experience fear, anxiety and nervousness. Nonetheless, a good and friendly relationship among teacher-students can definitely motivate students to present orally given that teachers offer stimulating and interesting guidelines to carry out oral presentations in class.

Oral presentations provide students with additional motivation to study English, as well as it helps students to interact with peers in English. Brooks & Wilson (2014) mention that oral presentations encourage students to produce communication in the classroom, and oral presentations give students an opportunity to teach something to their peers. This can lead to higher levels of motivation for the students involved, as they are able to see the results of their progress when they are successful in delivering their presentation. Teaching oral

presentations help EFL learners with experience and expertise, as well as increasing effective communication skills.

2.6 Teacher's role in Teaching Oral Presentations

Oral presentations are a challenge for teachers because it involves training in disciplines such as speech communication and public speaking as it also demands more time and effort in lesson planning and teaching strategies. Richards (2008) assumes that every day the teacher's role is to help students obtain more strategies for developing communication skills. The teacher needs to recognize the very different functions that speaking performs in daily communication and the different purposes for which students need this ability.

According to Davies & Pears (2000). Teaching speaking skills is not simple, there is evidence that teachers struggle to direct students' proper acquisition of speaking skills. Teachers need to create a supportive learning atmosphere for students to develop appropriate skills for daily communication, as well as integrate pronunciation to develop natural pronounced speech. Oral presentations are another way for promoting communication skills as this practice is one of the many speaking activities that aim at developing students' proficiency in the language along with their communicative competence. Oral presentations are meaningful for teachers, since teachers are able to feedback students' progress, especially in the development of the speaking ability,

2.7 Teacher's Feedback

Feedback is the information about current performance that can be used to improve future performance. Klimova (2015) argues that feedback is important for adequate performance to

show learners their current level. Feedback provides a sense of engagement, interactivity, motivation, and development of effective learning. Feedback is collected by teachers to detect student's difficulties in the process of learning, teaching practices and approaches. In addition, Klimova (2015) points out that feedback helps to obtain progress, as well as it improves future performance. Feedback, in the educational process, can improve both learner's and teacher's performance.

Alavi & Kaivanpanah (2007) clarify that feedback influences learning and provides an opportunity for learners to know what they need to do to improve English tasks. Meanwhile, Ellis (2009) explains that feedback is a contribution to language learning. In the process of language teaching, feedback is viewed to foster learner motivation and ensure capacity by detecting errors in the target language. It can be conducted by positive correctness because it provides effective support to the learner and fosters motivation to continue learning.

Astia (2018) states that feedback is, into communicative teaching and learning activities, essential for students to see their progress in the language, as well as to see interaction and opportunities to get in touch with the language they learn. Teachers can indicate student's errors in the language output. Astia (2018) also explains that feedback can be conducted in two different manners during the English communicative activities. Explicit corrective feedback that is when the language teacher interrupts student's utterance by giving metalinguistic explanations, and implicit corrective feedback that is when the language teacher interrupts student's utterance by giving some language input with no metalinguistic explanation.

Carroll (2014) argues that feedback is a practice to manage change, improve quality, and boost performance. Feedback is essential to adjust in order to obtain better results in any work context. In the educational process, feedback helps in fostering student's learning and achievement. Teachers are facilitators to correct students' errors in order to provide positive guidance in the process of learning. By receiving implicit corrective feedback, students become aware of their errors; however, they may not understand implicit corrective feedback so that the teacher's intervention is crucial for students to adjust their language errors (Astia, 2018). If teachers give students valuable information about their learning, this may help students to become aware of their own progress and develop self-correctness strategies which would lead to more independent learning. A valuable strategy for raising awareness is the use of rubrics.

Rubrics have significant pedagogical value in terms of improving students' learning. Burke (2009) exemplifies that a way to assess presenters' achievement during the performance of oral presentations is through rubrics. At this stage, a scoring tool is used to measure if students speak effectively using language appropriately to the situation and audience. Moreover, students expect qualifications to obtain a higher level of speaking ability. This evaluation, or assessment, demonstrates to the presenter whether the information was clear or not understood by the audience. Dolliso & Koundinya (2011) establish that rubrics should be given to students previously to assess their performance and help them to obtain feedback. Peer assessment helps students become autonomous learners and critical analyzers.

2.8 Communicative Competence

Communication encompasses the main skills, listening, speaking, reading and writing. The term communicative competence was first introduced in 1966. Hymes (1972) introduced a model on “communicative competence” in contrast to Chomsky’s distinction between competence and performance. In the case of Chomsky (1965) competence is the ideal speaker-listener knowledge of the language. The focus is on linguistic theory to characterize the abstract abilities of the speaker and listener to produce grammatically correct sentences. On the other hand, Hymes (1972) points out that communicative competence does not only represent the grammatical competence, but also the sociolinguistic competence defined as the knowledge of the language and the ability to use it for communication “There are rules of use without which the rules of grammar would be useless” (p. 60). Hymes (1972) shows that linguistic knowledge in Chomsky’s theory is not sufficient to explain the child’s competence to accomplish communicative needs as knowledge of language structure and sociocultural rules are both important in language acquisition, where a learner acquires knowledge of the language and acquires competence as when to speak.

In the same vein, Savignon (1991) defines communicative competence as the ability to function in a truly communicative setting, close to Hymes’ view, where communicative competence is the ability to interact with other speakers, to produce meaning to interact in communicative settings (as distinct from their ability to perform on grammatical knowledge). Terrel and Krashen (1983) define communicative competence as the use of language in social communications without grammatical analysis and they also argue that the main goal of language teaching should be the development of communicative skills.

Besides that, communicative competence is a dynamic process that depends on the negotiation of meaning between two or more persons who share some knowledge of a language. Yufrizal (2017) remarks that communicative competence, in a foreign or second language, helps people share meaning. Communicative competence can be oral, written or even non-verbal and refers to possessing the knowledge of the language and the skill to use language in real life situations for fulfilling communicative needs. Likewise, Canale and Swain (1980) agreed with Hymes, and state that communicative competence is a system of knowledge and skills needed for communication where knowledge refers to how a person can use the different aspects of the language in actual communication. Canale and Swain (1980) introduced their model of communicative competence which focused on the interaction of grammatical competence and sociolinguistic competence where communicative competence can be achieved by other vias of interaction and systems of knowledge. Canale and Swain (1980) state that.

“We assume that a theory of communicative competence interacts (in as yet unspecified ways) with a theory of human action and with other systems of human knowledge. We assume further that communicative competence, or more precisely its interaction with other systems of knowledge”. (p. 29)

Canale and Swain's model (1980) shows three main components in their framework for communicative competence: grammatical, sociolinguistic, and strategic competence. Grammatical competence includes knowledge of phonology, orthography, vocabulary, word formation, and sentence formation. This includes knowledge of lexical items and grammar rules, morphology, syntax, and semantics. Grammatical competence provides learners with the knowledge of how to determine and express accurately the literal meaning of

utterances. Sociolinguistic competence is interpreting utterances for social meaning and includes knowledge of sociocultural rules and the ability to handle settings, topics and communicative functions in different sociolinguistic contexts.

The discourse competence was implemented three years later, and it is related to the mastery for understanding and producing texts. It deals with cohesion and coherence in different types of texts, and it is applied to the models of listening, speaking, reading, writing. Moreover, Canale and Swain (1980) claim that strategic competence refers to verbal and non-verbal communication strategies, such as the use of reference sources, grammatical and lexical paraphrases, requests for repetition, clarification, and slower speech. Therefore, verbal communication is, according to strategic competence, part of everyday conversations. As Akinola (2014) and Wahyuni (2018) explain, communication involves being able to transmit meaning in a logical way, where explanations and information are clear. In other words, verbal communication refers to all forms of communication where verbal communication refers to mastering ideas through words, either orally or in written form. Verbal communication is based on sending and receiving spoken messages through words produced for specific aims.

On the other hand, nonverbal communication is a process of sharing meaning interpretively: natural, reliable, or spontaneous. Akinola (2014) explains that nonverbal communication involves body language, attitudes, or actions rather than words and Wahyuni (2018) agrees that it is a type of manual language, a process of sending and receiving messages without using words, either spoken or written. Likewise, eye contact is another useful nonverbal signal to get students' attention, to seek feedback or to monitor interactions and to exercise control over the audience. Neill (2017) asserts that nonverbal communication has an impact

in both daily communication and language learning in the classroom. In daily classroom interaction between teacher-students, there exist many non-verbal behaviors where the teacher transmits signals of communication to direct students' attention, regulate students' behaviors, and build positive relationships with students to promote appropriate learning experience.

2.9 Summary

The goal of chapter two was to outline the literature review. In this chapter, different topics were discussed to explain the importance of the internationalization of the English language around the world, as well as the teaching of the English language to promote interaction with business, technology, and education, the literature related to how English has been taught in Mexico, especially in different levels of education. Moreover, the literature included how speaking skills are developed since different authors agreed on the importance of having appropriate English-speaking skills for speaking effectively a second language. Above all, this chapter included information about how to give effective oral presentations in class. These topics were related to developing accurate speaking strategies and techniques to reach professional growth when presenting in front of a group of people. One of the main topics discussed was the importance of communicative competence, which was emphasized on how communication was introduced by some authors, and how it helped to introduce speaking tasks and methods for the development of learning a second language.

To conclude, the literature summed up information about students' common problems when having presentations in a course, which can affect the speaking performance in public. It was pointed out that affective aspects and feedback are aspects of relevant development of

confidence in students since they need to speak in many circumstances. In the next chapter, the context, the research methodology, the participants, and the instruments will be explained.

Chapter III

3.1 Introduction

The purpose of this research is to describe how students perceive they developed some speaking skill competences by giving oral presentations in content courses at their bachelor's program. As it is indicated, this chapter includes the research methodology of the project. In this section the research design is outlined, as well as, the research method, the context, the description of the participants, the instruments used, the methods for the data collection, the research process, and the type of data analysis.

3.2 Research design

For the purposes of this research, a mixed-method approach was conducted, both qualitative and quantitative were employed to gather data. According to Davies & Hughes (2014) "qualitative research consists of a set of interpretive, material practices that make the world visible, these practices turn the world into a series of representations, including field notes, interviews, conversations, recordings and memos the self" (p.9). According to Davies & Hughes (2014), qualitative research worked to understand the human perceptions and behaviors during their social and cultural context. The purpose of this study was to show the perceptions and experiences from students during their oral presentations practice.

On the other side, the quantitative approach aimed to provide samples of participants with the purpose of discovering findings. According to Hoy & Adams (2015). "Quantitative research is scientific investigation that includes both experiments and other systematic methods that emphasize control and quantified measures of performance. Measurement and

statistics are central to quantitative research because they are the connections between empirical observation and mathematical expressions” (p.2). According to Hoy & Adams (2015), quantitative studies involve the use of statistics to describe the findings and enable the research to get results. Quantitative approach is an issue that involves utilization through gathering data in numerical form and analyzing specific statistical techniques. This approach also conducted the study by providing more information about the research questions that were addressed.

3.3 Context

The development of this research was carried out at the Facultad de Lenguas at Benemérita Universidad Autónoma de Puebla, at the Licenciatura en la Enseñanza del Inglés (LEI). The entry profile in Licenciatura en la Enseñanza del Inglés (LEI) enable students to have knowledge of the basic concepts and theories of Spanish and general culture, the ability to analyze and synthesize, know how to work both individually and in a team, and have organizational skills for autonomous learning.

Furthermore, the students’ profile offers to become a highly competent English Teacher, where they may acquire knowledge of Anglophone cultures, and handle the English language at an academic level B2 according to the Common European Framework. In this field, students may be able to work in environments that mainly include public and private educational institutions from basic level to postgraduate in the state of Puebla, the region and the country.

3.4 Participants

Participants belonged to the cuatrimestre-program at the LEI major where students are expected to finish their studies in 8 or 9 cuatrimestres, around four and a half years approximately. However, students may extend their stay in the program from 5 to 6 years because they may take 1 or 2 subjects per cuatrimestre which means that they take ‘more’ cuatrimestres because of this. Participants are all Mexican, their ages were from 22 to 25 years old, all Spanish native speakers. Participants in this research were nineteen students, nine females and ten males. They were taking their last subjects at the Bachelor’s program under the cuatrimestre model, for that reason, they had more experience doing oral presentations in different content classes. It was assumed that participants had acquired a sufficient English level as they had been exposed to more opportunities to use their speaking skills. More importantly, these students are more familiar with the language than those students who are attending their first years in the bachelor's degree program.

3.5 Instruments

3.5.1 Questionnaire

A 14-item questionnaire with a five Likert type Scale (1=never, 2=seldom, 3=sometimes, 4=Usually, and 5 Always) was conducted by the researcher after some extensive review of the literature on oral presentations (see Appendix 1). It consisted of three sections, the first section described the demographic information of the participants, the second section consisted of twelve items where participants selected from 1 to 12 items their personal traits by selecting the five Likert type Scale.

In the third section, two open questions were asked at the end of the questionnaire to elicit extra information from participants. Question 13 asked participants to describe certain benefits that they experienced after presenting frequently in any content course and question 14 asked participants about their opinions about teachers having students make oral presentations in the content classes of the LEI program. Participants were further given a note below question 13 and 14 to offer a broad answer. When participants finished the questionnaire, they were also further given a last item where they were asked whether to participate in an interview.

3.5.2 Interview

A semi-structured interview of 4 questions was conducted, it was set to elicit the development and difficulties students experienced during their oral presentations, all questions were open-ended questions where participants expressed their personal opinions (see Appendix 2). Question 1 asked participants about how oral presentations have helped them in increasing their professional development, question 2 asked how students feel when giving an oral presentation in class. From questions 3 and 4, participants were asked about the common strategies they used when giving an oral presentation and how they encountered issues when doing an oral presentation in class.

3.6 Data Collection Procedure

3.6.1 Participants' Questionnaire

Before administering the questionnaire, the researcher selected a group of students to obtain feedback about the difficulties they faced during oral presentations. After that, the

questionnaire was then designed based on students' comments and the literature review. It was revised by two professors in the field of investigation for suitability of content and language.

Afterwards a pilot study was conducted with 12 participants, 7 females and 5 males (not included in the main study) subsequently, the items were corrected grammatically, and some deleted to ensure research quality. In order to ensure research, it was suggested to gather data collection throughout an online platform, Gmail-Drive platform. Throughout this platform, the participants' responses were easier to collect.

The pilot study took place in March 2020, when the instrument was reviewed and redirected, it was going to be applied to a set of other 12 participants, they were going to be contacted in April 2020. Nevertheless, there was a student strike at the Facultad de Lenguas and then Benemérita Universidad Autónoma de Puebla canceled classes because of the COVID-19 pandemic; consequently, the final instrument could not be further applied face to face as planned.

In consequence, a new date was set to conduct the application of the final questionnaire, it was applied in October 2020. Hence, 25 participants were contacted by internet, they were requested to participate in research, the request was by Facebook and What's app, however, only 19 participants accepted to participate in the research. Thereby, the researcher introduced participants to the topic and explained the main purpose of the research. The questionnaire was sent to participants, their responses were gathered on the Gmail Drive-platform.

3.6.2 Participants' Interview

After the questionnaire, participants' information was gathered, a semi-structured interview of 4 questions was made. This interview was conducted in order to gather more information, as well as to triangulate and validate the information from the participants' responses in the first instrument -questionnaire-. The interviews were applied for in November 2020. Only 6 participants, out of the nineteen, accepted to be contacted to participate in an interview, 4 females and 2 males. A letter of consent was also sent for them to accept formally. The purpose of the letter was to inform participants of the use of the data and to ensure anonymity of their responses.

Interviews were conducted once the participants accepted, interviews were conducted by the researcher, participants were interviewed at specific times according to their convenience and availability. All interviews were conducted by phone calls. These phone calls were recorded with the participants' consent, interviews were recorded with an application, Voice Recorder-App, the reason for recording phone calls instead of using online-meeting platforms was because this seemed more convenient for participants as they reported to experience issues with the internet. For ease of comprehension and to allow participants to express themselves freely, the interviews were conducted in the participants first language, Spanish. The researcher managed to take notes simultaneously besides the later transcription of each interview. Each interview took between 8-15 minutes.

3.7 Data analysis

3.7.1 Participants' Questionnaire

Descriptive statistics, including percentages, graphics and average were employed to measure participants' responses from statements (1 to 12), in the case of open-ended questions (13 and 14), the participants' responses were categorized into six categories and then 3 major themes. The participants received a pseudonym to recognize each response in the five categories. The open-ended questions (13 and 14) were analyzed manually, the researcher looked for common themes in the data, then grouped them in categories.

3.7.2 Participants' Interview

After that, participants took part in the interviews, each interview was transcribed and translated into English language and the data were analyzed manually. By analyzing participant's responses, they were compared and categorized, as well as in participants' responses from the first instrument (questionnaire), the responses were divided into categories as well.

When the categories were defined, participants' responses were easier to collect because the data was selected and grouped together. The participants received a pseudonym in order to recognize each response into the six categories. The researcher examined the data by looking for repeated themes, then themes were grouped together. A professor specialized in the field reexamined the categories for reliability and validity of purposes.

3.8 Summary

The goal of this chapter was to outline the research method used to answer the research questions, procedure, study participants, data collection, and data analysis by the application of two instruments (questionnaire and interview). In chapter IV, the study results are presented.

Chapter IV

4.1 Introduction

This chapter aims to present and analyze the results obtained after the administration of two instruments. It analyzes the LEI students' perceptions of having oral presentations during a course. In this chapter, the results of the questionnaire and the interviews are presented. Both instruments were applied to LEI students of the Language Faculty at BUAP. This section will present the perceptions from participants about oral presentations, how participants perceive and describe oral performance as a manner to develop strategies for using oral ability, the strategies used to communicate appropriately, and some problems and difficulties participants have when giving oral presentations.

In this chapter, the results of the questionnaire and interview are presented. For the best organization, the quantitative results from the questionnaire are presented first in two sections: (1) participants' characteristics (gender, age, and semester) and, (2) participants' perceptions about oral presentations. After that, the qualitative results from the interview and a section of the questionnaire will be presented in three major themes: (1) strategies used for doing oral presentations section (2) problems or difficulties in oral presentations and (3) benefits of doing oral presentations.

4.2 Quantitative Results

The following section will present the results from the first two sections of the questionnaire. General background of participants will be presented as well as their overall perceptions about doing oral presentations.

4.2.1 Students' Characteristics

This section describes students' characteristics (gender, age, and semester enrolled). Table 1 shows the results obtained in the first section of the questionnaire. This information is related to students' background.

Students' name	Gender	Age	Semester enrolled
Mariela	Female	23	10th semester
Mar	Female	23	9th semester
Lidia	Female	24	9th semester
Alma	Female	22	10th semester
Juan	Male	24	Graduated
Marco	Male	22	8th semester
Jeshua	Male	23	9th semester
David	Male	23	9th semester
Bibi	Female	24	10th semester
Sahid	Male	25	Graduated
Erick	Male	23	Graduated
Ivan	Male	23	10th semester
Abi	Female	23	10th semester
Marlu	Female	23	10th semester
Yaz	Female	24	10th semester
Alex	Male	24	10th semester
Miguel	Male	23	10th semester

Ruben	Male	24	8th semester
Ivania	Female	25	9th semester

Table 1. Students' characteristics

4.2.2 Students' Perceptions about Oral Presentations

The second section of the questionnaire asks participants to choose, in scale, statements about their perceptions about oral presentations. For this part, 12 statements are presented. A five-point Likert-type scale was designed (always, usually, sometimes, seldom, never) to measure students' responses and percentages.

In Figure 1 the first statement describes fear of speaking in public.

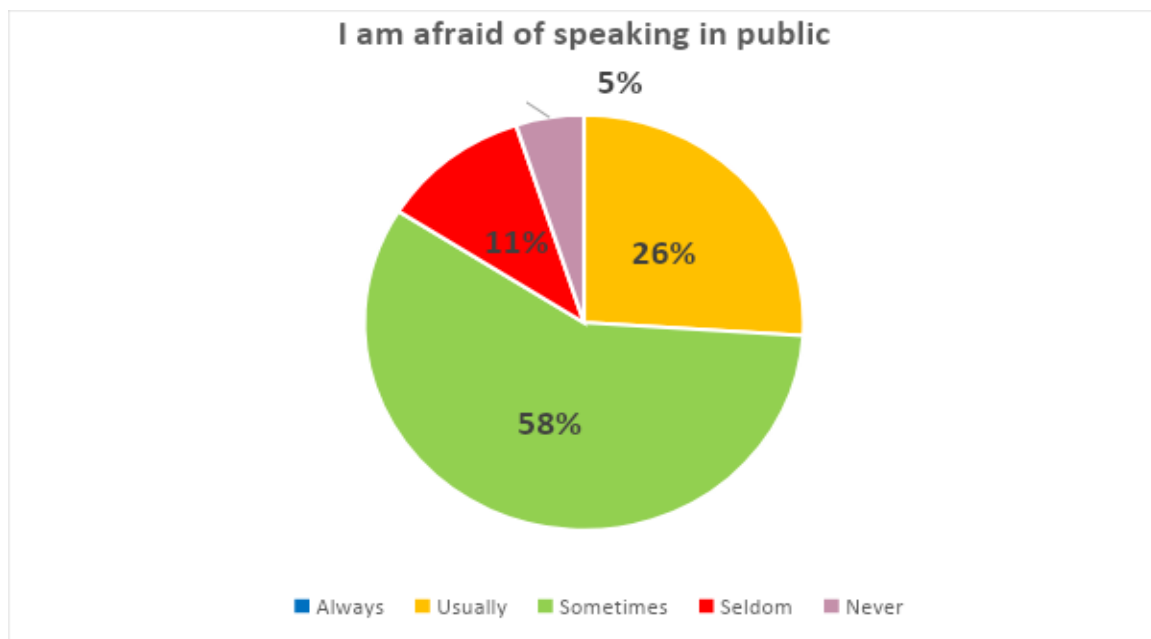


Figure 1 (statement 1)

Statement 1 represents the results obtained when participants are afraid of speaking in public. The results show that (0 %) represents participants who said that they are “always” afraid of speaking in public, followed by those who said “usually” (26 %). In contrast, many of the

participants (58 %) said that they are “sometimes” afraid of speaking in public, followed by those who said “seldom” (11 %), and those who said “never” (5%). In conclusion, the numbers show that the majority of participants are afraid of speaking in public. Fear of public speaking is a common form of anxiety when speaking in public. It leads to communication impediments with an impact on the individual’s personal and emotional development, some characteristics of these impediments are: shortness of breath, sweaty hands, quivering voice, increased heart rate, blood pressure and perspiration (Nikita, 2011).

Figure 2 shows the second statement. Statement two expresses if participants are affected by the reactions of an audience.

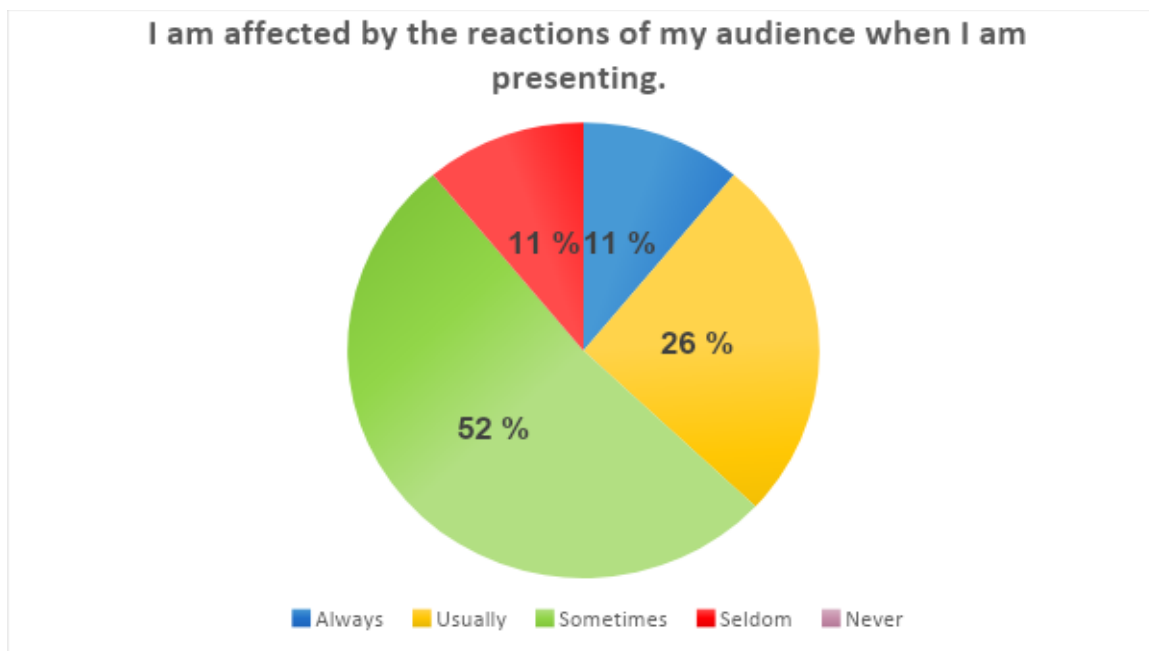


Figure 2 (statement 2)

Statement 2 demonstrates the results obtained when participants are affected by the reactions of an audience. The results illustrate that (11 %) of the participants are “always” affected by the reactions of an audience, followed by those who said “usually” (26%). In addition, many

participants (52 %) said that they are “sometimes” affected by the reactions of an audience, followed by those who said “seldom” (11 %), and those who said “never” (0%). As a result, the numbers affirm that many of the participants are affected by the reactions of an audience. Delivering oral presentations involve certain concern about audiences’ outcomes. Hanifa & Yusra (2018) highlight that presenters must be aware that the information of a presentation has to be relevant, engaging and concise for an audience. In that way, the audience’s reactions help the speaker identify if the audience is bored, comfortable, excited, motivated, or disinterested.

Figure 3 presents the third statement that describes preparation of a topic before giving an oral presentation.

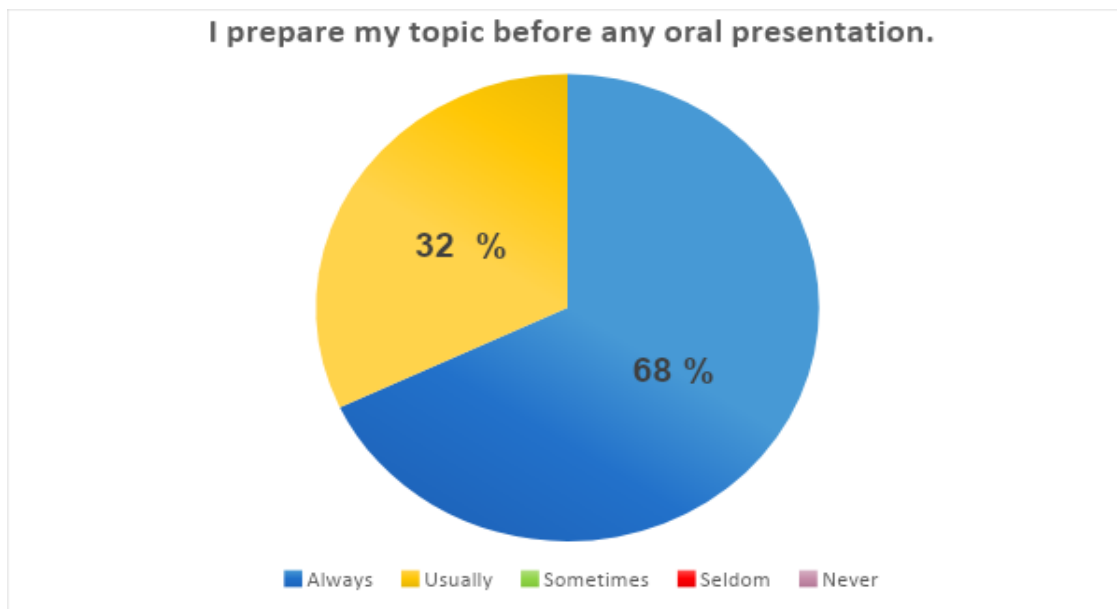


Figure 3 (statement 3)

Statement 3 describes the results obtained when participants prepare a topic before giving an oral presentation. The results point out that (68 %) of the participants “always” prepare their topics before presenting, followed by those who said “usually” (32 %). Meanwhile, (0 %)

represent participants who said that they “sometimes”, “seldom”, and “never” prepare their topics before presenting. Thereby, the numbers conclude that most of the participants prepare their topic before giving an oral presentation. Before any presentation, preparing a topic is an essential step that can make presenters feel comfortable and with greater opportunities to succeed during a presentation. Chivers and Schoolbread (2007) consider that presenters should do research to increase their understanding of a topic as this helps them to keep track of their presentation progress prior to explaining the information and content to an audience.

Figure 4 shows the fourth statement. Statement four declares the use of visual aids to deliver an oral presentation.

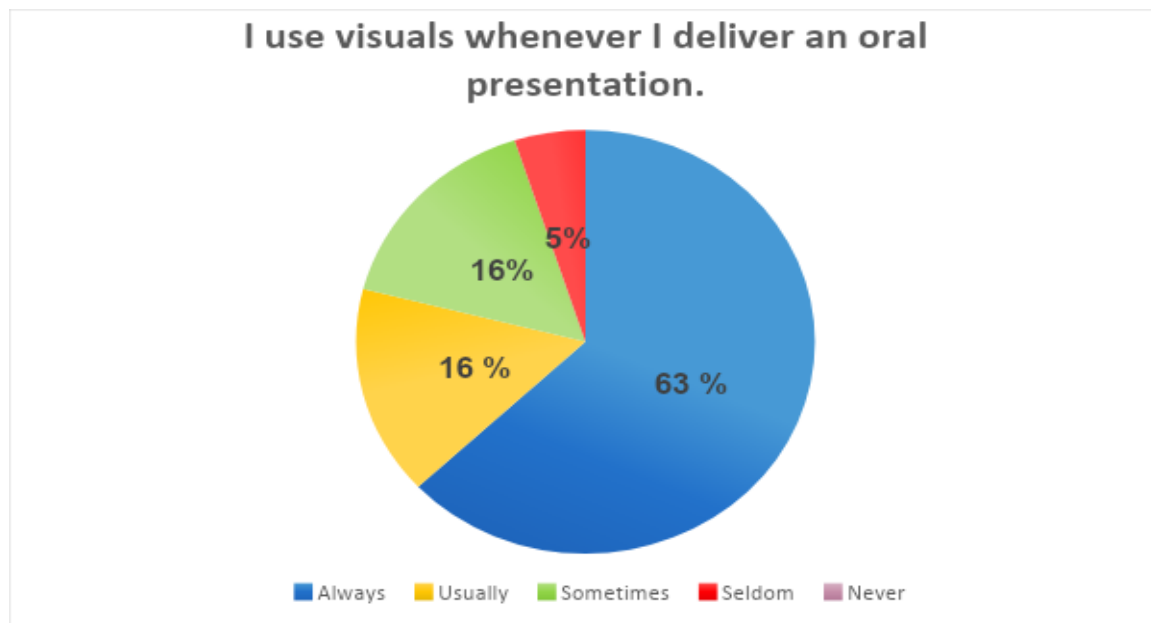


Figure 4 (Statement 4)

Statement 4 shows the results obtained when participants use visual aids. The results display that (63 %) of the participants “always” use visual aid to deliver an oral presentation, followed by those who said “usually” (16 %), and those who said “sometimes” (16 %). Only

(5%) of the participants said that they “seldom” use visual aid to deliver an oral presentation, followed by those who said “never” (0%). Therefore, the numbers show that many of the participants use visual aid to deliver an oral presentation. Visual aids are resources to provide audience’s engagement as they illustrate presenters’ topics and highlight main points during the presentation. Visual aids are required in most oral presentations because they make the presentation more significant, professional, and effective (Brooks & Wilson, 2014).

Figure 5 shows the fifth statement. Statement five remarks participants’ satisfaction after achieving the purpose of their oral presentations.

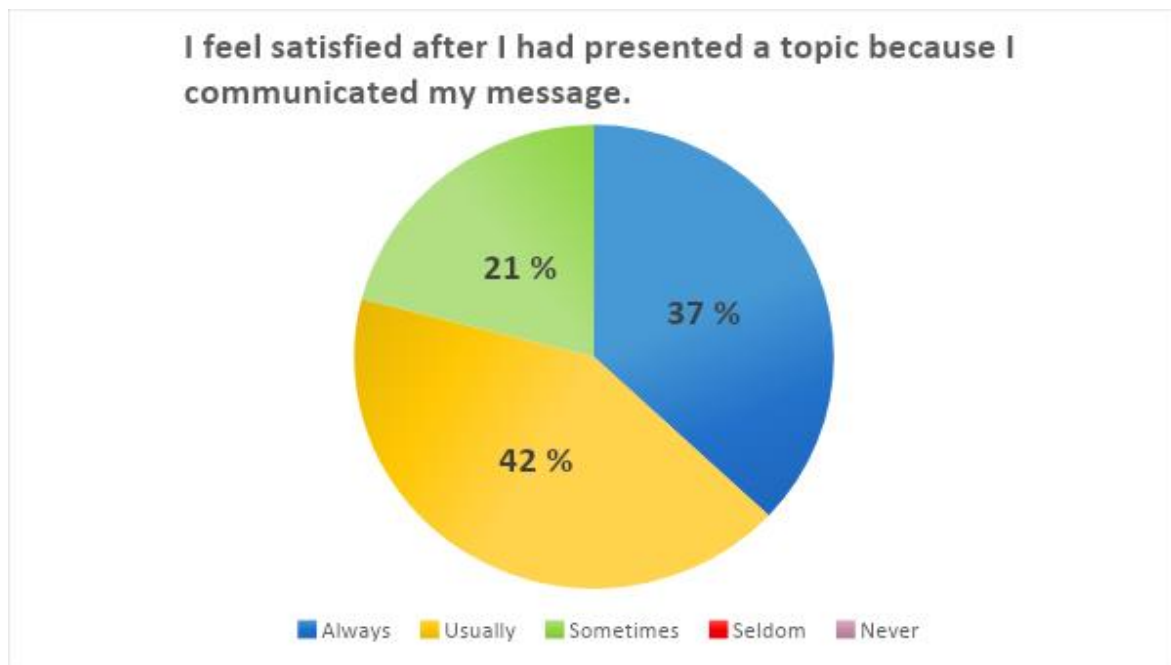


Figure 5 (statement 5)

Statement 5 presents the results obtained when participants achieved their intended purposes of their presentations. Satisfaction is an affective aspect that people experience. The results reveal that the majority of participants (37 %) said that they “always” have been satisfied after presenting their topics, followed by those who said “usually” (42%), and those who said “sometimes” (21 %). Additionally, (0 %) represents participants who said that they “seldom”

and “never” have been satisfied after presenting their topics. The results show that many participants have felt satisfied after presenting a topic. This may be connected with the emotions involved when presenting. According to Minghe & Yuan (2013), affective factors are emotional sides of human behavior, especially in foreign language learning, where both learners and teachers exhibit relations and affective variables such as: motivation, anxiety, self-esteem, empathy, and interaction.

Figure 6 shows the sixth statement. Statement six describes if participants are in control of delivering a topic.

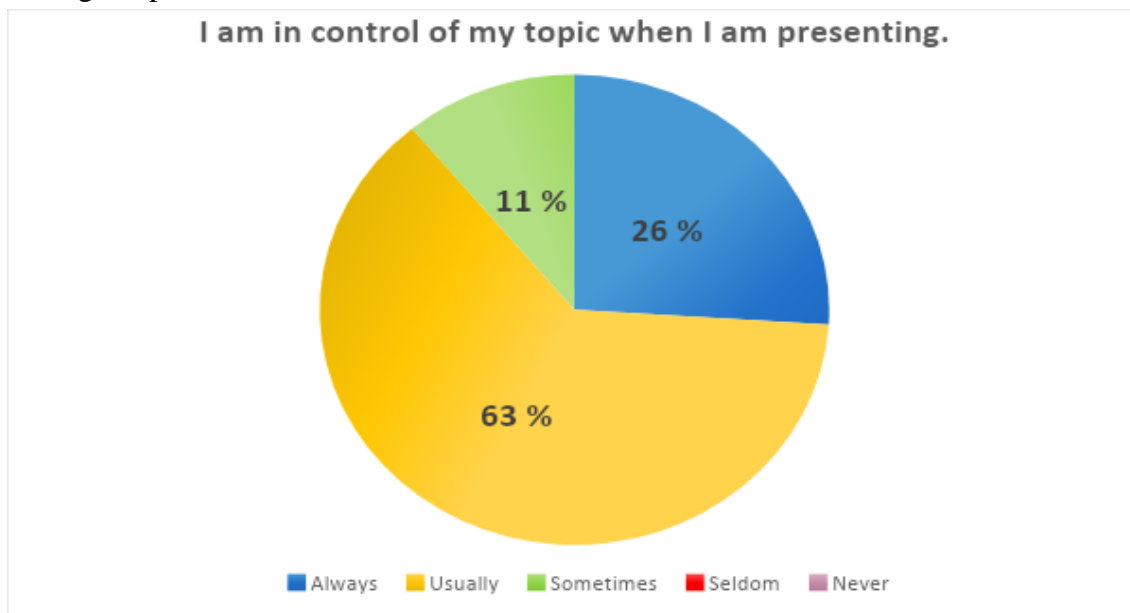


Figure 6 (statement 6)

Statement 6 reports the results obtained when participants know their information on a topic. The results report that many participants (26 %) said that they “always” know the content of their information when presenting, followed by those who said “usually” (63 %), and those who said “sometimes” (11 %). However, (0 %) represent participants who said that they “seldom” and “never” know the content of their information. The numbers prove that most of the participants are in control of their topics during a presentation. An audience can

recognize if speakers are credible and knowledgeable about the information or topic. Establishing credibility communicates to an audience if presenters have expertise in the field or topic that is being communicated (Lucas, 2015).

Figure 7 shows the seventh statement. Statement seven describes preparation to anticipated questions from an audience.

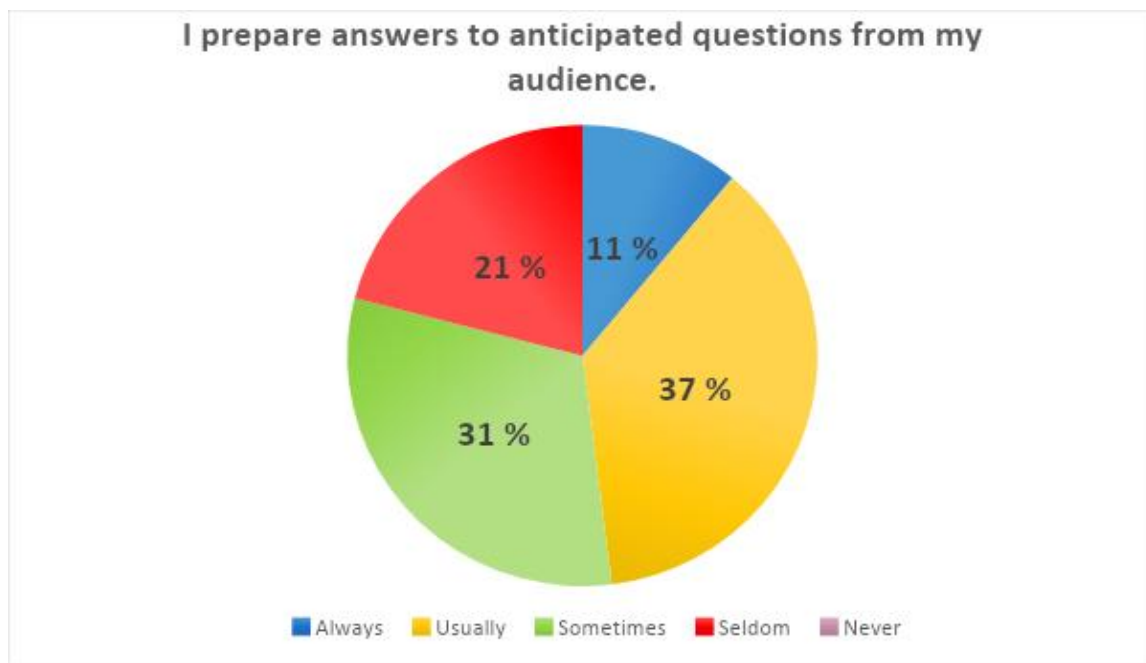


Figure 7 (statement 7)

Statement 7 discusses the results obtained when participants prepare answers to anticipated questions. The results affirm that (11%) of the participants are “always” prepared to anticipated questions, followed by those who said “usually” (37 %), and those who said “sometimes” (31 %). At the same time, only (21 %) of the participants said that they are “seldom” prepared for anticipated questions, followed by those who said “never” (0 %). In this way, the results conclude that the majority of the participants are prepared to answer questions from the audience. Answering questions is a practice that requires previous

preparation for the speaker because the presenter has to think of possible answers that an audience may ask at the end of the presentation. When presenters are able to answer questions from an audience, they establish credibility in the eyes of the listeners (Chivers and Shoolbread, 2007).

Figure 8 shows the eighth statement. Statement eight describes participants' body language and gestures when presenting.

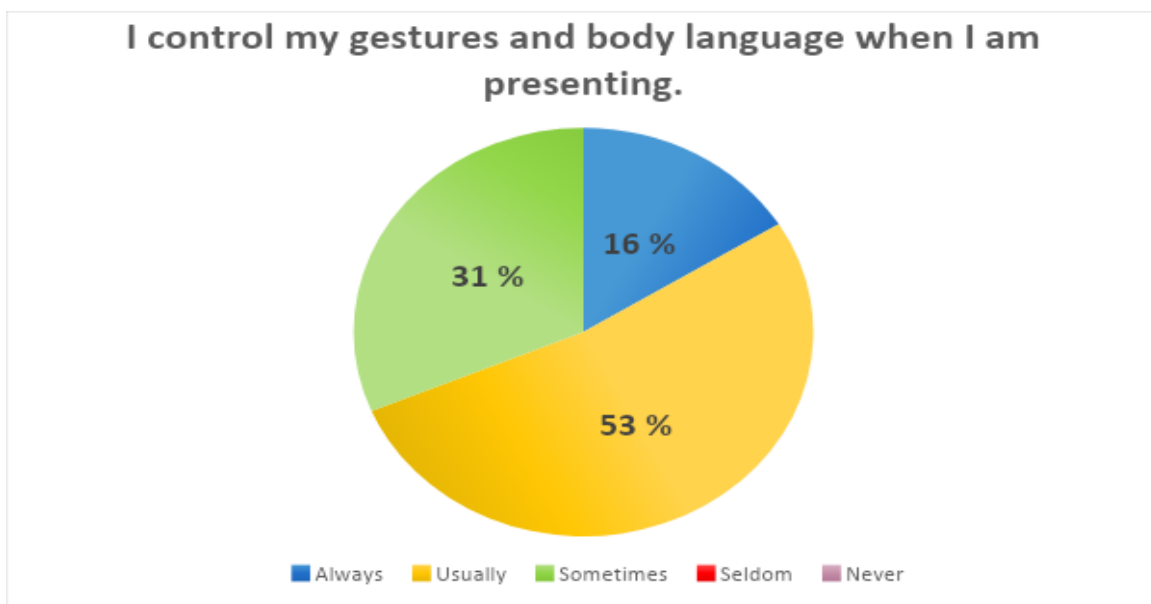


Figure 8 (statement 8)

Statement 8 demonstrates the results obtained when participants control their body language. The results demonstrate that most of the participants (16 %) said that they “always” control their body language, followed by those who said “usually” (53 %), and those who said “sometimes” (31 %). On the contrary, (0 %) of the participants said that they “seldom” and “never” control their body language. Hence, the numbers demonstrate that most of the participants control their body language when delivering an oral presentation. Body language builds rapport that convinces listeners of what presenters are saying as O'

Hair, Rubenstein & Stewart (2007) explain that facial expressions and body movement help presenters to establish credibility with the audience.

Figure 9 shows the ninth statement. Statement nine describes keeping eye contact with the audience.

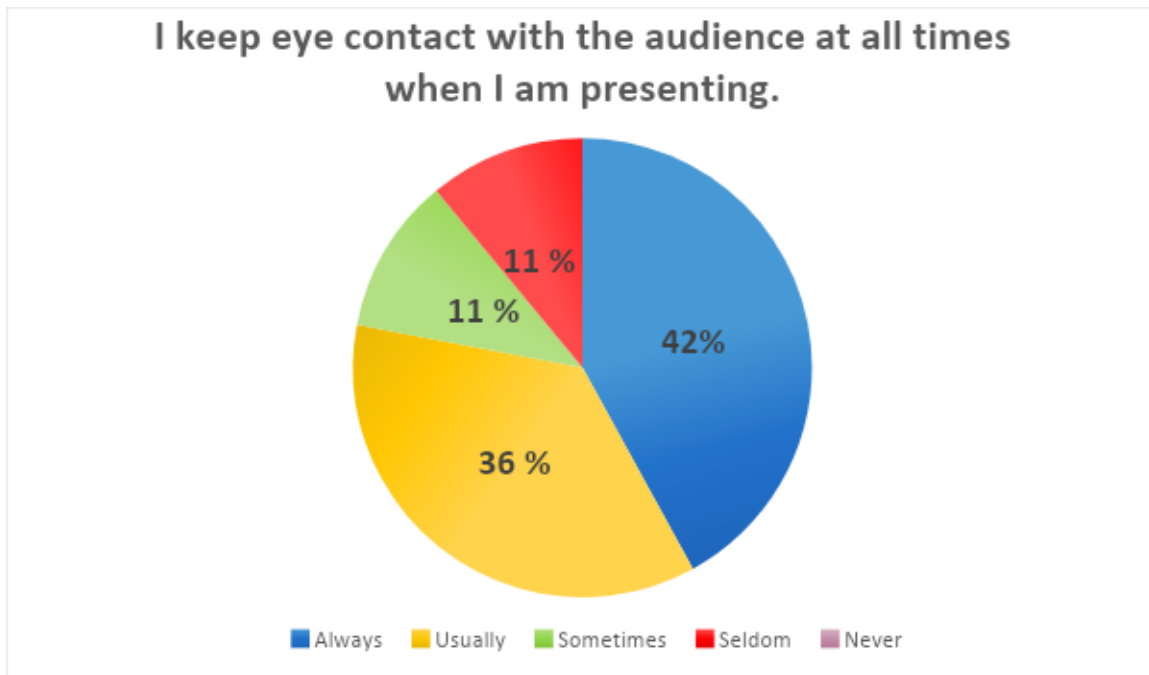


Figure 9 (statement 9)

Statement 9 explains the results obtained when participants keep eye contact with an audience. The results explain that many of the participants (42 %) said that they “always” keep eye contact with their audience, followed by those who said “usually” (36 %). Besides that, only (11 %) of the participants said that they “sometimes” keep eye contact, followed by those who said “seldom” (11 %) and those who said “never” (0 %). As a result, the numbers prove that the majority of the participants keep eye contact with their audience when giving an oral presentation. Eye contact connects presenter-audience because it conveys signals of acknowledgment, expertise, respect, and goodwill. Eye contact is one of the best ways to achieve the attention of an audience. (Barker, 2011)

Figure 10 shows the tenth statement. Statement 10 describes communicating ideas with enthusiasm and energy during the delivery of an oral presentation.

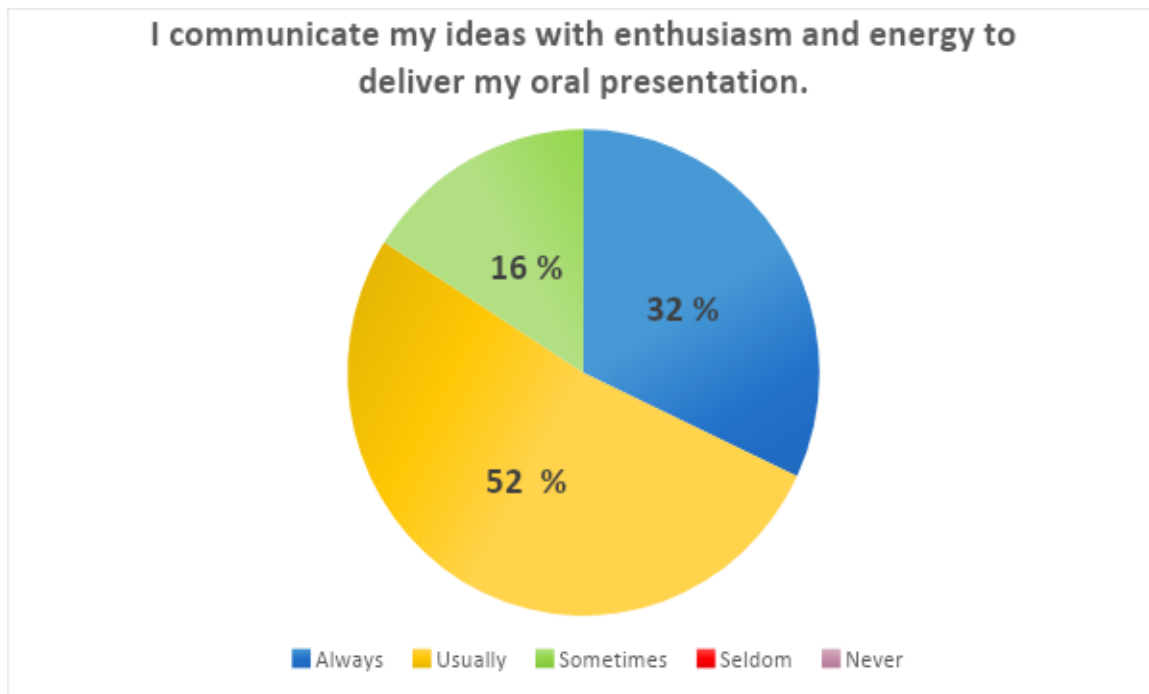


Figure 10 (statement 10)

Statement 10 remarks the results obtained when participants communicate their information with energy and enthusiasm. The results describe that many participants (32 %) said that they are “always” enthusiastic to deliver their oral presentations, followed by those who said “usually” (52 %), and those who said “sometimes” (16 %). On the other hand, (0 %) of the participants said that they are “seldom” and “never” enthusiastic to deliver their oral presentations. Finally, the numbers show that most participants communicate their oral presentations with enthusiasm and energy. This can be explained with what Pangket (2019) argues regarding affective factors as they may influence the process of producing effective presentations where factors such as self-esteem, motivation, and self-confidence are displayed while speaking.

Figure 11 shows the eleventh statement. Statement 11 describes the use of the voice during an oral presentation.

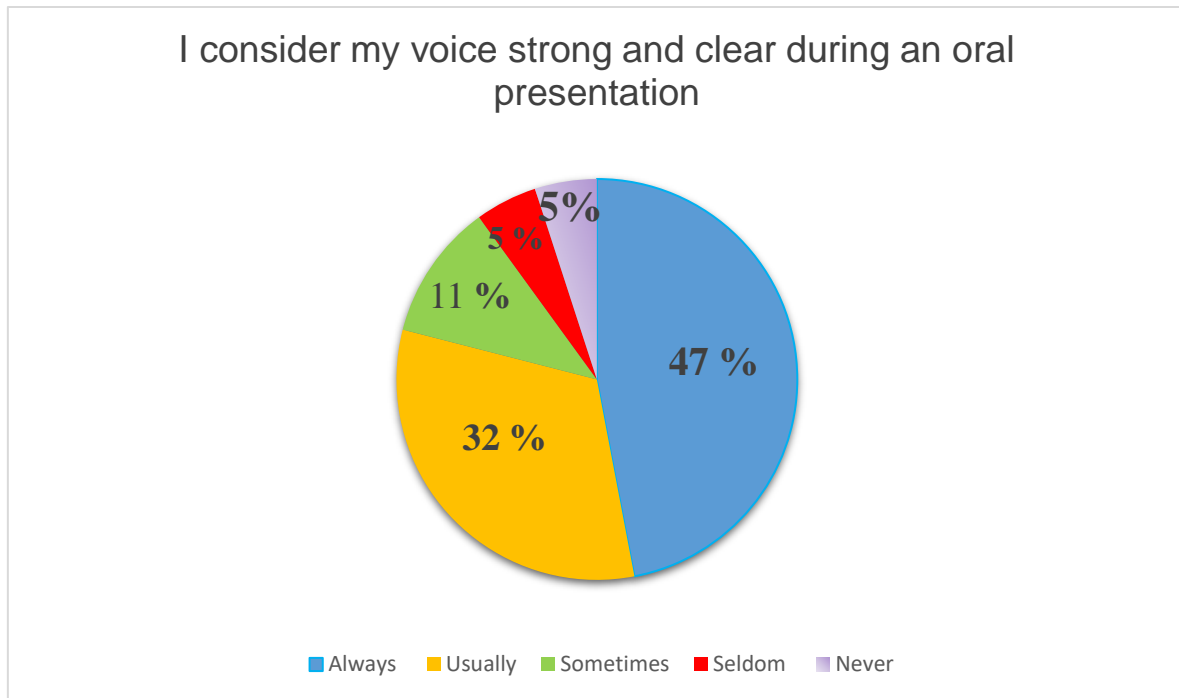


Figure 11 (Statement 11)

Statement 11 points out the results obtained when participants use the tone of voice. The results point out that many of the participants (47 %) said that they “always” consider their tone of voice as strong and clear, followed by those who said “usually” (32 %). By contrast, only (11 %) of the participants said that they “sometimes” consider their tone of voice as strong and clear, followed by those who said “seldom” (5 %), and those who said “never” (5 %). Therefore, the numbers point out that the majority of the participants have a strong and clear tone of voice when delivering an oral presentation. This is confirmed by Lucas (2015) who points out that the tone of voice influences how the presenter communicates the message of the presentation. The tone of voice is used to hold and engage an audience as it communicates conviction, and enthusiasm by the rate, volume, pauses, and speed.

Figure 12 shows the twelfth statement. Statement 12 describes including introduction and closure when delivering an oral presentation.

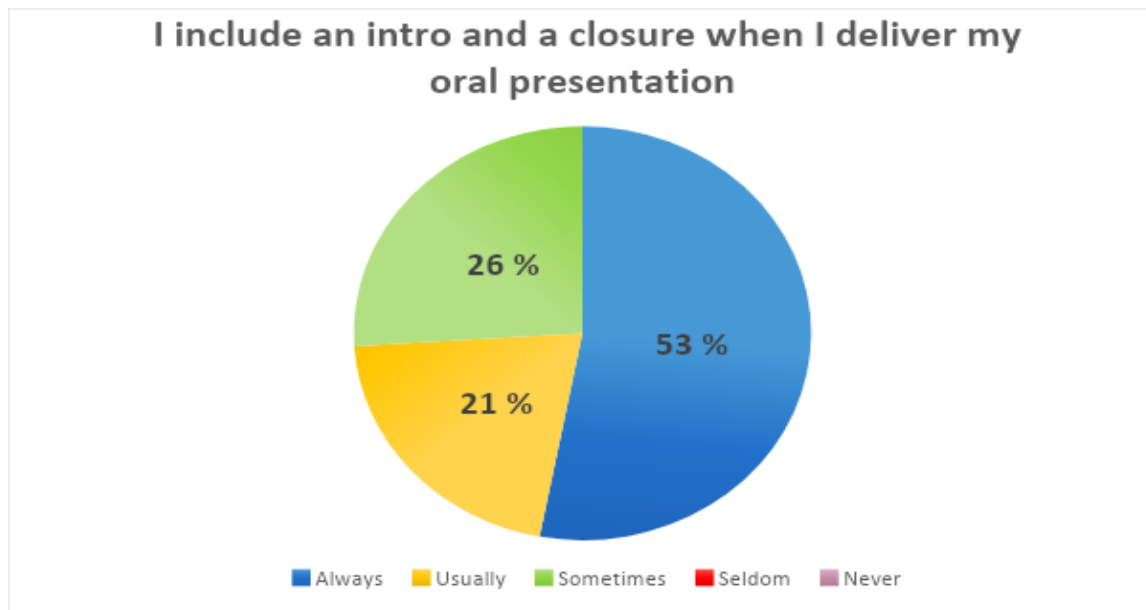


Figure 12 (statement 12)

Statement 12 clarifies the results obtained when participants include introduction and closure. The results clarify that many of the participants (53 %) said that they “always” (53 %) include an introduction and a closure when delivering an oral presentation, followed by those who said “usually” (21 %), and those who said “sometimes” (26 %). Nonetheless, (0 %) of the participants said that they “seldom” and “never” include an introduction and a closure. As a matter of fact, the numbers clarify that most of the participants include an introduction and a closure when delivering an oral presentation. Introductions guide the purpose of the presentation as well as the conclusions that define the last impressions of an audience. Chivers and Shoolbread (2007) consider that introductions and conclusions are necessary components to start and conclude information as they provide a clear outline and overview of the information.

4.3 Qualitative Results

Because the questionnaire contained two open-ended questions it was decided to include this part of the results in the qualitative results. This will help triangulate the information with the responses from participants during the interview.

This section of the questionnaire asks participants two open-ended questions to further know how participants perceive oral presentations in a course. Question 13: *What possible benefits did you experience after presenting so frequently in a course?* and question 14: *what is your opinion about teachers having students make oral presentations in the content classes of the LEI program?*

The responses highlighted how oral presentations have benefited participants in a course. Three major themes emerged: (a) presentation strategies, (b) problems and difficulties and (c) benefits. These three topics are discussed and illustrated with participant's quotes below. Participants are all identified by pseudonyms.

4.3.1 Strategies, Problems and Benefits of Oral Presentations

Presentation Strategies

In this section, participants' responses are about developing presentation strategies before giving an oral presentation in class. Participants consider that practice is fundamental to acquire strategies when speaking in public. Two participants, Juan, and Vane, are examples of students who considered that having oral presentations in a course helped them to acquire preparation skills before speaking in public. According to Jarrin & Kim (2019), practice helps students to feel comfortable with less pressure and more initiative because they are on their

own without peer pressure or teacher supervision. Students can be more prepared before carrying out any activity.

“I think that throughout practice, you can achieve very good results in any discipline. If you make oral presentations frequently, you can improve all the necessary skills of speaking. In my opinion, you have to practice as much as you can in order to achieve an improvement and evolution in your speaking skills.” (Juan)

“First of all, I used to practice my presentations from top to bottom; the thesis statement, the topics and its arrangement according to the purpose of the presentation, a hook for getting myself prepared before delivering my topic.” (Vane)

Furthermore, Erick is the perfect example of a student that developed some strategies for organizing and preparing main points of information before giving a presentation.

“Further, it helps students to develop strategies for organizing their ideas on specific contents and for elaborating on such contents so that their audience gets the point when you communicate the information of your topic.” (Erick)

The comments above show that participants increased their performance throughout practice. It helped them to be prepared before giving a presentation in class; as a result, participants reported their preparation skills improved. The participants' responses showed that having oral presentations allowed them to develop preparation skills, such as organization, practice, and experience for their future performance.

Problems and Difficulties with Oral Presentations

Affective Factors

In this section, participants' responses are described in terms of experiencing affective factors when giving oral presentations in the content classes of the LEI program. Fandiño-Parra (2008) agrees that affective factors depend on beliefs, attitudes, anxieties, and motivations in the process of learning. After the analysis, a female participant, Abi, is the example of a student who acquired self-confidence when speaking in public.

“[speaking] also helped me to enhance my self-confidence whenever I needed to deliver a presentation, as well as it gives me strategies to show myself confident and keep myself under control during the delivery.” (Abi)

This comment proves that Abi increased her self-confidence. Confidence has a noticeable impact on the progress of a student's learning. Self-confidence helps students view problems as opportunities and challenges as they see their own strengths, appreciating and trusting in themselves. If a person is convinced of something, that person is not worried about the outcome and is more likely to achieve positive and successful outcomes. Students who are confident are successful in their learning because they believe in their abilities (Tridinanti, 2018). After presenting, Abi agreed that her confidence was improved by giving an oral presentation as she developed strategies to remain confident in front of the audience.

Moreover, a male participant, Alex, explained that having oral presentations in a course is a way to overcome fear of speaking in public.

“Personally, having a class based on oral presentations, for public speaking, helped me face and overcome anxiety and my fear of speaking in front of an audience.” (Alex)

According to this answer, Alex is the perfect example of a student that overcame his fear of speaking in public by having oral presentations in a course. Every presenter experiences fear and anxiety because they become the center of attention and anxiety may affect their oral performance in their academic life, especially for foreign and second language learners. In accordance with Raja (2017) presenters experience fear and anxiety because they become the attention of a public, with it, presenters face negative emotions and they become frightened just of standing up in front of others to deliver a presentation.

Meanwhile, a male participant, Miguel, is the example of a student who is socially introverted. Introverts tend to process their opinions internally and prefer to keep ideas before sharing with others and they enjoy time alone (Atamanik, 2013).

“At first, I was not completely in favor of giving oral presentations because I thought it would be imposing, stressful and in general negative to be an introverted person or socially anxious. But to be fair, we as future teachers need to be at least a little social. Now I think it can be challenging but is still achievable and much required in the future. Plus, sometimes we need to give a speech at a ceremony, special event, or wedding... In the end, it can be useful.” (Miguel)

Miguel described oral presentations as challenging, imposing, and stressing tasks for having an introverted personality. However, Miguel mentioned that as future teachers, giving oral presentations helped him to become more sociable when speaking in public.

In this section, participants' responses proved that self-confidence, anxiety, and fear of speaking in public are affective factors that participants experienced while giving oral presentations in a course. Pangket (2019) claims that affective factors influence people to refrain from developing oral proficiency as these factors are connected to human cognition such as motivation, self-esteem, self-confidence, and empathy that influence the process of language acquisition.

Feedback

In this section, the participants' responses are described in terms of receiving feedback from their audience and teachers when giving an oral presentation. In this analysis, some participants are the example of students who explained that teachers need to give positive feedback when students give oral presentations in a course.

Two female students, Lidia, and Alma are examples of participants who improved the content of the presentations and speaking skills after receiving comments from the audience.

“The benefits that I found during my presentation are the comments from the public, it helps you to improve your content or the way that you speak, and little by little it is easier to explain your ideas and to have control of the body language.” (Lidia)

“Presentations usually help students because they get experience and become less shy, but this happens when the teachers give positive feedback to their students and help them to improve their speaking skills. There are some teachers that don't do it and it doesn't help students.” (Alma)

In the same way, a male student, Miguel is the example of a participant that experienced satisfaction after receiving feedback from his performance.

“The benefits I have had after giving an oral presentation, in general, is satisfaction. I always try to communicate the main message of the topic, and when my audience says that I gave a clear explanation, it makes me feel that I achieved my goal.” (Miguel)

Three participants are the example of students who determined that positive feedback is necessary for improving motivation and performance to give an oral presentation. Ellis (2009) explains that feedback is seen as a contribution to language learning. In the process of language teaching, feedback is viewed to foster learner motivation and ensure capacity by detecting errors in the target language. It can be conducted by positive correctness because it provides effective support to the learner and fosters motivation to continue learning.

Most of the participants agreed that teachers need to give feedback to students in order to correct mistakes, give recommendations, and obtain improvements for future presentations. According to Alavi & Kaivanpanah (2007), feedback is for improving both teaching and learning, it influences learning and provides an opportunity for learners to know what they need to do in order to improve.

Participants' responses concluded that positive feedback helped them increase motivation, as well as it helped them improve their content or their way of speaking in public. Feedback contributes to fostering student's learning and achievement and through the process of receiving feedback from teachers, students have insights about their weaknesses and strengths in learning

Carroll (2014) determines that feedback is a practice to manage change, improve quality, and boost performance. In the educational process, feedback helps in fostering student's learning and achievement. Participants' responses showed that feedback is meaningful for students because it allowed them to obtain recommendations from the audience about their performance.

Benefits of doing Oral Presentations

Verbal Communication

In this section, the participants' responses are described in terms of producing verbal communication when giving oral presentations. Two male participants, Jesua, and Ivan, are examples of students who explained that oral presentations are opportunities to use verbal communication into the classroom. According to Akinola (2014), verbal communication involves the use of words either in spoken or in written form. The comments from two male participants are shown below:

"I think it is good for developing speaking skills and it is very important because the degree is about teaching. Teachers need to give oral presentations while giving classes, so, this is a kind of practice to use effective communication." (**Jesua**)

“I agree with the idea of having oral presentations in a course, especially because it helps students to have the opportunity to speak properly in the target language. Many students tend to practice the target language only in school, so it is great to have this experience to speak as much as they can.”

(Ivan)

The majority of the participants explained that oral presentations not only allow them to get experience when presenting, but also to use their speaking skills appropriately in the target language. Wahyuni (2017) describes that verbal communication refers to mastering ideas and giving meaning to the audience in a logical way, where explanations and information are clear.

Non-verbal communication

In this section, the participants’ responses are described in terms of using non-verbal communication when giving an oral presentation. Wahyuni (2017) and Akinola (2014) explain that nonverbal communication plays an important role in human social interaction as it is a process of sharing meaning interpretively: natural, reliable, or spontaneous (body contact, posture, proximity, facial, body, physical and view movements). Two female participants, Mari, and Yaz, are examples of students who improved their body language when giving an oral presentation.

“I noticed that my body language improved sufficiently. My tone of voice has always been strong and loud but when I started to experience presentations, I learned how to control it to catch the audience's attention.” (Mari)

“Definitely I'm more comfortable with my body language while I'm giving my presentation because I can moderate the tone of my voice according to my audience, and the eye contact I maintain with the audience is better than before.” (Yaz)

The responses from two participants explained that not only was their body language improved, but also, their tone of voice was modulated when giving presentations. According to Emden & Becker (2004) body language has a significant impact on the meaning communicated by presenters. Listeners trust body language to confirm that rapport is established when speakers use their body language appropriately.

According to Barker (2011) body language dissipates energy, this helps reduce the separation and distance from the audience. Body language builds rapport and promotes a comfortable classroom atmosphere because both signals serve as immediate feedback from the audience. To sum up, participants' responses confirmed that their nonverbal communication signals were further controlled when giving an oral presentation just as Emden & Becker (2014) argue, that nonverbal communication has a significant role in both daily communication and language classes where body expressions and movement help speakers to get the audience's attention.

4.3.2 Interview Results

After the questionnaire, a semi-structured interview of 4 questions was designed, this interview was conducted in order to gather more information, as well as to triangulate and validate the information from the 19 participants' responses in the first instrument

(questionnaire). Participants were asked to participate in an interview, only 6 out of 19 participants gave their consent.

Participants were interviewed at specific times according to their convenience and availability. All interviews were conducted by phone calls, phone calls were recorded with the participants' consent with an application (Voice Recorder-App). The reason for recording phone calls instead of using online-meeting platforms was because this seemed more convenient for participants as they reported to experience issues with their internet and learning platforms.

After interpretative analysis of the data obtained from participants' interviews, three major areas emerged. These three areas are: (a) presentation strategies, (b) problems and difficulties and, (c) benefits. These three themes are discussed and illustrated with participant's quotes below. Participants are all identified with pseudonyms.

Presentation Strategies

This major category was about developing preparation strategies before presenting. Presentation strategies are techniques and skills required to successfully present oral information to others. Anyone can deliver a good presentation if he/she learns how to do it. According to Ibrahim & Yusof (2012), presentation skills enable students to identify problems or concerns prior delivery. This determines that students consider practice as necessary as it enables students to be familiarized with the topic and increases effectiveness in their presentation skills (content, organization, and preparation).

Moreover, three interviewees considered that practice was meaningful before giving an oral presentation, as it also helped them avoid memorization of information. Preparing an

effective presentation requires practice and the more practice, the more comfortable a presenter will be in front of an audience. This is supported by the following excerpts:

“The fact that you pass in front of a group and practice, it allows you to obtain more experience in yourself to explain either a topic or explaining any doubt.” (Sol)

“I practiced at home and tried to calm myself by continuous preparation, I read and understood my information without memorizing. Practice is what I need for being ready for presenting in public, this is what I basically did. On the other hand, I also practice the activities of my lessons when I have to teach English to my students. This is basically what I do for presentations and English lessons.” (Ruben)

“I also practiced my oral presentations at home, I practiced the information of my topic, this is something I always do when I should present. I think you can succeed if you practice as much as possible.” (Mar)

Additionally, having learned strategies for giving effective oral presentations allowed interviewees to further structure the information of their presentations, to establish the purpose of their topics, to use notes, connectors and linking words to remember main points of their information. These strategies facilitated interviewees to be more prepared before presenting. Some of the interviewees expressed it:

“I remember the first thing I did was the selection of my topic and subsequently I defined the purpose, if it was for informing, persuading or comparing. When I had the topic in mind, I did research on the topic. After that, I elaborated an outline based on the information I had found. I also identified some information gaps, for instance,

topics that had not been reliable, I had to fill these gaps by doing more research on the internet. So, I researched the information first, secondly I did my outline and at the end I prepared my material and visuals.” (Marlu)

“As a first point I made a summary of my information, I tried to understand it with my own words, for me it was very useful. I reviewed and classified my information into main ideas, I organized the main ideas to deliver the information of my topic. Another strategy was the visual aids. I prepared slides or material, depending on the purpose, if it was for oral presentations or English lessons. Also, at the end of my oral presentations I carried out some activities, these helped to reinforce my topic.” (Sol)

“Notes can be used when you teach lessons or give presentations, in your notebook you can write the important points of your information to guide you. In fact, it is something I use for teaching English lessons, or for explaining a topic. I wrote the main ideas of the information. This strategy helps you to organize the content of a presentation.” (Sahid)

On the other hand, all interviewees agreed that preparation skills allowed them to develop strategies when presenting in public. However, according to interviewees’ comments, they struggled with some problems before presenting. Two interviewees expressed it:

“Some troubles I struggle before presenting, I sometimes found too much information on the internet, I wanted to explain everything, I think that was a problem, I sometimes felt that all the information I found was very important because it seems interesting to me, it was interesting to know about a new topic, Thereby, I did not

consider that presentations should not be longer than 15 minutes because your audience might get bored and they could lose interest [...]timing my presentation was quite tough, I used to waste too much time [...]" (Marlu)

"Practice helped me lose my fear, the fact of presenting frequently facilitated my speaking development and confidence. When I had to present in public, I practiced my topic as many times as possible, I always recorded myself, I recorded the information of my topic. In this way, I can see my mistakes and I had prepared before giving an oral presentation in class." (Yaz)

Therefore, presentation skills provided interviewees with a series of techniques and strategies to be effective when giving an oral presentation in class. Barker (2011) states that in speaking situations, preparation and control are required because preparation means taking control, by removing some nerves and anxiety. It can be easier to communicate the information with solid preparation and the audience will trust in the presenter.

Communicative competence

The concept about communicative competence became an important aspect when doing oral presentations as communication is determinant in the teaching and learning success. Related to teachers and students' performance, it is highly expected that they have the skill to communicate effectively in the process of language learning. Communicative competence depends on the negotiation of meaning between two or more persons who share a language (Yufrizal, 2017).

Three interviewees explained that oral presentations required them to use effective communication as a strategy or tool when presenting in public. Furthermore, they considered

effective communication necessary for successful performance in academic and work situations. Three interviewees expressed this in the following excerpts:

“Oral presentations not only help you in school situations, but also in professional life, for example, when you need to communicate appropriately for getting a job, or even when talking to your boss.” (Sahid)

“I consider oral presentations very useful; I consider them useful to speak appropriately, mainly to face big or small audiences. Oral presentations make you face many environments, in this particular case, we are going to dedicate ourselves to teaching English, basically you need to communicate your message clearly every time you present or teach something.” (Ruben)

“I think that oral presentations in our bachelor's are of paramount relevance because these help us practice as future professionals, and oral presentations help us use communication effectively when presenting in public. I think that presentations are essential to practice different skills, especially for practicing speaking skills” (Yaz)

As a conclusion, interviewees agreed that communication needs to be effective when presenting in public. Communicative competence helped interviewees to communicate a clear message as this shows presenters possess the knowledge of the language as well as the skill to use it in real life situations to fulfill communicative needs.

Problems and difficulties with oral Presentations

Affective Factors

The category emerged from the data analysis is the perception that interviewees have about experiencing affective factors when giving oral presentations. Interviewees considered that

motivation, confidence, nervousness, and fear of speaking were affective factors that they experienced when giving oral presentations. As a first point, interviewees considered that both motivation and confidence were increased when speaking in public. Speaking is a skill which helps students to use and to transmit knowledge in an effective way. Rao (2015) advocates that speaking is demanded when students must convey meaning in most everyday conversations as speaking is how people communicate their messages with others.

Learning a second language requires students to master speaking skills in order to communicate their ideas easily, confidently, and effectively. In this regard, motivation is crucial for successful speaking, motivation can stimulate students' attention and raise their interest to practice their speaking skills when giving oral presentations, as it will also definitely increase students' self-confidence when speaking in public, the more confident the students have, the greater communicative competence they have. Minghe & Yuan (2013) agree that motivation can stimulate learners' attention and increase their interest to learn a second or foreign language.

The following excerpts from participants illustrate this:

“Oral presentations have helped me a lot because as we are in the Bachelor of English Language Teaching, we are prepared to be teachers, and that motivates you to develop yourself as a teacher in many aspects. for me, personally it was to gain motivation in myself for using appropriate speaking skills in public.” (Sol)

“Mainly, oral presentations have helped me to increase my confidence. It helped me a lot to push myself when speaking in public. At first, I didn't like presenting, I didn't like standing nor presenting in public because it caused me nervousness, for me it

was difficult and awkward. However, my confidence allowed me to develop more strategies to give an oral presentation.” (Sahid)

As a second point, giving oral presentations was a source of nervousness, anxiety, and fear that interviewees experienced when speaking. Speaking is a stressful activity when students must interact or do an oral presentation. Nonetheless, anxiety and nervousness are issues those students have when doing oral presentations, these can reduce motivation and achievement for presenting in public.

According to interviewees’ comments, presentations caused them many difficulties when speaking in public, one difficulty was the fact of standing up in front of an audience, it caused interviewees to feel nervous and anxious before presenting. In addition, interviewees considered some points for experiencing fear of speaking, such as not being prepared or committing mistakes when doing presentations, it caused interviewees to feel insecure. This is supported by the following excerpts:

“I feel nervous because I always get nervous when I have to speak in public, but it does not mean I am scared, it is just the sensation of feeling nervous and I think it is something common, but if I think about presentations, it makes me feel very nervous. [...] presenting requires standing in front of a group of people, before presenting I always felt nervous and anxious, but after some minutes when I delivered my topic my nervousness was gone.” (Marlu)

“I suffered a lot of nervousness; I was not used to giving presentations very often. It made me nervous for not being prepared. I felt insecure, I was not ready to speak in public. When teachers asked me a question, I was not prepared to answer. I suffered

from nervousness. Nevertheless, in the last semesters of the bachelor's I learned to face my fears.” (Mari)

Consequently, interviewees' comments illustrate that speaking in public was a source for their anxiety which steamed out from the audience. Anxiety is regarded as the biggest factor that obstructs learning because it directly reduces students' desire for participation, causing declined motivation, negative attitudes and language performance difficulties. Anxiety has a negative effect on developing speaking skills such as difficulty for concentration, avoidance behavior, sweating, palpitations, concern, fear and even horror (Henter, 2014).

There is no doubt that the audience is an important part of the overall public speaking situation. Indeed, speakers usually have expectations from their audience. These expectations are likely to exert a powerful influence on speakers' performance allowing them to experience anxiety before presenting. As AL- Nouh, Abdul-Kareem & Taqi (2015) explain anxiety affects students' oral performance expressed by the lack of vocabulary, shyness, fear of facing an audience, low self-confidence, negative evaluations, and humiliating feedback.

Similarly, interviewees explained that the reactions from their audience caused them to be nervous and anxious during a presentation, especially finding unexpected reactions from the audience as demotivating and negative. In the same way, interviewees mentioned that having an insufficient level of a second language is a common fear of being criticized and judged by the audience. Some of the interviewees expressed it:

“Especially oral presentations helped me a lot to lose my fear at the moment of speaking, I was afraid to know the reactions from my audience, what my audience might think during and after the presentation. The audience's reactions I read on their

faces caused me nervousness and anxiety. I sometimes felt out of focus because I noticed some people laughed or slept while I was explaining my topic, it worried me a lot because I felt that I was doing a great presentation. These reactions affected me.” (Mari)

“[...] it was fearful to be in front of a group of people because you are always afraid of being criticized, being criticized for having an insufficient level, vocabulary or pronunciation. Indeed, the problems I faced when I had to present, I was affected by the audiences’ criticism, who did not have such a good attitude towards me and other classmates.” (Yaz)

Interviewees’ comments reinforced the idea that affective factors were further experienced when doing an oral presentation as they all agreed that fear of speaking and nervousness are commonly experienced when having oral presentations in classes. Undeniably, the audience can have a positive or negative effect on the presenter. A negative impact can make students afraid of being in front of their peers in class, which may cause students to show anxiety in their oral ability. Henter (2014) mentions that anxiety causes deficiency in oral communication because it has a negative effect on developing speaking skills as it may cause difficulty for concentration, avoidance and fear of speaking in a language class.

Feedback

Another aspect is about feedback when doing oral presentations. Teacher-feedback is viewed as a critical component of classroom-based instruction in second language education. When talking about feedback, Astia (2018) argues that student’s errors are expected to be improved after they get corrections as this can play a role to enhance both learner’s and teacher’s

performance. Teacher-feedback is effective in facilitating students' development, particularly when teachers provide feedback to enhance student performance in their oral presentations. Additionally, Klimova (2015) describes that feedback shows learners their current level of performance to achieve an adequate performance. Feedback is collected to detect student's difficulties in the process of learning, teaching practices and approaches.

In this section, one interviewee explained that feedback was given from the teacher to control body language. Feedback was given as a recommendation for improving and having successful performance. The comment expressed:

“As a way of feedback, one of my teachers suggested to me that, as a speaker, you must control your body movements and gestures when standing in public. That teacher recommended that I control these aspects to have an improvement in future oral presentations.” (Sol)

Benefits of doing Oral Presentations

Non-verbal communication

The following category is about the perceptions that interviewees have for using non-verbal communication when doing oral presentations.

Non-verbal communication is the process of communication through sending and receiving wordless cues between people such as gestures, postures, walk, eye contact, and facial expressions. It also helps to obtain a strengthening impression such as in an oral presentation. According to Lucas (2015), body language has an impact on the meaning communicated by presenters when listeners trust body language as rapport when presenters use it appropriately.

The presenter's body language conveys emotions and behaviors, it facilitates the audience to determine how presenters feel during their performance.

Eye contact is the most powerful way to communicate confidence, pleasantly, and conviction as it sustains active listening and attention. It helps to engage with an audience, and it demonstrates confidence, sincerity about what a presenter is saying. O' Hair, Rubenstein, & Stewart (2007) state that eye contact connects the presenter with an audience, it conveys signals of acknowledgement, expertise, respect and goodwill. Eye contact is one of the best ways to get the audience's attention. In this way, interviewees explained that maintaining eye contact was necessary to avoid nervousness, to increase performance, and to see how much an audience was interested in a topic. This is supported by the following excerpt:

"I had one strategy, when I had to present in public, I always kept eye contact with my audience, and I considered it important to notice the reactions that your audience have towards your presentation". (Rubén)

In addition, body movement conveys emotions and behaviors when presenters speak in public, it facilitates the audience to determine how a presenter feels about the presentation. Two interviewees expressed that body movement was hard to control when doing oral presentations. They also expressed that inappropriate body movement created a negative impact on the audience's attention when explaining a topic. Two interviewees expressed:

"It was hard to synchronize my body movement at the moment of presenting. In my case, it was hard to change the slides from my presentation while I was speaking. In some way, I had to ask for help from my classmates, they helped

me with my slides. I should admit that I was not capable of synchronizing my movements.” (Marlu)

“When I gave my presentations, I sometimes would raise my voice or make inappropriate body movements, which distracted my audience from my explanation. Thereby, it created a negative image of me as a speaker.” (Sahid)

In this section, effective delivery helps speakers connect personally with an audience. A way to establish rapport with the audience is based on using non-verbal communication appropriately as it holds the audiences' attention. For example: eye contact, tone of voice, facial expressions and body movement help presenters to establish credibility with the audience. The interviewees' comments explained that eye contact was a way for improving their performance; nevertheless, they explained that inappropriate body movement can distract an audience from the presenters' performance. To summarize, body language builds rapport and convinces listeners of what presenters are saying and encourages their response to reflect upon how they feel about the presenter's delivery (Lucas, 2015).

4.4 Summary

To summarize, the results indicate that participants experience difficulties with their oral presentations in their content classes. Participants reported experiencing several difficulties, mostly related to affective factors, such as fear of speaking in public, nervousness, and anxiety for not being prepared prior to a presentation in class. Nonetheless, participants see preparation skills as the second difficulty as participants acknowledge that having preparation skills allowed them to organize, structure, and research their oral presentations

appropriately, as these strategies provided them with those tools necessary for presenting in public. Other results illustrate that participants see communicative competence and non-verbal communication as factors for effectively using speaking skills when doing oral presentations. Finally, participants perceive feedback as relevant, first, for knowing the criteria that teachers used for assessing their oral performance and, second, to obtain positive comments, improvement of ideas, and preparation guidelines for future oral presentations. In chapter V, the conclusions and the results of study are presented.

Chapter V

5.1 Introduction

This study was undertaken to investigate the student' perceptions about the oral presentations they have in a course and identify what they consider relevant about how presentations help for developing their oral ability. The chapter will present the answers to the guiding research questions by addressing what students said about having oral presentations in their classes. Furthermore, the major key findings, contributions of the study and limitations will be discussed. Finally, directions for future research and general conclusions will be presented.

5.2 Answers to the research questions

“What are LEI students' perceptions about oral presentations in their ability?”

Participants experienced affective factors when speaking in public. They report emotional factors affecting their oral development such as motivation, self-confidence, nervousness and anxiety. Furthermore, some participants considered oral presentations as challenging and as imposing tasks because initially all participants did not welcome this type of activity in their courses. However, at the end of their learning process there is an evident change in their perceptions as they embrace the fact that oral presentations add up to their future professional development as ELT teachers. Oral presentations impacted some participants, especially those considered to be introverted because of their limitations to carry out this activity; nonetheless, they learnt to regulate their emotions as their shyness and fear of speaking in public was less evident at the end of the course.

On the other hand, there is an evident need for feedback to motivate participants to take part in these tasks. When participants were given feedback, they perceived it was not constructive feedback for improvement which made them unmotivated to further repair their limitations and mistakes for speaking in public. Participants reported that feedback had to be given to further improve and detect their weaknesses because many teachers may not provide accurate recommendations as they felt insecure and afraid at the end of their presentations. All participants mentioned that teachers must provide them with feedback, recommendations or objective comments for improvement about their oral performance. If it is objective and relevant for their learning but also that it keeps their motivation to complete these tasks. Constructive feedback may help them for improvement and increase their motivation to overcome their limitations when speaking in public.

When feedback lacks positive, objective, and constructive reinforcement, and just focuses on criticism or judgment, it can definitely cause an impact on students. However, it does not mean feedback is bad, but the way it is provided. The role of feedback and how it is delivered is especially delicate if we are looking for students to grow and to show their critical thinking development as they learn from mistakes from a positive standpoint rather than from a negative viewpoint.

Additionally, participants described that their English proficiency was an issue for being emotionally vulnerable in front of their classmates since they were more concerned about committing mistakes rather than delivering their oral presentations. Participants were aware that if they were not emotionally safe, they tended to have poor management of their speaking performance.

“What are the most common strategies LEI students use to present orally?”

Participants' presentation skills such as organization, preparation, and the development of techniques to structure and deliver an oral presentation were further developed. Participants agreed these strategies are necessary in the process of delivering a presentation and that practice also allowed them to be fully prepared. Practice helped participants overcome fear and anxiety as they had better control over their fear and their anxiety was less evident. They learnt to regulate their emotions more effectively and this is reflected in the effective management of the different strategies selected for their oral presentations.

One of those strategies was how to manage their body language during a presentation. Participants expressed they learnt how to use their body language to dissipate their nervousness and anxiety when standing in front of people and how to move and use their space effectively for speaking in public. Furthermore, eye contact was another positive strategy participants learnt for building rapport with their audience to show confidence and to observe reactions in their audience and control their emotions accordingly.

Participants learnt to maintain effective eye contact particularly when they noticed their audience showed interest which highly motivated them to speak. On the other hand, participants also expressed that when they did not keep eye contact this affected their emotions leading them to be insecure and afraid of speaking. As it can be observed, to practice, in general, and applying strategies such as body language, and eye contact were the main used strategies participants learnt to establish rapport and to show credibility in front of a group of people.

5.3 Summary of the Key Findings

One of the main key findings is how affective factors influence the process of developing oral production. In general, students always cope with emotions, such as anxiety, nervousness, confidence, motivation, or fear. It is inferred that if students are affected because of these affective factors, students may hardly develop strategies to increase their oral ability and, therefore, oral presentations may be more demanding as students may feel unmotivated and emotionally vulnerable to complete such tasks. Most participants explained that such affective factors caused them to have a poor management of their speaking skills since they were not confident nor fully prepared for speaking in public. In contrast, some participants explained that presenting in class meant having opportunities to control their fear and nervousness and improve their speaking performance in class.

The second key finding was the feedback provided by teachers. Constructive feedback is required by students especially for controlling their insecurity, shyness, and fear as this may help them feel capable and motivated for giving presentations. Feedback is necessary for participants to identify mistakes in their presentations as it is evident, they could overcome their weak points by discovering which strategies allowed them to efficiently develop their oral performance. Teachers need to reconsider how to give constructive feedback, based on clear explanations to have students observe their own weaknesses during presentations, and focus students' attention on how to appropriately apply strategies for their oral ability development.

The third finding is about presentation skills and strategies to give effective oral presentations. Participants who embrace their presentation skills are more prepared for

speaking in public. According to participants, presentation skills are a meaningful aid at work, for teaching and especially for academic purposes. It is important to highlight that presentation skills may help participants control their emotions better whenever they must speak in front of an audience. Explanations and explicit teaching of the process for preparing a presentation are key for giving a presentation in class.

Furthermore, participants realized that practice and rehearsal are strategies that help them be prepared since the constant practice of oral presentations and the explicit explanation of the process prior presenting is a great aid to improve their management of emotions for a better delivery. For example, presenting constantly reduced their anxiety and nervousness noticeably and helped them feel qualified to deliver oral presentations. Not only was practice a relevant strategy, but also nonverbal communication. In this case, eye contact, body language, and gestures were used by participants to engage effectively with people. This made them feel professional when speaking in public as this implies success in their performance.

5.4 Contributions of the study

A possible contribution of this study is the confirmation that feedback can promote proactive and improve learning and help to establish relationships between teacher-students. Teachers' feedback can facilitate students' participation in a classroom environment that allows students to take risks, learn from mistakes, and become responsible for their learning and feelings. Oral presentations may contribute to students' development by learning strategies and techniques to improve their speaking performance. Consequently, students can improve their speaking skills and academic performance, and as future English teachers, they may

develop a sense of confidence, capability, and management for their teaching and professional development.

Oral presentations could be included as an elective subject in the program of study at the Faculty of Languages because these tasks can help students become more active and autonomous when communicating in English and as future English language teachers. A student-centered approach is suggested when designing a course for oral presentations because students may choose topics and decide freely how to plan their presentation. This could provide students with constant practice for speaking and interacting with people and obtain professional development prior to their graduation.

Teachers, at the Faculty of Languages, could plan oral presentations into their courses to promote not just speaking but also writing, listening, and reading. Promoting the four language skills in a naturally integrated way can help students be prepared when they become English language teachers and appropriately teach a second language. Teachers should consider that oral presentations are not just tasks for evaluating students' performance but also that they can encourage students to speak in public in a more relaxed manner. It is important for students to know that when they teach English they will have to always speak; therefore, the importance of having students present as much as possible to provide them with preparation and practice.

Finally, the Faculty of Languages could design and promote workshops or extracurricular courses to teach students public speaking strategies to communicate effectively. This could be pertinent as students are constantly immersed in academic contexts where they must speak in public. For example, in subjects such as Teaching Experience (*Experiencia Docente*),

Social Service (Servicio Social) and Professional Practice (Práctica Profesional) students are required to teach, and therefore, speak in front of children, adolescents or adults at public or private institutions. If students learn and embrace those strategies for speaking in public, it may lead them to be emotionally and professionally prepared to perform as English teachers and show greater confidence, speaking abilities and classroom management.

5.5 Limitations of the study

During the process of this research, there were some limitations, the first limitation was the application of the instruments. Originally, the questionnaire was going to be applied to thirty participants, however, there was a student strike at the Facultad de Lenguas and later the COVID-19 pandemic, which forced BUAP to cancel classes. As a consequence, the number of participants was reduced which led to the second limitation, the data collection. The data was gathered throughout google forms and could not be collected in person as it was planned at first. Moreover, in the questionnaire not all participants' information was useful or relevant for the study; some responses had to be removed and there was the need to find more participants for reliability and validity purposes. The final number was narrowed then to nineteen participants for this first stage of the data collection.

Then, the number of participants for the interviews had to be reorganized. From the preliminary data of the questionnaire, fifteen participants were considered for interviews; however, many participants declined to be part of the procedure, reducing it to only six participants. Once these six participants had accepted, they were contacted through phone-calls for the interviews because some did not accept to be recorded on video or because they did not have internet access. The schedule for the interviews was also difficult because of the

participants' availability. The process to collect, translate and analyze the data was slow for interpreting and selecting the relevant information for the study.

Another possible limitation was regarding the focus of this study: LEI students' perceptions when doing oral presentations in a course. It could have been advisable to also identify what teachers think about having their students give oral presentations in their classes. This could help to carry out a comparative study where both groups express their perceptions regarding oral presentations to compare their opinions and experiences and to find differences and commonalities for improvement.

Finally, another important limitation was not applying questionnaires before and after as a means to observe progress by collecting participants' perceptions at the beginning of a course and then at the end. This can provide more information about how participants felt at an early stage of delivering their presentations in class and how they felt afterwards and if after presenting so frequently during their course they considered whether their speaking skills have improved or if they have obtained experience or strategies for speaking in public. It would be advisable to focus attention on a single course since the participants spoke, in general, about their experience with oral presentations in several courses throughout their major. Their views can show a rather broad panorama of their perceptions about their academic journey, and it can be more specific if the study had focused on just a single subject of their program of study.

For further research, interviews can be carried out to identify what teachers think about having their students give oral presentations in their classes. This could help to carry out a comparative study where both groups express their perceptions regarding oral presentations

to compare their opinions and experiences and to find differences and commonalities for improvement.

5.6 Directions for further research

For further research, it could be advisable to identify what teachers think about having their students give oral presentations in their classes. A study focused on exploring what teachers think about including oral presentations in their classes and their role in promoting students' oral ability could shed light on their perceptions. This could become a comparative study where both groups express their perceptions regarding oral presentations to compare their opinions and experiences and to find differences and commonalities for improvement.

A possible ramification for further study could be to identify how LEI students improved in the other language skills (reading, writing, and listening) since these skills were not directly evaluated during oral presentations. This may offer some insights about students' perceptions regarding how their other skills developed or improved. For example, how students decide on what information to include on their slides as this can reflect how they read, select and organize information. A comparative study can be carried out about how the four English skills are used during an oral presentation.

Another possible research can be focused on identifying students' perceptions after presenting so frequently during a course, as this study investigated how students improve their speaking skills, there is not a comparison between the before and after stages in the process of delivering presentations in class. As a matter of comparison, a questionnaire and an interview can be applied to find out if students perceive development of their speaking skills, at the beginning and at the end of the process. This could offer information about how

participants feel at an early stage, and how they feel afterwards. As well as if they can control their speaking and academic performance, or if there is any evolution in obtaining experience prior to becoming an ELT professional. This can shed light on a broad panorama of students' perceptions which is pertinent for the curriculum of their major.

Lastly, a study can also focus attention on just one single course because participants reported their experience with oral presentations in several courses throughout their major. From this perspective, a single course can yield more specific data if the study can gather information on the perceptions of participants before and after the process of oral presentations in a specific subject of their program of study.

5.7 Conclusions

The perceptions reported in this study indicate that participants have difficulties controlling their confidence, anxiety, nervousness, and motivation. There is a poor management of participants' emotions at an early stage as they struggle with their emotions which, in turn, affect their speaking performance. However, participants also indicate that there is an evident improvement in their speaking ability after being exposed to the experience of presenting so frequently in a course, which allows them to control their emotions and performance. Overall, participants embrace the fact that presentation skills are useful for their speaking and effective for controlling emotional aspects by learning those strategies to reduce their anxiety and nervousness.

Moreover, feedback is reported by participants as an important element to control emotions and improve performance. This is an indicator that teachers need to be proactive and establish rapport with their students. Teachers should have students acknowledge their difficulties by

providing explicit explanations and constructive feedback within an environment that promotes learning and improvement. A friendly classroom environment may encourage participants to practice more, improve their academic development, and support their peers.

Finally, students' perceptions shed light on how LEI students perceive oral presentations as an advantage to improve their speaking skills and academic professional development in contexts where they must speak in public. Therefore, a course focused on oral presentations is suggested to be included in the pre-service teacher education program to provide students with those oral skills and strategies to become active and autonomous learners. Speaking workshops, conversation clubs and language labs should also be considered pertinent to unify efforts in the Faculty of Languages for students to develop their oral skills and become efficient ELT professionals.

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Appendix 1

Questionnaire

Students' perceptions in oral presentations

This instrument has the objective to collect information regarding students' perceptions in oral presentations.

Age:

Male/Female:

Semester you are enrolled in:

Instructions: Please complete the following statements according to your perceptions.

Statements:	Always	Usually	Sometimes	Seldom	Never
1. I am afraid of speaking in public.					
2. I am affected by the reactions of my audience (classmates) when I am presenting.					
3. I prepare my topic before any oral presentation.					
4. I use visuals whenever I deliver an oral presentation.					
5. I felt satisfied after I had presented a topic because I communicated my message.					
6. I am in control of my topic when I am presenting.					
7. I prepare answers to anticipated questions from my audience.					

8. I control my gestures and body language when I am presenting.					
9. I keep eye contact with the audience at all times when I am presenting.					
10. I communicate my ideas with enthusiasm during my oral presentation.					
11. I consider my voice strong and clear during my oral presentation.					
12. I include an intro and a closure when I deliver my oral presentation.					

Section open-ended questions

"Please, write a broad answer, from that way you will help me to have more information in order to carry out a detailed analysis"

13. What possible benefits did you experience after presenting so frequently in a course?

14. What is your opinion about teachers having students make oral presentations in the content classes of the LEI program?

After finishing this instrument, would you agree to participate in an interview?

Appendix 2

Interview

Instruction: this interview has the objective to collect information regarding students' perceptions during their oral ability. The information gathered in this interview will observe how students perceive oral presentations in their classes of the LEI program.

1. How have oral presentations benefited you in your professional development?
2. How did you cope by giving an oral presentation in class?
3. What were the most common strategies you used to give a presentation in class?
4. What issues did you perceive when doing an oral presentation?