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“The benefits of oral presentations in English Language Learning: the case of Target Language Level I”

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CHAPTER I: INTRODUCTION

1.0 Presentation

Language is the primary tool used to interact with others, and it is also used as the object of instruction. Oral language is basically the way we have contact with the human beings. Speaking is the delivery of language through the mouth. When we speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. This vocalized form of language usually requires at least one listener. As Nunan (1991) considers that, when two or more people speak or talk to each other, the conversation is called a "dialogue". In the same way, Pat Rigg (1991) suggests that "Speaking can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of an oral presentation. In addition, the same author (Pat Rigg 1991) states that teachers could help students to improve their speaking level and develop their achievement in the classrooms through oral presentation techniques when she describes... "Teaching is more than a mechanical routine, it is a complex task. Teaching is a dynamic process that encompasses the broad dimensions of all experiences a human can have related to community life, but most important, to the whole person. Teaching is not an easy process, it is a process that goes beyond the ideas and beliefs that are taught, and it includes many factors that teachers have to take into account to get students better achievement in the classrooms. As a final point, teachers could develop students speaking level and face some issues through these Oral Presentation Techniques".

Richards (2001, p. 38) confirms that Oral Presentations are basically... "Techniques used for presentation and practice of items in a course". Sometimes teachers ask students to present a brief speech to the class, it could be, introducing themselves, speak about something that students usually do in their free time, likes and dislikes, and so on. The main purpose of this technique is to encourage students to speak in front of their partners, in this way, the teacher would confirm if they are learning to speak in a foreign language or not. On the other hand, teacher will notice if this technique is working according to his objectives and purposes. Also, this technique allows the direct feedback from the classmates.

1.1 Rational for the topic selection

The importance of this research was based on the need that English basic level students from Licenciatura en la Enseñanza del Inglés (LEI) from Facultad de Lenguas BUAP have to produce the language and teachers have to measure it and find the most common problems that students have when they speak.

Another purpose of the research is to identify the most effective oral presentation techniques available for finding out oral proficiency and common errors that make students stop talking. How many times it has happened that students who are presenting any topic in front of a class stop talking because they have no idea about what to say, the problem starts since the beginning, when students start learning a foreign language.

This issue came up since LEI students' performance during oral presentations in front of their class was observed. They struggle a lot while talking and also, they did not have enough vocabulary and knowledge to express themselves clearly; some other students have gone through the same experience, too. In order to get an achievement is certainly known that speaking English language inside and outside the classroom is a common problem that encompasses non-speaking factors that make students not be able to communicate; such as, lack of confidence, lack of knowledge, no interest, among others.

1.2 Significance of the study

In order to investigate the way teachers can use Oral Techniques to improve speaking, this study is relevant in sense that teachers can find more bases and tools to overcome students' weaknesses and deficiencies in the instruction of the speaking skill. At the same time, this research will serve as a basis to develop further research in the oral language production.

Additionally, students of the Language Faculty possibly will find this research useful as future English teachers because they could understand better how these Oral Techniques are applied and the way they could apply them to get better outcomes from their future students. As a matter of fact, LEI students could find relevant information about how to be efficient in a foreign language, how to produce it and how to gain confidence through common techniques that would help them to solve the issues that they face when trying to communicate with others in and outside the classroom.

1.3 Theoretical foundations

The base of this research is to improve speaking in a foreign language through the application of Oral Presentation Techniques. Techniques refer to various activities that either teachers or learners perform in the classroom. Although, Crookes and Chaudron cited in Brown (1994) use the term ‘activity’ to describe what has been called technique. It is because a “Technique” is the way an activity is carried out.

In fact, as a researcher, there is the existence of an area to which I contribute to. Specially, the theoretical areas that are related to this project are; Teaching-Learning process, Teaching Techniques and Oral Production. The teaching-learning process was analyzed in this research. Edge (1993) claims that there are two main ways to teach people to use a language, with the main purpose of communicate something. Teachers have to help students to success in this task, but also, teachers need to have an approach about how to direct students’ attention on the ways used to achieve communicative competence.

The next area is Oral Production; students have the need to express their personal intentions through all kinds of oral techniques for representing new language. The more daring they are in Linguistic Innovation, the more rapidly they progress. Richards and Renandya (2002) point out that “Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which oral production occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in (p. 201)”.

1.4 Research Setting

This research took place at the English Language Faculty, in a Public University in central Mexico, in a non-English speaking country. Students of this Faculty have to take five Target Language subjects in order to complete a syllabus. On the other hand, it does not mean that they will be able to communicate appropriate at the end of the English Language Teaching (ELT) degree. It is well known, that students need to develop the four main skills that a language encompasses. Mainly speaking, since it is the main productive one. Once the syllabus is completed, students will get the ELT degree as English teachers.

1.5 Aims

The main objective of this research is to explore the benefits of different Oral Presentation Techniques (OPTs) in target language I and determine the way teachers can help Target Language I students to achieve a high level of the speaking skill. First of all, the positive effects OPTs can have on students about how they will develop the oral production. Secondly, how these techniques could benefit student's approaches about speaking and notice the problems they face when talking in front of others. Finally, the effectiveness of the techniques to get the required outcomes and the oral production desired.

1.6 Research questions

This research aims answer the following research questions:

RQ1: What is the impact of Oral Presentation Techniques in target language students in level I?

RQ2: What are the Oral Presentation Techniques that enhance the students' oral skill?

RQ3: What are the benefits of using these techniques in student's performance especially when they talk in front of others?

RQ4: How these techniques foster students' oral language skill according to the CEFRL?

1.7 Organization of the research

This significant research contains five chapters, the first one aimed to present and justify the research object. Additionally, it contains the research questions and the objectives to accomplish in this project. In the second chapter, the Teaching Methodology that this significant research encompass will be detailed to know how Teaching Techniques improve students' speaking level according to the CEFRL.

The participants' description and the settings for the research were widely explained in chapter three. The way the instrument was designed and the period of observation and practice in which the instrument application process was carried out. After applying the instrument that was meticulously designed, the outcomes obtained were analyzed for the purpose of knowing what the most effective TT was. You will be able to find a graph for better understanding in the fourth chapter.

Finally, but not less important, the implications and limitations for the research were summarized in the fifth chapter, as well as the basis for future research.

CHAPTER II: LITERATURE REVIEW

2.0 Abstract

Through this chapter, speaking will be defined since the different points of view. Also, this section offers some definitions of techniques in order to understand these two related topics. The Teaching-Learning process needed to be mentioned in order to know how to apply the Oral Techniques in the classroom. As a matter of fact, this process involves Teaching Strategies, Methods, Techniques and Activities that, as was previously mentioned, are tools to help English teachers to develop Target Language I students' speaking skill.

Talking about speaking, some considerations were considered, like the speaker's and listener's role, the context, the content of the message and finally, but not less important, the feedback, which is necessary for student's correction when speaking. The nature and purpose of speaking was even mentioned. The Common European Framework of the Reference for Languages was included to detail the descriptions of each level, based on CAN DO statements. Through this significance research, teachers will know the effectiveness of oral techniques, but at the same time, they will know how Teaching Techniques are applied.

2.1 The speaking skill

“Speaking skills help students to articulate and express their knowledge, feelings, thoughts, and ideas. In many situations, language proficiency is socially judged through productive skills, especially speaking”. Sha'ar, Mohammed Yassin Mohd Aba (2021)

Nowadays, a large percentage of the world's language learners study English in order to acquire this proficiency in speaking. Likewise, the ability to speak a foreign language is a very complex task. Basically, speaking is used for many different purposes, and each one of them involves different skills. Students use casual conversation with the only purpose of making social contact with people, on the other hand, when they engage in discussion with somebody, the purpose is to express opinions, clarify information or just to persuade someone about something. Besides, they use speaking to make polite requests, to describe things, to complain about anything and so on. Basically, they use it to express themselves.

Richards and Renandya (2002) point out that “Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or

situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in". (p. 201)

Nevertheless, there are situations where students are on their own, Rivers (1983) says: "Trying to use language for the normal purposes of language" (p. 105). The normal purposes as it was previously mentioned are; establishing social relations, speaking and giving information, learning or teaching how to do or make something, conversing over the telephone, discussing ideas, acting out social roles, and so forth.

Many students have one purpose, not read, not writing, not even speaking, just to pass an exam or to approve a course, no matter if they really learn or not because they are not concerned about learning. That means that, English teachers must focus on those students who do not seem to be interested in learning a foreign language. A solution could be, English teachers should know what the main objectives and purposes of their lessons are and try to adequate to students needs and interest to achieve a successful learning.

One of the basic problems in foreign-language teaching is to prepare learners to use the language accurately. How this preparation is done, and how successful is it, depends very much on how teachers understand their aims. On the other hand, by learning to speak English very well, students will gain a valuable and useful skill. Speaking in a foreign language has often been viewed as the most demanding of the four skills. When students attempt to speak, they must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language (Bailey & Savage, 1994). Often, foreign language learners make an issue out of speaking, so, it is seen as the central skill. That does not mean that writing, reading and listening are less important, although, speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language (Bygate, 1987).

When a student speaks in a foreign language, there are times when other student does not understand him, or both do not understand each other, this is called 'communication breakdown'. Rogerson and Gilbert (1990) claim that 'Communication breakdown' is due to a grammar or vocabulary mistake and sometimes it is due to a pronunciation mistake. In other words, students need to be self-conscious about how to analyze and correct their own pronunciation mistakes. Likely, it is not necessary to pronounce every sound correctly to be understood.

Even, when students are asked to say something in a foreign language, they find it difficult to respond, may be they have little idea about what to say but they do not know what words should

be used. Likewise, they may not be sure how to use the grammar. According to Baker and Westrup (2003) “When students write, they have time to sit and think about what they will write, and how they will write it. But in speaking, they have to respond more quickly. This can make students afraid to say anything!” (p.16).

That is an everyday situation, sometimes when students speak to someone, they need spaces to think about what they have heard and what they are going to say. Baker and Westrup (2003) argue that “Hesitating and rephrasing words halfway through a sentence is a normal part of speaking” (p. 16). There are useful “fillers” which give speakers a little more time to think before to speak. The hesitation sounds of “mmm” and “eh,eh” are very common when beginners speak. So, the more teachers prepare his students the better they will carry out a speaking activity. In this way they will find conversations and activities easier.

“Higher Order Thinking Skill (HOTS) is a skill that should be known by students. If students have known and applied HOTS, students could improve their ability in all skills”. Syafradin (2022) In other words, if students do not clarify and organize their thoughts they will not be able to speak, the only thing they will be doing when speaking is to translate, which is not bad, but at the end, is does not show any proficiency.

2.2 The most important features of the speaking skill and related concepts

There are six main considerations that we need to bear in mind of the speaking skill: Speaker, Listener, channel, context, Message and Feedback. These factors are not the only ones that influence speaking; communication is also influenced by what we bring to it. (Hybels & Weaver II, 1998). Each one of them would be defined; also, the reasons why all of these considerations are important to communicate effectively would be mentioned.

Speech communication begins with a speaker. Lucas (1998) claims that “Speaker is the person who is presenting an oral message to a listener” (p.17). For example, if you pick up the telephone and call a friend, you are the speaker. The success as a speaker has to do with each person, on their own personal credibility, their knowledge of the subject, their preparation of the speech, their manner of speaking and so on. Beyond these technical skills, it also requires enthusiasm. The speaker is part of the communication process, but not the only one who speaks.

To be an effective speaker, you must be audience-centered, you must understand listener’s point of view as you prepare the speech, and obviously you must work to get them involved. Lucas

(1998) claims that “When you make a speech that causes listeners to say, “That is important to me”, you will almost always be successful”. (p.19).

People get involved in communication because they have information, ideas, and feelings they want to share. This sharing, however, is not a one-way process, where one person sends ideas and the other receives them, and then the process is reversed. In most communication situations, people are sender-receivers both sending and receiving at the same time.

(Hybels & Weaver II, 1998, p. 7)

According to Lucas (1998) “Listener is the person who receives the speaker’s message” (p. 18). That is to say, the listener is the person who receives the communicated dispatch. It is important to mention that the speaker and the listener are different people, they can never have exactly the same frame of reference, and also the meaning of a message will never be exactly the same to a speaker as to a listener.

Lucas (1998) says that “The frame of reference is the sum of a person’s knowledge, experience, goals, values, and attitudes. No two people can have exactly the same frame of reference” (p.19). It is well known, people have different frames of reference, and a public speaker must care to adapt the message to the particular audience being addressed

“The channel is the route traveled by a message, the means it uses to reach the sender-receivers” (Hybels & Weaver II, 1998, p.8). The primary channels in face-to-face communication are sound and sight, because when we speak to somebody, we naturally listen to and look at each other. Even though, we are familiar with channels such as newspapers, television, and radio and so on, other channels communicate nonverbal messages. For example, when somebody goes to apply for a job, he uses nonverbal signals to send out a positive message, a respectful voice (sound) a firm handshake (touch), and business clothes (sight). All these senses are the channels. On the other hand, “Channel means by which a message is communicated” (Lucas, 1998, p.18). No less than, when we call a friend, the cell phone or telephone is the channel. In the classroom, (a speaking class) the teacher’s channel is the most direct of all, his students will see him and hear him without any electronic intervention.

Context is one of the central concepts of language use. Luoma (2004) states that “It is usually defined broadly, covering the linguistic, physical, psychological and social dimensions of the situation in which language is used”. (p. 30). Due this, the situation is the time and place in which communications occurs, and it can have a significant influence on communication. Also,

Hybels and Weaver II (1998) claims that in many situations the communication will change when the context changes. In practice, context refers to everything in the speaking situation except the talk, because it is being produced at a specific moment.

“Context guides what is said in a speaking situation and by manipulating the features of context through task properties, assessment designers can direct the talk on their test”. (Luoma, 2004, p. 30). However, context does not allow them to predict what will be said. Nevertheless, some aspects of context can be controlled, it depends of each situation. Partly, this is why English teachers, textbook writers and assessment designers pays attention to language-use task.

The message plays and important part of the speaking process, as part of this considerations is basically what Lucas (1998) highlights like “Message is whatever a speaker communicates to someone else”. (p. 17). For example, if you call a friend you may say, “I will see you then”. That is the message. Similarly, the message is made up of ideas and feelings that a sender-receiver wants to share. In this case, ideas and feelings can be communicated only if they are represented by symbols. (Hybels & Weaver II, 1998). These symbols are verbal and nonverbal. Hybels and Weaver II (1998) define verbal symbol as every word in the language that stands for a particular thing or idea, on the other hand, nonverbal symbols are ways we communicate without using words (facial expressions, gestures, posture, vocal tones, appearance, among other things). Many nonverbal messages differ from one culture to another. Like verbal and nonverbal symbols can be misleading, because we often send out information of which we are not aware, also, we cannot control our nonverbal behavior. Consider that you must organize your ideas; you must express your message in words that are accurate, clear, vivid and appropriate when you speak. It is very important to consider the context and the environment too.

“Feeding-back is a dialogic way of guiding students away from errors and toward enhanced understanding and performance” (Weissberg, 2006, p. 64). Feedback is part of the Initiation, Response and Evaluative cycle (IRE), where the teacher must use dialogic feedback to help his students understand the technical definition of a common word or term. It is vital to give feedback to students, so they will know what to correct and improve.

IRE sample:

Teacher: What time is it, Peter? (I)

Student: Two-thirty. (R)

Teacher: Very good, Peter! (E)

This is a typical sample of how lessons are built up of repeated cycles of the IRE pattern (Weissberg, 2006). Sometimes, teachers assume that classroom learning is a one-way transfer check of knowledge from teacher to student, when it is not. Lucas (1998) defines feedback as “The messages, usually nonverbal, sent from a listener to a speaker” (p.19). As a speaker, teachers and students need to be alert to any reaction and adjust their message accordingly, because like any kind of communication, one’s frame of reference affected feedback. According to Hybels and Weaver II (1998) feedback is vital to communication because it lets the participants in the communication see whether feelings and ideas have been shared in the way they were intended. Finally, the fewer the people involved in the communication event, the greater the opportunity for feedback. (Hybels & Weaver II, 1998) It needs to be mention that there are different types of correction techniques the students may get acquainted with throughout their learning process: **self-correction, peer correction, group correction and teacher correction**. The teacher should choose the one/s that best suit the specific learning situation.

2.3 The oral skill description according to The Common European Framework of the Reference for Languages (CEFRL)

“The integrated content and language learning (CLIL) has great significance to the teaching learning process of English based on the Common European Framework of Reference for Languages (CEFRL)” (Morgan & Carbonell). In order to have a reference to measure students’ English level and notice their improvement, the Common European Framework of Reference gives a detailed description of learner level by skill, in a language-neutral format. It is a useful reference document for school directors, syllabus designers, teachers, teacher trainers and proficient learners. The CEFRL has three broad bands – A, B and C. Very loosely, you can see these as similar to Beginner, Intermediate and Advanced – though the CEFRL levels are more precise than these terms (and calls them Basic, Independent, and Proficient). Each of those bands is divided into two, giving us six main levels.

We need to emphasize the importance of the CEFRL as the main reference, since the main objective of this research is to know if the Oral Presentation Techniques improve students’ speaking level and how.

Table 2.1 The levels of the CEFLR

| Level | Level group name | Level | Level name | Description |
|--------------|-------------------------|--------------|----------------------------------|--|
| A | Basic user | A1 | Breakthrough or beginner | <ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |
| | | A2 | Waystage or elementary | <ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need. |
| B | Independent user | B1 | Threshold or intermediate | <ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. |

| | | | | |
|----------|------------------------|-----------|--|---|
| | | B2 | Vantage or upper intermediate | <ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| C | Proficient user | C1 | Effective operational proficiency or advanced | <ul style="list-style-type: none"> • Can understand a wide range of demanding, longer clauses, and recognize implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. • |
| | | C2 | Mastery or proficiency | <ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations. |

(Taken from Cambridge University, 2021)

The CEFR has been a significant and important measurement source in language learning and teaching, because its impact goes beyond merely describing English standards by levels. The

descriptions of levels are skills-based and take the form of Can Do statements. It has underpinned a particular approach to language learning as the one most commonly recommended or expected in language teaching today. This approach is based on the notion of communicative proficiency – the increasing ability to communicate and operate effectively in the target language.

2.4 Language Teaching Techniques

Techniques are specific activities to carry out learning in the classroom. Since the point of view of some authors, a technique has been defined in many ways. Brown (1994) claims that “Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well”. In other words, a technique is a method of doing something using a special skill that has to be developed. “Technique as a super ordinate term to refer to various activities that either teachers or learners perform in the classroom” (Anthony cited in Brown, 1994, p.137). Also, techniques include all tasks, they are almost always planned and deliberate, actually, techniques are the product of a choice that teachers made.

There are, mainly, three broad categories that are used: controlled, semi-controlled and free. From these three categories it derives different techniques which are categorized in terms of the control continuum, but in many cases, a technique can fit more than one category, but in this case considering the extent to which the teacher maintains control over the learning activity. It is important to understand what is meant by control. In the list below are a few generalizations.

Table 2.2 The classification of teaching techniques

| Controlled | Free |
|-----------------------------|------------------------|
| Teacher-Centered | Student-Centered |
| Manipulative | Communicative |
| Structured | Open-ended |
| Predicted student responses | Unpredicted responses |
| Pre-planned objectives | Negotiated objectives |
| Set curriculum | Cooperative curriculum |

Taken from: (Brown, 1994)

Many Controlled Techniques sometimes have communicative elements. A clear example is Predicted student responses, that basically comes from the students' book included in the academic syllabus that indicates students what to answer or communicate. On the other hand, Free Techniques like Unpredicted responses enhance student's learning and motivate them to express whatever they want to say. Semi- Controlled Techniques are a mixture of both Techniques mentioned above. It points out to activities that teachers control but at the same time there is an opportunity for students to venture out of the mold if they wish.

2.5 The most important techniques for oral development

Techniques play an important role, it is basically a superordinate term to refer to various activities that teacher and students perform in the classroom. Oral Presentation Techniques seemed to be useful to develop speaking in foreign language contexts. These Techniques that teachers use to teach pronunciation and develop speaking would be mentioned. Now, seven techniques would be described in order to know more about their main characteristics and functions, the Reading-Aloud Technique, Question and Answer Exercise, Conversation Practice, Interviews, Role-Play, Brainstorming and finally, Oral Presentations.

2.5.1 Reading-Aloud

Reading-aloud is a classroom activity which has fallen in and out of favor with teaching process. According to Kelly (2000) "Reading-aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and for the linking of sounds between words in connected speech". (p.22). Therefore, it allows teachers to notice what is wrong with students' pronunciation and all the factors that it involves. Now then, Larsen-Freeman (1986) says that reading-aloud may encompasses reading sections of a passage, plays, or dialog out loud. The main purpose of this technique is reading directly from a given text. So then, students need to practice speaking to produce it later, but if we want to improve pronunciation, this is normally best done without reference to a written text.

Since reading-aloud has been used as a practice technique in classrooms, teachers must look briefly at what it achieves. (Byrne, 1991). According to Byrne (1991) "First, reading-aloud does not help students to read more efficiently because normally reading is silent reading". On the other hand, "Secondly, it is not an effective way of improving pronunciation" (p.36). Reading-

aloud seems to be more useful to improve reading skill instead of speaking, but that does not mean that it is not important and actually it can help students to have an idea of what to say. The more you read, the more you know and the more you speak.

2.5.2 Question and answer exercise

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions as well as answer them. (Larsen-Freeman, 1986, p. 26). Furthermore, question and answer exercise is a very common and useful teaching technique use to improve interaction between students. It goes beyond questioning and answering simple questions, it follows that the teacher has to bear in mind factors like the student accuracy, vocabulary, fluency, intonation, among others that serve as reference to evaluate students' learning process.

On the other hand, there are two types of question and answer exercise, the first one is called 'question-answer, display' that is a controlled technique. According to Brown (1994) "It is an activity involving prompting of student responses by means of display questions. Distinguished from referential questions by means of the likelihood of the questioner's knowing the response and the speaker's being aware of that fact". (p.142). In other words, it means that the teacher or questioner already knows the response or has a very limited set of expectations, that is why it is called a controlled technique. The second type is called 'question-answer, referential'. Brown (1994) claims that it is an activity involving prompting of responses by means of referential questions, distinguished from question-answer, display. This technique is, in this case, semi-controlled because the teacher or the questioner does not know beforehand the response information not even if the student is going to answer (in any way) or not.

2.5.3 Conversation Practice

Brown (1994) argues that "A good deal of typical classroom interaction is characterized by teacher initiation of Language" (p.269). Conversations take place here, when the teacher starts to talk about anything, then students get involved in. Competence, as part of oral communication, is the ability to initiate conversations. Brown (1994) also says that, teachers ask questions, give directions, provide information and in this case, students are only conditioned to 'speak when spoken to'. As teachers design and use speaking techniques, they have to take into account if they

will allow students to initiate language. "Through conversations we get to know other people, get to learn about their experiences, feelings, and hopes". (Kvale, 1996,p.05).

A conversation is a process of two people understanding each other. Thus it is characteristic of every true conversation that each opens himself to the other person, truly accepts his point of view as worthy of consideration and gets inside the other to such an extent that he understands not a particular individual, but what he says. The thing that has to be grasped is the objective rightness or otherwise of his opinion, so that they can agree with each other on the subject. (Gadamer cited in Kvale, 1996, p. 20)

2.5.4 Interviews

Kvale (1996) argues that "An interview is literally and *inter view*, an inter change of views between two persons conversing about a theme of mutual interest".(p.02). Similarly, in an interview conversation, the researcher listens to what people themselves tell about their lived world, also, the researcher hears them express their views. As a matter of fact, in this technique there are a listener and a speaker who interact each other through communicative competence. Since the point of view of Brown (1994) an interview takes place when "A student is directed to get information from another student or students".(p.143). This form of interaction produce different kinds of knowledge.

According to Webster's cited in Kvale (1996) knowledge as conversation is... "An oral exchange of sentiments, observations, ideas, and opinions" (p.19). Likewise, students can just talk about whatever they know, how they feel, what they are thinking, their opinions and perspectives about something, and so on. Teachers have to perceive, students different ways of interaction and their levels of reflection on the form and the content of the conversation. Therefore, this technique seems to be useful to evaluate and measure student's learning.

2.5.5 Role-Play

"Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation". (Larsen-Freeman, 1986, p.85). In other words, students have to act out a scene derived from a context, for example: one student is going to be an employer, and another is going to be the client, so, they are going to play imagining they are those people. The only purpose

of this technique is, as the same way, to know if students are capable to produce and understand English in different context, while interacting each other.

Purposely, role-play has been classified into controlled technique and free technique. The first one refers to the 'Role-play demonstration', Brown (1994) highlights that "Role-play demonstration includes the use of selected students or the teacher to illustrate the procedure (s) to be applied in the lesson segment to follow. Includes brief illustration of language or other content to be incorporated" (p.142). The second one is "Relatively free acting out of specified roles and functions. Distinguished from Cued Dialogues by the fact that cueing is provided only minimally at the beginning and not during the activity" (Brown, 1994, p.143).

That means, as their names say, one is controlled by the students or the teacher and the other one is free acting out, it is to say, students write their own dialogues instead of following instructions. "Role-plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social context and in different social roles". (Larsen-Freeman, 1986, p.137). Students also receive feedback on whether or not they have effectively communicated.

2.5.6 Brainstorming

Brown (1994) states that "Brainstorming is a technique whose purpose is to initiate some sort of thinking process". (p.181). It is to say, it gets student's "creative juices" flowing without necessarily focusing on specific problems, or decisions or values. Brainstorming is mainly excellent used in preparing students to discuss a complex issue, also it involves students in a free-association listing of concepts or ideas, or facts, or feeling which are relevant to some context or topic. Partly, in a brainstorming, no discussion of the relative merits of a thought takes place; in this case everything and anything goes. (Brown, 1994). Therefore, this way, all ideas are legitimate, and students are released to soar the heights and plan the depths, in this case as it were, with no obligation to defend a concept (has happen in debates).

According to Wennerstrom (1989) ... "Brainstorming is a technique used by some teachers to get all of their students involved in collecting a lot of information" (p.91). It follows that, the teacher asks a question or arises a topic, then students in the class contribute ideas, either by raising their hands or by just speaking out. Usually, teachers list the ideas on the board. For some teachers, this technique works best in a small class. Although, as it has been mentioned before, the main

purpose is to get student’s attention and also promote speaking. Wennerstrom (1989) also suggest five ways to use the brainstorming technique.

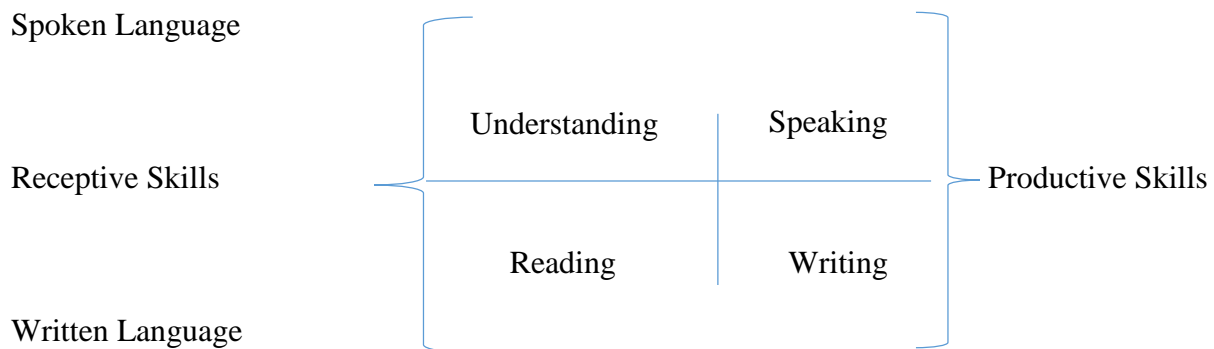
- Use this technique to get many people involved in the lesson.
- Allow enough time for people to think before they answer.
- Do not criticize students for their ideas.
- Try to accept even a “wrong” idea. (May be the teacher can change the idea a little bit to make it fit his class)
- Teacher can also contribute ideas or suggests ideas to help students.

Using brainstorming is going to be interesting for students because in this way they could remember the ideas better when they think of themselves. Also, the teacher can be sure that the students understand the points because they are saying them out loud.

2.5.7 Oral presentations

So far, it has been talked about oral ability as if it were something that we develop in isolation in the classroom. Byrne (1991) highlights that “Oral communication is a two-way process between speaker and listener and involves the *productive* skill of speaking and the *receptive* skill of understanding”. (p. 08). Therefore, both speaker and listener have a positive function to perform. Speaker has to encode the message, while the listener has to decode or interpret the message. Teachers have to bear in mind that the listener’s interpretation will not correspond to the speaker’s intended meaning (Byrne, 1991).

Figure 2.3 Oral communication skills



Taken from Byrne (1991, p.8)

Foremost, the main goal in teaching speaking skill will be oral fluency. Byrne (1991) define it as “The ability to express oneself intelligibly, reasonably accurately and without too much hesitation”. (p.04). Furthermore, communication may break down because listener loses interest or gets bored and impatient. Teachers have to take that into account when choosing this teaching technique.

Oral presentations are basically, “Techniques used for presentation and practice of items in a course”. (Richards, 2001, p. 38). Sometimes teachers ask students to present a brief speech to the class, it could be, introducing themselves, speak about something that students usually do in their free time, likes and dislikes, and so on. The main purpose of this technique is to encourage students to speak in front of their partners, in this way, the teacher would confirm if they are learning to speak in a foreign language or not. On the other hand, teacher will notice if this technique is working according to his objectives and purposes. Also, this technique allows the direct feedback from the classmates.

The Oral Presentation Technique objectives are to introduce the key factors for successful delivery, to prepare effective visual aids, to deliver successful presentations and to evaluate presentation delivery. There are four main factors for a successful presentation, timing, attention span, personal approach and practice.

- Timing: not to ramble on during a presentation.
- Attention span: audience attention fluctuates.
- Personal approach: Personal features of the presenter can make or break presentation.
 - a) Gesture
 - b) Voice
 - c) Eye contact
 - d) Breathing
- Practice: adequate rehearsal is essential for a good presentation.
 - o Development of each visual
 - o Transition
 - o Self-confidence
 - o Timing

2.6 Language Teaching Methodology

Language Teaching Methodology encompasses methods, techniques and approaches to teach a language in a general way. It follows that, Language Teaching Methodology involves subjects to which teachers will apply the theory of the target language to carry out learning. As a matter of fact, it plays an important role in the field of students' learning because teachers should be experts of theory who must know the principal approaches to use them for the learning-teaching process. Through the application of this, students will be able to learn and produce the language. The more teachers base their English classes in the application of this methodology the better outcomes they will obtain.

According to Nunan (1991) Language Teaching Methodology is an approach that integrates theory and research into the nature of Language Learning and use. In other words, this insight what actually goes on in the classroom. That is why; teachers should consider Language Teaching Methodology as a useful source of information to teach English as foreign language, depending on what they want to achieve in students learning process. "The development of an ability to communicate in English must be a major goal of any effective course (Davis and Pearse, 2000, p.01)". So, it has to be considered as a priority in the teaching-learning process. Edge (1993) states that... "To learn a Language is to learn to express yourself (p.10)". To help students to achieve that goal should be the teacher's vision and mission. In other words, as Davis and Pearse highlight, "If communication is perceived as the major goal, English should be used for real communication in the classroom as much as possible to achieve learning." (2000). It is the teacher's responsibility to create a 100 percent English environment inside and outside the classroom.

Since learning a foreign language in a non-native speaker environment is a complex challenge, those beginner students who especially found this learning process needs to develop communicative competence through practicing, that is why teachers have to engage students in interpersonal communication. Communication, as part of this process, plays an important role, Edge (1993) mentions that... "We try to teach all our students, but the successful ones are usually those who take on some responsibility for their own learning (p.10) ".

For instance, some students will learn better if they are exposed to natural language, whereas some of them will learn through practice and study (Edge, 1993). Thereby, teachers need

to be open to the students' personal or individual learning styles and purposes. The main learning styles in this case are; visual, kinesthetic and auditory; from these it derives others.

Language Teaching is also a sequence; there are four things that students need to do with the 'new' language: be exposed to it, understand its meaning, understand its form (how is it constructed) and practice it. (Harmer, 2007). That means that teacher's lesson plans need to encompass these things to carry out a significant learning. Also, it has to be mentioned that each one of the issues (listed above) group together the main four skills. Harmer (2007) suggests that "In a classroom, a major part of the teachers' job is to expose students to language so that they can use it later". Students need to be exposed to real situations. The more they use the accurate language, the more the real context will be understood. Success in teaching-learning process is the ability of learners to use English effectively in real communication situations (Davis & Pearse, 2000).

2.7 Effective Teaching-Learning Process

According to Harmer (2007) as long as people have been learning and teaching languages, there has been continual debate about how to describe the process and what the best ways of doing it are. Likewise, teachers should use a range of teaching strategies, methods, and primarily techniques to effectively meet student's necessities and work on their development. Partly, this is based to help students to think reflectively, critically and creatively, also to be capable to produce and understand English as foreign language. Although, some students will require support to know their own objectives, this support could be given in the form of changes in teaching strategies. Due this, teachers could recognize students' strengths and weaknesses, and they will be obtaining better accomplishments.

Edge (1993) claims that there are two main ways to teach people to use a language: the first one is to move step by step from form to meaning, in other words, it is to provide a model, finally students will have to copy it and personalize it to express whatever they want to say. The second one is move from meaning to form. It follows that, teachers will put the students in any situation with the main purpose of communicate something.

To learn a foreign language involves a complex learning process. Edge (1993) points out that there are two ways in which people learn a foreign language: Consciously and Subconsciously. That is to say, the first one is when students learn English as foreign language through formal learning in which they have to follow an organized syllabus. Whereas the subconsciously way is

by 'picking it up'. Basically, this takes part when students are in a native speaking environment and in this way, they are exposed to lots of natural language use. According to Edge (1993) these two ways of learning can also support each other.

And yet success in language learning depends not only in going through the mechanics of learning, but also in wanting to learn, and a teacher can do much to generate student motivation (Matthews, Spratt & Dangerfield, 1991). English teachers have to guide students learning desire into the right path, otherwise learning will be awful for them instead of something pleasant.

2.8 Chapter conclusion

How teaching techniques are applied? May be a controversial question which answer can differ from different points of view, it is because of the different teaching styles that need to be considered when speaking about teaching techniques and students' learning styles too. This refers to the fact of choosing many techniques (applied through methods, strategies and activities) to encompass the whole teaching process, thus, teachers and students will obtain better outcomes.

Since Brown (1994) classified the techniques into three categories, teachers have to take this into account when applying a technique. Controlled, semi-controlled and free techniques seem to have their own qualities and purposes; in this case all of them focus on developing speaking. Techniques need to be applied as complement of teaching-learning process to obtain certain outcomes. It is teacher's job to know when apply them and how do it because the teaching process and the teacher's goals and objectives are not the same in each level or syllabus.

So far, many factors, terms and specific words have described and determine aspects of the Teaching Techniques previously mentioned. Thus, with the only purpose of making this research more understandable while providing with relevant information. In the next chapter, the instrument used to carry out this project and the application of it will be described step by step.

Is it true that, there are many ways to apply techniques but the most important here is to adequate them to the student's necessities and interests.

CHAPTER III: METHODOLOGY

3.0 Abstract

This chapter describes the way the research was conducted. First, it describes the context and the participants that helped to gather information regarding Oral Presentation Techniques. In order to collect the data, it was necessary to implement classroom practice to administer the instrument and apply the techniques. During this period of practice, the results that were obtained are detailed in this chapter through the different segments. It needs to be mentioned that, the subjects were chosen according to the basic level requests and in order to know how the research questions would be answered. As a matter of fact, a description of the setting and the instrument that helped to follow the research up methodology were provided in this chapter too.

3.1 Research Design

The data was collected by means of semi-constructed questionnaires. Qualitative research begins with assumptions, a worldview, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. As Creswell mentions “Qualitative inquiry employs different knowledge claims, strategies of inquiry and methods of data collection and analysis” (2003, p. 179). That is to say, in other words that, to study this problem it was necessary to carry out the data in a natural setting sensitive to the people and the place under the study. (Creswell, 2007, p. 36).

According to Denzin & Lincoln cited in Creswell... “Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpreter, phenomena in terms of the meanings people bring to them (2007, p.36)”.

So far, researchers conduct a qualitative research because the issue needs to be explored. It follows that, variables in a group can then be measured, or because researchers need a complex, detailed understanding to the issue. In fact, to conduct a qualitative research means that measures and the statically analyses simply do not fit the problem. Lastly, qualitative approaches are simply

a better fit for my research issue. This inquiry is a case study because it is a descriptive, exploratory or explanatory analysis of a group which was studied holistically by one or more methods. A case study design should be considered when: (a) the focus of the study is to answer “how” and “why” questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual conditions.

In this project, the researcher collected the data in the field at the site where subjects experience the issue, besides, the researcher had face-to-face interaction over time. One of the advantages of this approach is the close collaboration between the researcher and the participant, while enabling participants to tell their stories. Purposely, it was decided to do a qualitative research, because of the chance to interact with the participants and thus, to know what is going on within classrooms.

3.2 Research Setting

This study was carried out in the Language Faculty of a Mexican Public University in Central México, this institution certifies each year a generation of hundreds of students whose have got a good vocational training, according to the Department syllabus. This thesis project was carried out only with the Target Language I undergraduate students from that Language Department because it is there where English has an important role. Thereby, this Faculty was the chosen one because of the easy access to do the research practice and the research project, mainly because it was there where the research has come up.

3.3 Subjects

In order to get the needed information, 25 Target Language 1 Beginner students kindly collaborate to carry out this project. Those 25 students are currently enrolled in the undergraduate English Language program at their first year of University. They were between 18 and 22 years old. All they agreed that speaking is the hardest skills that needs to be developed and practiced the most. To communicate effectively is their main goal. As English teachers, they also realized how important it is to know more about Teaching Techniques that help their future students to speak. They also expressed their nervousness when speaking in front of others that is one of the factors that make them stop while presenting orally. To help them gain confidence and start producing the language was the main goal.

3.4 Instrument

Asking questions is one of the most natural ways of gathering information; it is part of our everyday life routine. “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (Brown cited in Dörnyei & Taguchi, 2010, p.04). Although, questionnaires sometimes do not contain any or many real or well-structured questions, so they have to be well designed to gather the right information. In other words, a questionnaire is widely used and useful instrument for collecting survey information, and also to provide structured data, which is easy to be administered without the presence of the researcher. Thus, this data can be analyzed.

Due to the need to get true information, two types of questionnaires were applied in this research. The first one was administered to students at the end of the whole teaching practice period in order to determine the effectiveness of the Oral Presentation Techniques, as well as the factors that make students not to speak. The second one was applied to the teacher to know the improvement he could notice on his students and how reliable the OPTs were. Also, to know more about the teacher’s knowledge about them, and how often he applied them.

Before to administer the questionnaire to the participants, first a questionnaire’s general purposes must be clarified and then translated into a specific, concrete aim or set of aims. In this way, the researcher of this project will have noticed if the OPT is more reliable when teaching a foreign language.

The questionnaire was created by the researcher, using just open-ended questions which ascribed to this inquiry. Well, open-ended questions include items where the actual question is not followed by response options for the respondent to choose from but rather by some blank space for the respondent to fill. (Dörnyei & Taguchi, 2010, p.36). This given freedom of expression to subjects was considered to provide a greater richness than quantitative data. Furthermore, sometimes open-ended questions are needed for the simple reason that the researcher does not know the range of possible answers and therefore cannot provide pre-prepared response categories, besides it is useful to know subject’s real answers, because it happens when answering closed-ended questions the researcher limits subject’s answers to just say yes or not. It needs to be mentioned that the questionnaire was not piloted because first, the technique was applied and then the questionnaire was administered.

3.5 Procedure

First of all, observation class was carried out (for 3 days). It was necessary to know how many students there were in the classroom, what kind of book the teacher use to follow the educative syllabus; it was a requirement to know how the teacher applied OPTs to his students to develop their speaking skills. It was discovered that the teacher applied the oral presentation techniques similarly to the way they were applied. It must be detailed that during the observation phase, it was noticed that some students had a very good knowledge about English; some others found it difficult to understand and learn.

The next step that was taken in this research was the application phase, in which the OPT was applied to the students of the Language Department for three weeks. Sessions of two hours divided into three classes were required in order to finish this application period. It must be said that the teacher and the researcher agreed to apply the techniques, presenting different academic topics such as the comparative and superlative adjectives, and some other topics related to grammar structure, so students had to prepare a Power point presentation using pictures, videos, and music, whatever they wanted to use to present their topics.

The Oral Presentations have been put into practice at least once by all the teachers. To carry out this TTs, a speaking rubric was needed in order to find out the main aspects and weaknesses students face at the moment of speaking. During the presentation period, students had the chance to feel themselves free to talk about something that they knew; using simple verbs and vocabulary to describe their academic topics. Actually, it was funny to learn from their own mistakes and receive the appropriate feedback from their teacher. Furthermore, the environment was fine because all of them felt confident, the purpose was just to know if they were able to accomplish the project goal, speaking. At the end of this application the questionnaire was applied either to the teacher and the students.

After collecting all the data, the information from the questionnaires forms was analyzed. First, the data belonged to the questionnaire was carefully analyzed. Then, the information obtained from the questions was directly transferred to Microsoft Excel for doing the graphs, which reveals the percentage of students who need improvement as well as the students who did it well.

3.6 Chapter Conclusion

As we can notice from the prior questionnaire, the intention of this study was not to measure with numbers but go beyond that by having real and sincere responses from students who really live the situation previously mentioned. Also, it needs to be said that based on these results this research has played a vital role because thus the teachers will analyze or choose the best way to apply the OPT. In the next chapter, we shall be able to see the results obtained after administering the Technique and applied the questionnaires and the transcriptions as well.

CHAPTER IV: RESULTS AND DISCUSSION

4.0 Abstract

In this chapter the information gathered is being presented and processed. An in-depth analysis has been done in order to answer the Research Questions and prove that the outcomes were the expected ones.

An applied survey consisted on questionnaires based on knowing the improvement students got during the application period through the OPTs. The questionnaire was applied to students from Target Language I and the teacher as well. Accordingly, in this chapter the findings related to this study are presented and explained in order to show how reliable the application of OPTs was.

4.1 Aims and Research questions

The main objective of this research is to know how reliable Oral Presentation Techniques are in order to improve students' speaking and how this improvement benefits the teaching-learning process. Secondly, to analyze the positive effects on teachers and students during the period of practice, then, observe how students' performance can be improved while presenting. Finally, to collect the required data to measure and know what the most meaningful OPT is and how it helps students to reach another level according to the CEFRL.

It is important to bear in mind the research questions that served as a guide for the development of the instrument, as well as for obtaining the data that was collected in order to reach the purpose of the presented study. The research questions were the followings:

RQ1: What is the impact of Oral Presentation Techniques in target language students in level I?

RQ2: What are the Oral Presentation Techniques that enhance the students' oral skill?

RQ3: What are the benefits of these techniques in student's performance especially when they talk in front of others?

RQ4: How these techniques foster students' oral language skill according to the CEFRL?

4.2 The impact of Oral Presentation Techniques in target language students in level I

As non-conventional Techniques, OPTs have been used a noticeable way to help students to gain confidence and develop the oral production, since it involves characteristics that any other TTs have, such as going straight to the oral production and reveal what is on students' knowledge.

A questionnaire was administered, and a satisfactory answer was obtained. All students agreed that using OPTs is a way to lose the fear and nervousness that presenting in front of an audience implies. Some participants pointed out their feelings towards the OP Techniques. As an example, participant E answered: "The technique was reliable, because I improve speaking in a foreign language". Also, participant C highlights, "the teacher and the classmates indicate when you make a mistake and also you can notice it by yourself through the presentation". Participant B said that "I can recognize the mistakes I made and I can think in a second language while presenting". Student S, F and M suggested that "It was interesting how a simple Technique could help them to gain more confidence". Participant G mentioned that "he was really nervous when he was presenting but the Techniques were a way to face that scenic panic at the moment of speaking in front of others". "Even though we make mistakes when we speak, the OPTs helped me to notice those mistakes and most important, these techniques helped me to improve the way I speak" suggested participant H.

Even though all students felt nervous when presenting, all of them showed will to do their best and speak as much as they could. Among the main factors, students face at the moment of speaking, was the lack of confidence that is related to the lack of knowledge, vocabulary and fluency. Participant L was the only one who said that "The classroom environment was not appropriate to encourage him to speak". It needs to be mentioned that this comment came out in spite of the lack of attention of some classmates but at any moment students were exposed to uncomfortable situations or environment.

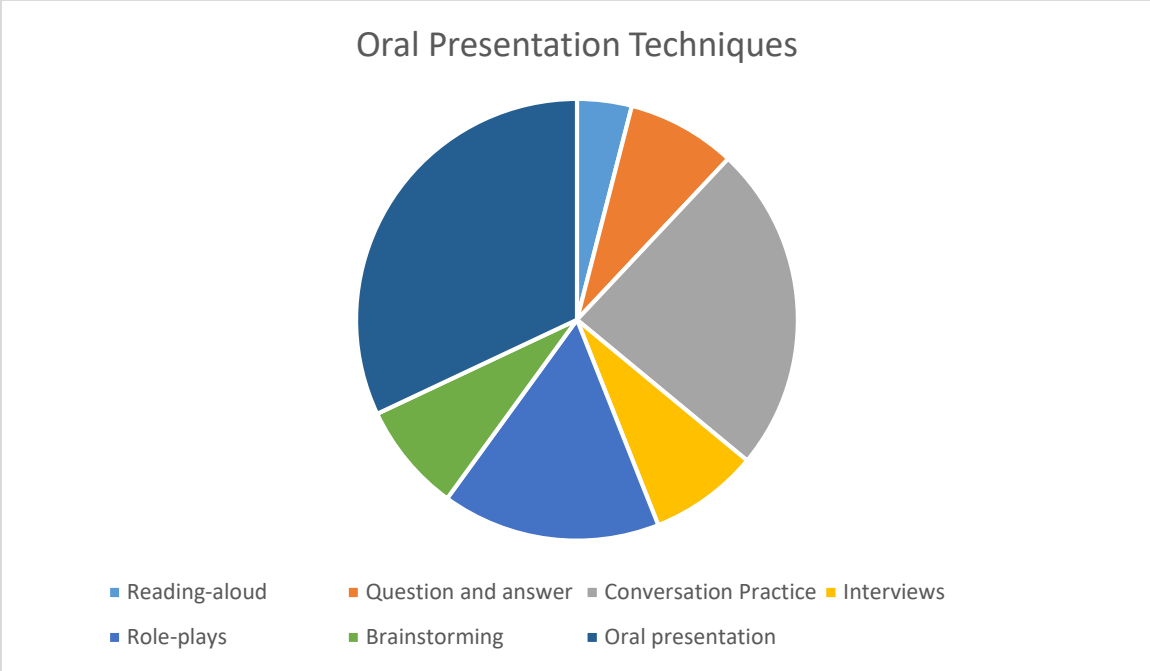
To extend students vocabulary was an advantage in each presentation, new words were presented in each class. Participant D was the only one that mentions "I was committed to the presentation, and the OP helped me with my significant learning". The key word *significant learning* is really important, most of the teachers focus their attention in the syllabus and the way they complete a book, they do not realize how important is to provide students with significant topics, significant material, and significant content concerning outstanding learning. Participant A also mentioned "It is boring when you have to focus on the syllabus all the time". This gives us a

clear idea about how important is to fill up the syllabus but at the same time, to use more interesting content and encompass more dynamic Techniques, Methods and Strategies. The major purpose of this research is to implement Oral Presentations as meaningful techniques to carry out a significant learning inside and outside the classroom.

The noticed improvement was not huge, but at least students could notice the aspects they need to work on so as to give a better speech. Among the elements students liked the most about the OPT was the chance they had to interact with their classmates, all of them agreed that the technique has more positive than negative aspects. Although, they consider many tools to improve their future oral presentations; videos, dynamic activities, games, among others. To start with a warm up activity was also considered as an option.

4.3 Oral Presentation Techniques that enhance the students' oral skill

As previously mentioned, each Oral Presentation Technique has its own way to be performed. Even each technique has different characteristics that make them unique and appropriate to implement an activity, some of them were found more reliable than others. The way the reliability of each technique was measured was based on the grade of difficulty students found in it and the proficiency students showed during the application period. Basically, it should be considered that when it is said "grade of difficulty" It refers not to the technique itself, otherwise, the fact that students were tested on the first semester of the degree. They were brand new exposed to this oral presentation challenge.



Graph 4.1 Oral Presentation Techniques Proficiency

4.3.1 Oral presentation

It is understood that this technique showed more reliability than the others, as soon as students do not read notes when they present orally, this will be the technique that help them to speak more. Students noticed an improvement after the presentation through the given feedback and the teacher’s guidance. Some of them became more confident after this, they realized how convenient and practical is the application of this technique and how useful it would be for them as future teachers.

4.3.2 Conversation practice

As its name says well, this technique encompasses all the needed requirements to help students to develop and improve speaking. Conversation practice is not an easy technique to put into practice, though. It requires good and juicy topics in order to arousal students’ interest in the topic, on the other hand, if the presented topics are basic and boring, the technique it is counterproductive. What it is been looked for is the way students can be encouraged to speak about something they really like, to make a joyful production instead a forced one.

4.3.3 Role play

The same situation previously described in conversation practice occurs with this technique is carried out using simple and non-attractive roles to perform. It can be applied using different features and characteristics for each character, students not necessarily have to follow a script, and the funniest part of this is that students can perform a role as they want. This technique can turn into a disaster if it is not well handled, instead of making students speak they will freak out.

4.3.4 Questions, answers and interviews

These two techniques have something in common, they are based on asking and answer something. If the questions are not well formulated the technique can be a helpless and simple technique. It needs to be considered that at these level students can only formulate simple questions that in a specific point limit the answers. Once more, the topic is a valuable thing to bear in mind. In these two techniques, the teacher has to encourage students to say more than “yes or no” also, to provide more information even though the question is a “yes no” question.

Example:

Participant A: Do you like pizza?

Participant D: Yes, I do. My favorite pizza is pepperoni, it is delicious.

So far, the grammar structure has not been considered as part of the evaluation criteria, this research goes beyond that, it considers the oral production as the main and only aspect to obtain. Therefore, students were not corrected grammatically.

4.3.5 Brainstorming

According to the participants, this technique was interesting but not helpful at all to produce the spoken language. Participant H says “This technique is useful to review vocabulary”. Participant M and N agreed that “The technique is appropriate as a way to introduce a topic” On the other hand, participant S pointed out that “The technique help me to speak more” The more students participated in the activity the more they came up with new ideas or vocabulary, but a conversation as such there was not.

4.3.6 Reading aloud

It was considered by the participants as an excellent technique to practice pronunciation and reading comprehension. This is considered an oral technique, the expected outcomes were not the desired ones, though.

4.4 The benefits of these techniques in student's performance especially when they talk in front of others

It is not easy to stand up in front of people and give a speech, so, it is not even easy if the speech needs to be given in your nonnative language like English. Presenting orally means to explain a specific topic to an audience, so students from the English Language Teaching degree need to be well prepared to face this fear. As future teachers, they will have to stay in front of a group all day, giving a class. Students will have faced their main weaknesses, once they realize that producing the spoken language is not a complex process. Through the application of OPTs students will perform

Most of students agreed that the main factor that makes them stop talking is nervousness, their lack of confidence, and it has to do with the fact that they do not know a lot of vocabulary and they do not use grammar structures correctly in order to speak. It needs to be considered that they are students from target Language 1.

In addition, to make mistakes in front of others and being judged is another common fear; even students were explained that, as a matter of fact everyone makes mistakes, they were still afraid to speak in front of an audience.

4.5 The way that techniques foster students' oral language skill according to the CEFRL

According to the CEFRL students from target language 1 are able to understand and use everyday expressions and simple sentences. During the observation period, this was noticed. Students could introduce themselves and ask and answer simple questions about personal information but, of course they did not structure a complete speech.

The type of communication that students from level A1 and A2 use is also based on descriptions using simple terms aspects of their background, immediate environment and matters in areas of immediate need. Students can describe experiences and events, dreams, hopes and

ambitions and briefly give reasons and explanations for opinions and plans. As they just start to get familiar with the new language their speech is brief and not accurate at all.

As a result, it could be perceived that students had a little improvement during the application period. First, they started to develop the speaking skill through the Teaching Techniques. Even though, they realized that their fears will make them stop talking, they continued practicing, they practiced each TT more than once. At the end of the practice students highlight an improvement in their speech, they were not nervous at all like they were at the beginning, they gained some confidence which helped them with the oral production. Even the period of practice was not enough, students showed an improvement, especially in fluency and accuracy at the moment of speaking.

4.6 Chapter conclusion

The results obtained from the applied surveys were explained in order to detail the approach of this thesis project. The most useful techniques were gradually presented and reflected on a graphic. The way students enhance their level and how they took this application period as a chance to improve oral presentations, more than that, to develop and improve speaking was detailed.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.0 Abstract

The most important conclusions drawn from the results gathered in chapter IV are explained in this chapter, as well as some limitations, implications and the direction for further research.

5.1 General Conclusions

Since the purpose of this research was to help target language I students to improve speaking through Oral Presentation Techniques it was necessary to apply a methodology involving the teacher and students experience with this technique to fulfill the purpose of this research.

After applying and analyzing the survey, the results gathered from students show that Oral Presentation Technique is a useful tool to improve speaking skill. Due to students' English level, Oral Presentations have been considered as some of the most relevant techniques to help students to gain confidence while speaking in front of others, also it is important to mention that these techniques help students not to be afraid to speak unlike to be more exposed to the language and feel confident. The teacher plays an important role to make students feel confident, they serve as a guide through the process. Also, teachers need to provide positive feedback in order to correct students' mistakes also to help them to express their ideas with not fear, the feedback can be provided direct from the classmates though.

Even though all students are beginners, there are some that showed a higher English level, even they are in the same classroom the lack of skills in the language, and the lack of vocabulary knowledge are different. In addition, it needs to be considered that students have different learning styles and different preferences, it is really important to bear in mind that to really help students to improve this skill. Regarding in the techniques, most of the teachers agree that oral techniques are reliable because its main goal is to master speaking.

As a result, the way this OPTs are applied can vary, depending on the students' level, the purpose of the class, the topic and the students' interests. These interests need to be considered, otherwise students will not participate enough to get an improvement, because one of the main factors that make students not to speak is that they do not feel comfortable with the topic at the moment of speaking in the classroom.

5.2 Implications

According to the teachers and students' perspectives towards the technique, most of the times students cannot master speaking skill in the classroom because teachers do not motivate students enough to be participative, also because of the given topics. Students find academic topics really boring, that is why during the application phase students did not show so much interest in the presentations. To complete a syllabus was the main goal of the course without considering the students' real interests. To know how to encourage students is something really important that teachers must know how to do.

Applying the OPT does not mean that teachers have to forget about the other useful techniques to implement learning. On the other hand, the improvement showed by students during the application is backed with the obtained results. It was necessary to analyze deeply students factor that hinder them to speak in the classroom; the lack of confidence and how nervous students get while presenting.

5.3 Limitations

By the time the process of this research was carried out, some issues were faced: the lack of time to observe the students' presentations, the lack of vocabulary from students, and the lack of time for the students to be able to answer the questionnaire. Even though there were 20 students in the classroom, just 18 students were able to present orally. In fact, each one of them had to prepare a one-hour presentation based on their student's book. Even it was an hour, the time for each presentation was not enough if we bear in mind that the teacher interrupted them for a while to provide feedback either about the topic or the students' performance. Even though students had to complete the book by themselves, the student who was presenting had to help his classmates answering the exercises and also with the emerged doubts they had. At the end of each class, the teacher used to recap about the content of the book and sign his student's notes about the presented topics. It did not take much time but considering that a questionnaire was applied at the end of each presentation, it did.

Another limitation, according to the researcher's point of view, the most difficult one was students' lack of vocabulary, just because of the fact that the questionnaire was applied in English (for them to start recognizing the grammar structures) but students were asked to answer it in

Spanish. Due to their lack of vocabulary, students could express in their native language how they felt while presenting in English.

5.4 Directions for Further Research

The results obtained in this research helped to improve that even though students face some factors that make them not to speak as they wish, they could notice an improvement after each presentation. The teachers and the students' views were considered through the applied methodology, even if the time was not enough to observe everybody's presentations, the results were obtained with success

It is completely suggested further research for new generations adapting this OPT in some other scenarios considering the students' interest and preferences, the group and individual goals as well as the academic syllabus to achieve learning.

Students can get results more specific and subjective. Some other possibilities for further research could be a research beyond one technique, encompassing the other ones to make sure all of them can improve speaking as well as OPT, also to identify which is the most effective one. Lastly, the other 3 skills can be considered to be developed and improved, reading could be the most appropriate due to students lack of vocabulary, listening is also useful if we talk about pronunciation, and writing, that allows students to have an idea about what to say. Does not matter what skill students will prefer to develop and improve, the main thing here is, to do it in the best way possible so students can enjoy learning a foreign language. Lastly, it is important to remember, practice makes perfection.

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APPENDIXES

Appendix I



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
Facultad de Lenguas



RUBRICS FOR QUALITATIVE ASPECTS OF SPOKEN LANGUAGE USE

0 – Needs Improvement 2 – Competent

1 – Partly competent 3 – Excellent

| Category | Scoring Criteria | Points | | | |
|---------------------|---|--------|---|---|---|
| | | 0 | 1 | 2 | 3 |
| Organization | The type of presentation is appropriate for the topic and audience. | 0 | 1 | 2 | 3 |
| | Information is presented in a logical sequence. | 0 | 1 | 2 | 3 |
| Content | Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation. | 0 | 1 | 2 | 3 |
| | Presentation contains relevant information. | 0 | 1 | 2 | 3 |
| | Material included is relevant to the topic | 0 | 1 | 2 | 3 |
| Presentation | Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). | 0 | 1 | 2 | 3 |
| | Speaker uses a clear, audible voice. | 0 | 1 | 2 | 3 |
| | Good language skills and pronunciation are used. | 0 | 1 | 2 | 3 |
| | Visual aids are well prepared, informative, effective, and not distracting. | 0 | 1 | 2 | 3 |
| | Length of presentation is within the assigned time limits. | 0 | 1 | 2 | 3 |
| Score | Total Points | | | | |

Teacher comments: _____

Adapted by JEANETTE GUZMAN MUÑOZ-Spring 2018 *Sample Scoring Rubrics for Presentations*
hplengr.engr.wisc.edu/Rubric_Presentation.doc

Appendix II



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STUDENTS' SURVEY



This survey has been developed in order to get information about the Oral Presentation Technique (OPT) presented. All the information will be used for research purposes only. Please answer all the questions as indicated.

1. Age: _____
2. How did you feel while presenting? _____
3. What are the negative factors that make you not to speak? _____
4. Was the given time enough for your presentation? _____
5. Was the material appropriate to present your topic? _____
6. Do you consider that the given topic helped you to improve your vocabulary and your tone of voice? _____
7. What is the most difficult part for you when presenting? _____

8. What do you like the most about presenting orally? _____

9. Do you consider that the feedback provided by your teacher helped you to improve speaking during the oral presentation? _____
10. How could have you improved the oral presentation? _____

11. Did you find the oral presentation technique useful to improve speaking? If so, How?

Thank you very much for your significant collaboration to carry out this study.

Appendix III



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA



TEACHERS' SURVEY

This survey has been developed in order to get information about the Oral Presentation Technique (OPT) presented. All the information will be used for research purposes only. Please answer all the questions as indicated.

1. What are the weaknesses and the strengths you notice in the students during the oral presentation?

2. How often do you apply the OPT in order improve students speaking?

3. How do you help students to improve speaking through OPT?

4. How do you know students have improved speaking after presenting orally?

5. Do you consider that the material and the topic were appropriate to make students to speak?

6. Do you consider that the given time for the presentation was enough?

7. How do you provide feedback at the end of the presentation?

Thank you very much for your significant collaboration to carry out this research.

