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OVERCOMING DIFFICULTIES: STRATEGIC METHOD IN ENHANCING ORAL PRESENTATION FOR ELEMENTARY PUPILS

Annalie B. Gaas [a*]

annalie.gaas@deped.gov.ph

Master of Arts in Educational Management Student, Rizal Memorial College, Davao City, Philippines
Lecturer, Magugpo Pilot Central Elementary School, Tagum City, Davao del Norte, Philippines

Abstract

This study explored the views of teachers on their experiences and strategic ways of enhancing their student's oral presentation. These data were the experiences, strategic methods, and insights of teachers as reading facilitators. In exploring the experiences of the eight (8) participants, I employed the qualitative–phenomenological study of which primary instrument of data gathered utilizing the in-depth interview method. On the participants' experiences in teaching their students in oral communication, the following were the emergent themes namely: fear of judgment, student's negative experience, and low level of confidence. Further, teachers coped with the challenges by their strategic application to improve their student's oral presentation. Likewise, based on the analysis, three themes emerged in their strategic way which are: developing students' confidence, class discussion, and think-pair share strategy. These following strategies helped the students to enhance their oral communication and were able to present their words publicly without feeling anxious. Upon the application of the following strategies, teachers shared their insights about these. There were two insights namely: fluency in public speaking and the learner's ability in oral speaking. These strategies on oral presentation are used to assist struggling students who have a fear of public speaking to improve their oral communication. The results of the study may be used for publication in a reputable journal.

Keywords: elementary pupils, overcoming difficulties, oral presentation, strategic method

1. Introduction

Communication is a vital tool in education as it has always been one of the relevant variables influencing the teaching-learning process. Relationship quality is impacted by communication competence (Arroyo & Harwood, 2011), which is the assessment of one's own or another's "ability to manage interpersonal relationships in communication settings." (Rubin & Martin, 1994: 33; Arroyo & Harwood, 2011)

On the other hand, oral presentation, according to Levin and Topping (2006), is a planned and practiced speech that is not memorized or read from notes but is introduced by a presenter to an audience. The ability to do an oral presentation is an essential skill taught and assessed at the primary level of education, which indicates the importance of oral presentation in developing students' communication and presentation

skills.

In North Luzon, Philippines a group of college students investigates the speaking difficulties of Grade 2 students in Echague, Isabella, as to their observation and data collected through oral assessment activities. Their findings show that some students have difficulties in expressing their ideas especially if they are speaking in front of other people, however, if they are familiar with what they've been asked, they are confident enough to answer. Most of the time, it is unplanned, changing, and flexible. The way people speak greatly depends on the specific situation and the individuals involved, including their intentions, relationships, and level of understanding. (Centre for Applied Linguistics, 2016).

Similarly, in Tagum City Division, Davao Del Norte, some researchers investigate the students' oral presentation concerning their personality traits and difficulties and how these variables relate to their speaking proficiency. Their findings revealed that personality traits also affect the student's capability to present well as well as their speaking proficiency. Students frequently experience feelings of frustration and intimidation when tasked with oral presentations, particularly when addressing research topics and the requisite communication skills vital for a successful delivery. (King, 2002). However, if the personality of the person is strong and full of ideas, they will be able to endure speaking because according to Leary (2005) personality is "the system of enduring inner characteristics of individuals that contribute to consistency in their thoughts, feelings, and behavior.

The results of the research will be used to improve the Oral Presentation of the students obtain better knowledge and enhance their academic performances. School officials and teachers are encouraged to support this research project.

1.1.   Research Question

1.   What are the experiences of elementary teachers whenever they put their students in oral presentations?
2.   What are the strategies they apply to enhance their student's oral presentation?
3.   What are the insights that can be derived from the strategies they applied?

1.2.   Review of Significant Literature

Definition of Oral Presentation

An oral presentation serves as a method of effectively communicating information verbally, bolstered by the use of images, visual aids, or technology. This form of communication may take the shape of group discussions, speeches, debates, or class presentations. Presentations can be executed individually or as a

collective effort. Typically, in-class presentations are centered around a prepared topic and often rely on visual aids such as PowerPoint slides or a Prezi. These presentations typically adhere to a standard duration of 10 to 20 minutes. In-class presentations may be conducted by an individual or a small group, and are usually followed by a brief question-and-answer session.

Types of Oral Presentation

The importance of oral presentation skills is normally noticeable in the practice of teaching and learning in the classroom. This is where students are regularly assigned to present their ideas, arguments, opinions, and research results either in a group or individually across academic courses over time. The aforementioned initiatives are geared towards improving the oral presentation abilities of students, which will prove beneficial as they transition into the professional world post-graduation. However, concerns persist regarding students' oral presentation skills, with reports indicating that complaints about the subpar presentation skills of graduates remain prevalent. Furthermore, it has been observed that graduates tend to overrate their oral communication skills, a disparity from the industry's standards for effective oral communication. (Jackson, 2014).

Manuscript In a manuscript, the speech or presentation is written out exactly as the speaker will deliver it. We can say that the manuscript involves speaking from the text. The manuscript is useful when the presentation you are going to deliver is complex, critical, has some official statement, or has technical information. Additionally, a manuscript is a written text read to an audience from a paper script or teleprompter. This approach requires reading a speech word for word and is usually employed when there's a time limit or when the speech will be broadcast. If there is any additional information that is needed from me, such as my name, company information, dates, phone number, and so on. This helps the speaker to easily present what is the topic all about, building a strong rapport with the audience.

Memorization. Numerous definitions of memorization can be found in a variety of studies and dictionaries. For instance, according to Richards, Platt, and Platt (1992), memorization is defined as the process of establishing information in memory. The term 'memorization' usually pertains to conscious processes, indicating that learners employ memorization consciously and actively contemplate the process while utilizing it. Another elucidation can be found in the Oxford Advanced Learner's Dictionary (2005), which defines memorization as learning something meticulously to remember it precisely. This technique closely resembles the description of a cognitive learning strategy known as rehearsal (O'Malley & Chamot, 1990).

For individuals who are new to presenting or feel apprehensive about speaking in front of an

audience, this approach is particularly helpful. It's common for them to become anxious and struggle to remember their presentation content. As a result, they opt to memorize their material. In the context of teaching, memorization encompasses four distinct memory strategies: establishing mental connections, incorporating visual and auditory elements, thorough reviewing, and engaging in physical movements. In essence, memorization as a strategy involves specific procedures that educators should comprehend to effectively apply this approach in the classroom.

Impromptu. It is the spur-of-the-moment that you have to present without any preparation. It often happens when at the end, you are asked to give your remarks by sharing your opinion or thoughts with the audience. An impromptu speech is a method of delivery that has very little, if any, preparation or rehearsal (Ford-Brown, 2014). It is also called spontaneous speech, off-the-cuff speech, and think-on-your-feet speech as the speaker gives a talk on the spot about a topic, they are quite knowledgeable about. Like any other speech, it has an introduction, body, and conclusion and takes place in formal and informal settings. According to Henderson (1982), an impromptu speech is a straightforward formal speaking activity that is limited in duration. It involves no more than seven minutes devoted to topic selection, organization of ideas, and delivery.

Extemporaneous. Unlike impromptu, extemporaneous allows great flexibility to the speaker. Extemporaneous is considered one of the best methods of presentation. In this type, the presentation is not written out completely. Rather the speaker prepares his presentation in the form of an outline or notes and practices it many times.

There are some tips in oral presentation for the learners, namely: short oral talk in a group in which learners share their thoughts or opinions about a specific topic. These short presentations can boost students' confidence since they involve speaking to a small group instead of the entire class. Next, formal oral presentations in front of the class usually require individual students to make a longer presentation, supported with effective visual aids. Sufficient time has been allotted for the presenter to thoroughly prepare the topic at hand. In group presentations, the same basic elements of individual oral presentations are present, but the topic is shared among 3-4 learners. This setup can be relieving for each individual, as the responsibility of covering the topic is divided among multiple people. Lastly, by sharing presentations online, students can be made the presenters on online platforms to complete presentations. Zoom, Blackboard, WebEx, and other similar software provide the moderator (Professor) with the ability to designate specific participants as hosts. This feature allows the hosts to share their screens and manage the participation options of other students in the class. As each platform has variations on how to share documents and control the presentation, students must be given specific instructions on how to "present" using the various platforms. (Press books.pub, 2023)

2.   Methods

This study is a phenomenological research that explores the experience of elementary teachers in enhancing their student's oral presentation. Phenomenology is the study of structures of consciousness as experienced from the first person's point of view (DW Smith, 2003). According to Neubauer (2019), phenomenology is a form of qualitative research that focuses on the study of an individual's lived experiences within the world.

The participants in this phenomenological study consist of eight (8) teachers. The selected participants were the elementary school teachers at Magugpo Pilot Central Elementary School, Mabini St., Magugpo South, Tagum City Division, Davao del Norte. All of them among eight (8) teacher-participants undergo in-depth interviews (IDI). A self-administered interview guide was used as the data collection tool. Most of the questions relate to the participants' experiences and how they can cope with the challenges they are facing. It establishes the background used for the coming conclusions and decisions. Qualitative researchers have emphasized the importance of not only understanding the beliefs and theories that inform our research but also actively writing about them in our reports and studies.

The goal of the study was to identify the strategies and to describe the experiences, beliefs, and perceptions of eight elementary school teachers applying and integrating various strategies in lesson delivery and instruction. Given the nature of qualitative studies, researchers may face ethical challenges when interacting with participants, as they become personally involved in various stages of the study.

3.   Data Analysis

In this study, all the data collected were carefully examined and thoughtfully analyzed. The researcher begins the analysis of interview transcripts and adopts the tradition of data managing, reading, classifying, interpreting, representing, and visualizing. Merriam and Tisdell (2015) suggested that qualitative research involves the ability "to understand the meaning attributed to individuals' experiences". Creswell (2013) stated that qualitative research offers methods for investigation, exploration, and understanding of individuals or a group that belong to a social or human enigma. Qualitative research focuses on processes, as opposed to the context of the outcome of specified variables. As for data management, all the data gathered from the interview, focused group discussions, observations, recorded notes, online articles, books, and online journals were created and organized with file data. In this phenomenological study, the major findings in the descriptive phenomena were sought and identified, by way of themes and experiences. Throughout the research process, the data was collected, organized, and analyzed from participants in the study to identify

common themes. Interviews were conducted, field notes logged, audiotaped, and transcribed and the data was triangulated to determine the overarching themes (Creswell, 2013).

In the context of this study, I had eight (8) participants for the in-depth interview. Then, after the data were gathered, triangulation followed. I used various sources like books, journals, documents, and other materials to validate participants' responses in the in-depth interview. Through this, the reliability of the data gathered was established.

4. Result

This study was to describe the experiences of eight teachers who dealt with the results and discussions with research questions and their answers based on the responses of the participants. The participants varying experiences were incorporating effective strategic methods in enhancing the oral communication of elementary students, particularly in Magugpo Pilot Central Elementary School, Mabini Street, Tagum City, Davao del Norte. A qualitative framework was used to design my study. Results are a conclusion of the teachers' opinions and perspectives on their lived experiences.

4.1. Teacher's Experiences when Students are in Oral Presentation.

Oral presentations and public speaking are an important aspect of the student school experience. This is the reason why teachers allowed their students to use oral presentations to harness their public speaking which they can use shortly. However, educators encounter different experiences with their students, sharing how it is difficult to enhance their students' speaking ability. After analyzing the responses of the participants with regards to the experiences they encounter, three (3) fear of judgment, student's negative experiences, and low levels of confidence.

- *Fear of Judgement*

The participants shared their thoughts as per observation in their class that one of the reasons students are scared of oral recitation is the fear of being judged by the teacher or their classmates, thinking that their answers or sharing are mistakes.

Through our interview, Participant 1 observed, that some students are afraid to answer during oral recitation or reporting, they are scared that their classmates will laugh at their mistakes. Fear of public speaking has been described and is often used interchangeably, such as stage fright (Bippus et al. 1999), communication apprehension (CA) (McCroskey et al. 2014), or public speaking anxiety (Bodie, 2010). More specifically related to this qualitative survey, public speaking anxiety is denied by Bodie (2010,

72) 'as a situation-specific social anxiety that arises from the real or anticipated enactment of an oral presentation.' Another commonly used term is glossophobia, which is the fear of public speaking or speaking in general (Hancock et al. 2010).

People often experience a strong sense of self-consciousness and anxiety, which frequently hinders their ability to speak in public. In social circumstances or when required to act in front of others, such as speaking in front of others and making introductions, interacting with people made someone feel extremely anxious and uneasy. It also appears throughout an oral presentation, speech delivery, and even during their learning process. (Arafah et al., 2017). Fear and embarrassment often cause learners to lose their self-confidence and develop stage fright. Due to excessive fear of negative evaluation or judgment in social or performance situations, students felt more anxious and afraid of public speaking. The trigger for speaking anxiety is often the class climate.

- *Student's Negative Experience.*

Aside from having anxiety about being judged by the people around them, having a negative experience became one of the student's weaknesses in terms of oral recitation. 5 out of 8 participants experience this kind of situation.

Our Participant 7, thinks that as a teacher, we should avoid bullying and shaming in our class, and think about the feelings of our pupils, which can cause depression or anxiety, this negative experience might affect their learning. The atmosphere in the class might also affect oral communication. A positive atmosphere will support comments making it easier to speak in front of the class. To stand alone in front of a group of people is a feeling that most people are used to. It puts the person in front of the group, in the center of attention, at the same time as the person is separated from the group (Rogers, 1989). Negative comments during speech make the situation even worse for the person who is talking. Giving them a hard time in continuing what they are saying.

According to Averill (1976), traits like anxieties may be viewed as category systems that function to define rules of behavior. Assimilation theory predicts that these category systems are affirmed, reinforced, and stabilized by experiences that are consistent with expectations and weakened by experiences that conflict with expectations. This reveals that the negative affect experienced with public speaking anxiety seems to color and perhaps bias the cognitive pattern. Speakers feeling anxious often imagine negative outcomes, view their surroundings as more unfriendly, fixate on delaying or evading the situation, become overly conscious of physical symptoms, and struggle to devise a successful communication strategy. The fear of having a negative experience would be sufficient to deter exposure

to formal public speaking instruction, especially in courses where oral presentation is required. The result is a more primitive schema or reduced level of knowledge about public speaking.

- *Low Level of Confidence*.

Another experience of teachers during their oral presentation, students who are shy and rarely talk have this major problem in speaking in class. Participants share their thoughts that these students have no confidence when it comes to public speaking.

I usually give more attention and focus on their weaknesses to help them conquer their fear in an oral presentation, Participant 2 said. The ability to confidently present orally involves a combination of knowledge, skills, and attitudes necessary for addressing audiences. Aimed at informing, persuading, or self-expression (De Grez, 2009), an essential component is self-confidence, defined as "an individual's recognition of his abilities, loving himself, and being aware of his own emotions" (Şar et al., 2010).

Based on its definition, self-confidence has always been connected not only to oral presentation tasks but also to almost all the tasks that students are assigned to perform with favorable outcomes. In oral presentations, self-confidence has a significant role as it lessens students' anxiety and fear of speaking in the target language (He, 2018). Most students are still afraid to make presentations and feel anxious when required to present material in oral presentations in front of the class. According to Nadiah et al. (2019), there are two types of performance issues: verbal and nonverbal. Students did not speak with clear meaning and words in verbal issues, their intonation was repetitive, and there were many pauses. Meanwhile, in nonverbal issues, students did not make eye contact during the performance in their classroom. Instead of facing the audience, the students focus on the note or slideshow, facing up, and sometimes they repeat various fillers during the performance.
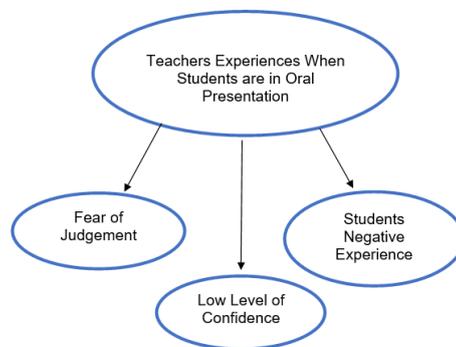

Fig. 1. Teachers' Experiences When Students are in Oral Presentation.

4.2.   *Application of Strategies in Enhancing Students Oral Presentation*

This section answers on what are the strategies applied by the participants to provide the quality education that their students need and achieve the enhancement of their speaking in oral presentation. An oral presentation is like a formal conversation; talking to a group is natural (Baker, 2000). Whether formal or informal presentations, a smaller audience is likely to assist the presenter in focusing on presentation abilities rather than audience apprehension (Salim, 2015). After a thorough interview with the participants, three major themes were generated. The following are; developing students' confidence, class discussion, and think-pair share strategy.

- *Developing Student's Confidence.*

    Upon experiencing the negative impact of having a low level of confidence, participants came up with a strategy to enhance their students who lack confidence when it comes to oral presentation.

    Participant 3 and Participant 8 agreed, that pupils should build their high level of self-confidence to enhance their oral communication in answering or speaking in front of many audience. Possessing this quality of confidence builds the strong potential of learners and makes them a great person in the future. Self-confidence refers to how a person evaluates themselves in general, including their level of self-approval or disapproval and how they feel about themselves. It means that someone confident and capable of dealing with the word includes the belief that he or she can expect success or failure (Salim, 2015).

    In connection to this, having self-confidence has a strong development when it comes to students' oral speaking. In a study by Roysmando (2018), he found that students with high self-confidence can speak fluently and clearly. Though, they have problems in the pronunciation aspect, in general, the student who has high confidence, have speaking skills well. Self-confidence influenced the process of speaking activity because language learning is a complex process that influences cognitive and affective factors which constitute the main source of individual differences in foreign language learning. Based on Brown and Skehan as quoted by Al-Hebaish (2012), the affective factor encompasses the emotional aspect of human behavior and encompasses various personality traits, including emotion, motivation, attitude, anxiety, personality, and self-confidence. Among these, self-confidence is identified as a key factor influencing learning. Students who have general self-confidence will be able to overcome fears or negative thoughts, so they will be easy to communicate, especially in the oral presentation in front of the class.

• *Class Discussion.*

Class discussion plays a vital role in enhancing oral presentation. It sustained an exchange conversation between and among teachers and their students to develop students' capabilities or skills and/or expand students' understanding—both shared and individual—of a specific concept or instructional goal. This is the reason why participants included this strategic goal to enhance student's oral presentation.

Participant 5 mentioned that class discussion gives pupils the ability to speak openly whether in chorus or individually, this might boost their speaking and communication skills. Engaging in dialogue is crucial for learning across all subjects as it enables students to actively process information instead of just absorbing it. The primary objective of a discussion is to encourage students to actively contemplate the course material. The teacher's role is to facilitate the discussion rather than convey information.

Classroom Discussion could be among the common strategies that would be used by educators to stimulate active learning (Kim, 2002). If the goal of a course is to ensure that students remember the information for a long time, keep them interested in learning more, help them utilize the information in different situations, or enhance their critical thinking abilities, then according to McKeachie et al (2006), discussions are better than lectures. Classroom discussions are valuable for developing critical thinking when students learn how to arrange their ideas and then present them convincingly (Silverthorn, 2006). However, the authors assume that there are no clear standardized and universal principles that can be used to assess the discussion leader's competence or the students' contributions.

Several academics tend to take for granted the idea that discussion is a centrally important learning tool (Omatseye, 2007; Rasmussen, 1984). Therefore, there have been few studies conducted on the connection between discussion and learning. These studies that have been carried out support the claim that proper discussion may result in some pedagogical learning outcomes.

• *Think-Pair-Share Strategy.*

To ensure the learning of the students in oral presentations, teachers create a way to influence students' improvement in oral communication. 6 out of 8 participants came up with make make-connection strategy because the best way for the students to improve their oral communication skills is to create a connection with the text they are reading.

Participant 1 and Participant 4 have the same situation given. After reading a story or text they followed an explanation and asked pupils if they could relate the same experience based on the story or sometimes it may happen in real life. The influence of think-pair-share (TPS) on improving students'

oral communication skills in the classrooms. In this study, it was noticed that the think-pair-share strategy plays a positive role in improving students' oral communicative skills, creating a cooperative learning environment, and enhancing students' motivation to learn better. (Raba, 2017).

In this approach, students engage in a three-step process. First, they take time to consider a question or problem, organize their thoughts, and formulate their answers. Next, they collaborate in pairs to discuss their responses, providing an opportunity for reflection and self-assessment. Finally, students share their ideas with the entire group. This method encourages active participation and interaction, contrasting with traditional strategies such as lecturing.

Think-pair-strategy reinforces students' communication skills. Students are encouraged to actively engage in discussions and express their thoughts, leading to increased self-confidence and participation within the group. Additionally, working in pairs helps alleviate stress and embarrassment, as any potential missteps are shared between partners. According to Andrews and Hull, learning is more effective when it takes place in social environments that provide authentic social cues about how knowledge is to be applied. In this regard, they demonstrated that stories provide a tool to transfer knowledge in a social context.

Using the Think-pair-share strategy in classrooms has helped both teachers and learners in many different ways. It has a positive impact on both of them. To students, the use of the TPS application in the classroom has proven to be beneficial in fostering critical thinking and aiding in the organization of their thoughts. Furthermore, they have exhibited a greater willingness to engage in verbal communication in the target language with increased confidence and fluency (Raba, 2017).
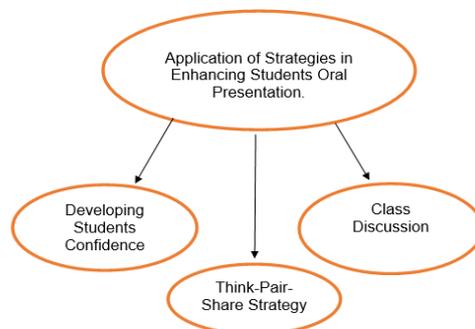
Fig. 2. Application of Strategies in Enhancing Students Oral Presentation.

4.3.   *The Insight that can be Derived from the Strategies they Applied*

From the data on the experiences of the participants, two main themes emerged about their insights from the strategies they applied in an oral presentation. These themes helped determine which core ideas to report. These themes are; Fluency in public speaking and the learner's ability in oral speaking.

- *Fluency in Public Speaking.*

To be fluent in public speaking is to deliver your message smoothly, with confidence, and without frequent pauses or hesitations. They always get their message clearly without mistakes. Many of our respondents prove based on their experience that students who are capable in public speaking with fluency can think critically and correctly.

It's like speaking effortlessly without giving much thought to the precise definition of fluency. Participant 2 shared that during class presentations, pupils have difficulty expressing their ideas they cannot express their understanding or may be not fluent in explaining. We envision individuals adeptly navigating various scenarios, effortlessly engaging in conversations, and operating proficiently in the language. Adverbs such as naturally, comfortably, and easily not only depict the linguistic competence of the individual but also encapsulate their psychological disposition. This concept is deeply intertwined with emotions and perceptions, perhaps even more so than with the actual application of the language. Fluency, in this context, represents a characteristic of the speaker rather than a mere skill that can be acquired. In talking about teaching and learning languages, this can cause problems. It's not enough to measure speed and length, it also needs to measure coherence and effectiveness. Fluency in communication involves maintaining a smooth flow of speech while also ensuring that the message carries meaning. It's important to consider the audience we are addressing so that our pace and the length of our speech are suitable for them (Jones, 2020).

- *Learner ability in Oral Presentation.*

Attentiveness and focus are the ability to direct one's thinking in whatever way one would be intended. We all can concentrate sometimes, but at other times our thoughts are dispersed, and our minds race from one thing to another. It's for those times that you need to learn and practice to develop and improve your oral presentation. Improving oral presentation is learning a skill and it takes practice. Here are some responses from our respondents during IDI.

Participant 6 stated that she let pupils work by group in sharing their ideas and presenting in front of the class with confidence and knowledge. The ability to deliver an effective oral presentation involves

more than just knowledge and skills; it also encompasses the right attitudes needed to address an audience, whether the intention is to inform, persuade, or self-express (De Grez, 2009). In today's context, effective communication, especially when done orally, is considered a crucial skill for the 21st century.

The significance of developing oral presentation skills becomes evident within the realm of education, particularly in the context of classroom instruction. Students are consistently tasked with articulating their thoughts, perspectives, and research findings either individually or within a group setting across various academic disciplines. These endeavors are intended to cultivate and refine students' ability to effectively communicate orally, ultimately equipping them with a valuable asset as they transition into the professional sphere upon graduation. Students' oral presentation skills continue to be a topic of concern. There are ongoing complaints about graduates' inadequate presentation abilities, and it has been noted that graduates often overrate their oral communication skills compared to the industry's standards of good oral communication (Jackson, 2014). This highlights the disparity between graduates' self-assessments and industry expectations. In a class presentation, teachers give feedback on students' skills and performance to help them understand how they are currently performing compared to the desired standards (Olesova, 2014). In simpler terms, it's a way for students to receive post-presentation information that can assist them in improving their future presentations (Rensing et al., 2014).

Developing strong oral presentation skills is essential for students as it enhances their ability to communicate effectively with others. According to Nouh, Abdul-Kareem, and Taqi (2015), mastering oral presentation skills is particularly important for students in higher education and their future careers. These skills not only help students in their academic pursuits but also contribute to their overall language acquisition, making the learning of English easier.
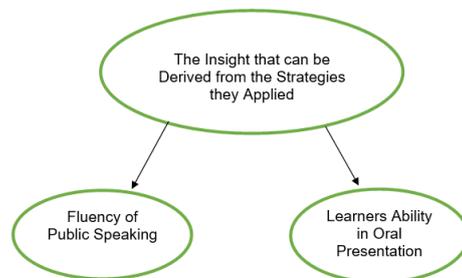

Fig. 3. The Insight that can be Derived from the Strategies They Applied.

5. Conclusions

According to the results, teachers' experiences and strategies applied to enhancing the oral presentation of students have a very clear implication for students and have a great impact not just on the students but also on the teachers, especially on performing other school-related responsibilities. Also, this gives chance with other teachers to develop their skills and strategies in performing other supplementary functions in school. It also implies that when students develop fluency in public speaking it prepares them for the benefit of their great future with self-confidence. Likewise, results have implications where students benefit from strategies that assist them in enhancing their oral presentation and fluency in public speaking. Furthermore, they aid learners in actively processing the material and making connections between what they read and their prior knowledge in presenting oral discussion in front of the class.

Additionally, the participants gave importance to applying strategies in enhancing oral presentations to students. It only signifies that because enables students to acquire new knowledge in oral presentation as an essential part of the educational process. Students can evaluate their level of speaking capability with self-confidence when they are provided with feedback regarding their performance in class.

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