Oral Presentation Performance and Strategies: A Case Study of Undergraduates in an International Program

Bunyarat Duklim

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Thesis Title	Oral Presentation Performance and Strategies: A Case Study of Undergraduates in an International Program
Author	Mr. Bunyarat Duklim
Major Program	Teaching English as an International Language

Advisor:

Sita Musigrungsi

....

(Dr. Sita Musigrungsi)

Examining Committee:

................................Chairperson

(Ass.Prof. Dr. Kemtong Sinwongsuwat)

................................Committee

(Asst. Prof. Dr. Compol Swangboonsatic)

Sita Musigrungsi

.... Committee

(Dr. Sita Musigrungsi)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as an International Language

....

(Assoc. Prof. Dr. Teerapol Srichana)

Dean of Graduate School

This is to certify that the work here submitted is the result of the candidate's own investigations. Due acknowledgement has been made of any assistance received.

..................*Sita Musigrungsi*...........Signature

(Dr. Sita Musigrungsi)

Major Advisor

..........*Bunyarat Duklim*.......Signature

(Mr. Bunyarat Duklim)

Candidate

I hereby certify that this work has not already been accepted in substance for any degree, and is not being currently submitted in candidature for any degree.

.......Bunyarat....Duklim.....Signature

(Mr. Bunyarat Duklim)

Candidate

ชื่อวิทยานิพนธ์   กฤตกรรมและกลยุทธการนำเสนอผลงานแบบปากเปล่า
                          กรณีศึกษานักศึกษาระดับปริญญาตรีในหลักสูตรนานาชาติ
ผู้เขียน   นายบุญรัตน์   ดุกหลิ่ม
สาขาวิชา   การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา   2559

บทคัดย่อ

         การศึกษานี้มุ่งที่จะศึกษาความแตกต่างระหว่างกฤตกรรมและกลยุทธการนำเสนอปากเปล่าของนักศึกษาที่มีระดับทางภาษาแตกต่างกัน   โดยเลือกนักศึกษากลุ่มตัวอย่างแบบเฉพาะเจาะจงจำนวน 55 คน ที่ลงทะเบียนเรียนในรายวิชาภาษาอังกฤษสำหรับหลักสูตรนานาชาติ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี เนื่องจากนักศึกษากลุ่มนี้มีความสามารถทางภาษาหลากหลายและมาจากทั้งในและต่างประเทศ เช่น กัมพูชา จีน กีนี กาน่า และ ไลบีเรียในการศึกษานี้นักศึกษาจับกลุ่มนำเสนองานปากเปล่า 2 ครั้งตามหัวข้อที่กำหนดให้ในชั้นเรียนโดยแต่ละครั้งจะมีผู้ประเมิน 2 คน ได้แก่ ผู้วิจัย และ ผู้สอนประจำรายวิชา นอกจากนี้แล้วผู้วิจัยยังได้มีการสังเกตการใช้กลยุทธการนำเสนอปากเปล่าของนักศึกษาด้วย   ซึ่งการศึกษาในครั้งนี้มุ่งตอบคำถามวิจัยดังต่อไปนี้ 1)   กฤติกรรมการนำเสนองานแบบปากเปล่าของนักศึกษาที่มีความสามารถทางภาษาอังกฤษแตกต่างกันมีความต่างกันหรือไม่ 2)   นักศึกษาทั้ง 2 กลุ่มใช้กลยุทธในการนำเสนองานแบบปากเปล่าต่างกันหรือไม่   3) กลยุทธที่ใช้แต่ละกลุ่มมีผลต่อภาพรวมของกฤตกรรมการนำเสนอปากเปล่าของนักศึกษาอย่างไร

         ผลการวิจัยพบว่า นักศึกษากลุ่มที่มีความสามารถทางภาษาสูงมีคะแนนเฉลี่ยการนำเสนอ 41.86 คะแนนซึ่งสูงกว่ากลุ่มที่มีความสามารถทางภาษาต่ำที่ได้ 33.05 คะแนนอย่างมีนัยยะสำคัญทางสถิติที่ระดับ t=4.203 นักศึกษากลุ่มที่มีความสามารถทางภาษาสูงมีคะแนนเฉลี่ยสูงสุดในด้านอวัจนภาษาโดยเฉพาะการใช้การสื่อสารทางสายตากับผู้ฟังและการใช้โสตทัศนอุปกรณ์ในการนำเสนองาน (4.37) และมีคะแนนเฉลี่ยต่ำสุดในด้านโครงสร้างการนำเสนอ ในทางตรงกันข้ามนักศึกษาที่มีระดับทางภาษาต่ำมีคะแนนเฉลี่ยสูงสุดด้านการจัดการเวลา (4.13)   และมีคะแนนเฉลี่ยต่ำสุดด้านโครงสร้างการนำเสนอ (3.08) เป็นที่สังเกตได้ว่าทั้ง 2 กลุ่มมีคะแนนเฉลี่ยด้านโครงสร้างการนำเสนอต่ำสุด

จากคะแนนการนำเสนอและการสังเกตจะเห็นได้ชัดว่านักศึกษาที่มีระดับทาง
ภาษาสูง ใช้กลยุทธการนำเสนออย่างมีประสิทธิภาพ นักศึกษาไม่อ่านบันทึกย่อขณะนำเสนอ
และสามารถใช้สายตาได้อย่างเหมาะสม อีกทั้งภาษาอังกฤษไม่เป็นอุปสรรคในการนำเสนอ การใช้
กลยุทธต่างๆอย่างมีประสิทธิภาพส่งผลให้กฤตกรรมการนำเสนอในภาพรวมมีประสิทธิภาพเช่นกัน
ในทางตรงกันข้าม นักศึกษาที่มีระดับทางภาษาต่ำ ขาดความเชี่ยวชาญในทักษะการนำเสนอ ดังจะ
เห็น จากคะแนนการนำเสนอจำแนกตามกลยุทธและคะแนนโดยภาพรวม นอกจากนี้ข้อมูล
จากแบบสอบถามยังแสดงให้เห็นว่านักศึกษาที่มีระดับทางภาษาต่ำ ขาดประสบการณ์และไม่เคย
ได้รับการฝึกการนำเสนอปากเปล่ามาก่อน ซึ่งปัจจัยนี้เป็นข้อแตกต่างสำคัญระหว่างนักศึกษา
ทั้ง 2 กลุ่ม ดังนั้นนักศึกษากลุ่มนี้จึงควรมีโอกาสฝึกฝนการนำเสนองานปากเปล่าอย่างสม่ำเสมอ
โดยเฉพาะอย่างยิ่งด้วยวิธีการสอนการนำเสนองานแบบประจักษ์ชัด สำหรับนักศึกษา
ที่มีความสามารถทางภาษาอังกฤษสูงนั้น ผู้สอนอาจนำตัวอย่างการนำเสนอที่ดี (Best Practice)
มาสอนเพื่อให้ผู้เรียนเห็นจุดที่ควรปรับปรุงของตนเองและยังสามารถนำกลยุทธการนำเสนอที่เรียน
ไปใช้ในบริบทอื่นๆได้อีกด้วย

Thesis Title   Oral Presentation Performance and Strategies: A Case Study of Undergraduates in an International Program

Author   Mr. Bunyarat Duklim

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Academic   2016

ABSTRACT

The study aims at identifying differences between oral presentation performances of students with different language proficiency. With purposive sampling, the study was conducted with 55 students enrolled in English for the International Program at Prince of Songkla University, Pattani campus. They were of mixed ability and composed of both Thai and international students from Cambodia, China, Guinea, Ghana and Liberia. Throughout the study, they were asked to give two group-oral presentations on given topics in the classroom. Each presentation was evaluated by two evaluators: the researcher and the lecturer of the course. In addition, how the students used oral presentation strategies was also investigated through class observation. The study addressed the following questions: 1) Are there any differences in the oral presentation performance between students with high and low English proficiency skills? 2) Are there any differences in oral presentation strategies employed by these two groups? 3) What effects do the oral presentation strategies have on the overall oral presentation performance?

The findings revealed that the students with high English proficiency earned a higher oral presentation mean score (41.86) than lower English proficiency students (33.05) with a significant difference at the level of 0.01 ($p<.01$) with the t value of 4.203.

For the high proficiency group, the highest mean score was among the items in a non-verbal category including eye contact, gesture and visuals aids (4.37) and the lowest mean score in a structure category focusing on how to deliver and

organize the oral presentation (3.86). On the other hand, the students with low English proficiency earned the highest mean score in the timing category focusing on time management (4.13) and the lowest mean score in the structure category (3.08). It can be noticed that both groups earned the lowest mean score in the structure category.

Based on the presentation scores and the observation, it is clear that high proficiency students used strategies more effectively. Without looking at notes, they were able to make ample eye contact. English appears not to be an obstacle in giving an effective oral presentation. On the other hand, the low proficiency group apparently lacked a mastery of oral presentation skills as can be seen from the score of each strategy and overall performance score. The lower proficiency group reportedly had had no experience in giving oral presentations and had never been trained to do so. This seemed to be a key factor in the differences between the two groups. Consequently, it is suggested that students with low English proficiency need skills training and explicit teaching for effective oral presentations. Those with high proficiency, on the other hand, can be given oral presentation lessons with examples of best presentation practice so that they can become aware of areas to be improved and of presentation strategies applicable to other contexts.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

TABLE OF CONTENTS (continued)

LIST OF TABLES

LIST OF PAPERS

This thesis is primarily based on the following papers:

1. Oral Presentation Strategies Employed by 1st year Students in an International Program

2. Factors Affecting Oral Presentations Performance and Relationship between the Performances and Strategies Used in Giving an Oral Presentation an International Program

กองบรรณาธิการวารสารวิทยบริการ
สำนักวิทยบริการ
มหาวิทยาลัยสงขลานครินทร์
อำเภอเมือง จังหวัดปัตตานี ๙๔๐๐๐

๑ กรกฎาคม ๒๕๕๙

เรื่อง การลงบทความทางวิชาการที่พิมพ์ในวารสารวิทยบริการ มหาวิทยาลัยสงขลานครินทร์

เรียน นายบุญรัตน์ ดุกหลิ่ม

      ตามที่ นายบุญรัตน์ ดุกหลิ่ม ได้ส่งบทความเรื่อง Oral Presentation Strategies Employed by 1st year Students in an International Program เมื่อวันที่ ๑๘ เมษายน ๒๕๕๙ เพื่อที่พิมพ์ในวารสาร วิทยบริการ มหาวิทยาลัยสงขลานครินทร์ กองบรรณาธิการขอแจ้งให้ท่านทราบว่าบทความของท่าน อยู่ในระหว่างการพิจารณาคุณภาพบทความโดยผู้ทรงคุณวุฒิ

      จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(นายพิเชษฐ เพียรเจริญ)
บรรณาธิการวารสารวิทยบริการ มหาวิทยาลัยสงขลานครินทร์

Faculty of Industrial Education
King Mongkut's Institute of Technology Ladkrabang

No. ศธ 0524.04 / 2173

1 Soi Chalongkrung 1, Ladkrabang,
Bangkok 10520, Thailand
Tel +66-2329-8000 ext. 3689, 3723
Fax +66-2329-8435
Email: kitipong.ma@kmitl.ac.th

May 29th, 2016

Dear Bunyarat Duklim,

On behalf of King Mongkut's Institute of Technology Ladkrabang, we are delighted to inform you that your paper on **FACTORS AFFECTING ORAL PRESENTATION PERFORMANCE AND RELATIONSHIP BETWEEN THE PERFORMANCE AND STRATEGIES USED IN GIVING AN ORAL PRESENTATION** has been accepted. We would like to invite you to present your paper at the 14th International Conference on Developing Real-life Learning Experiences: STEM Education and Lifelong Learning Skills in the 21st Century (DRLE2016) in Bangkok, Thailand on June 17th, 2016.

We are looking forward to seeing you in Bangkok. Your participation in this event is cordially appreciated. Please contact the Secretariat of the Conference for further information at Email: drleen@kmitl.ac.th, Tel +669-6153-6924, or Fax +66-2329-8435.

Yours sincerely,

Assoc. Prof. Dr. Kitipong Mano
Dean, Faculty of Industrial Education,
King Mongkut's Institute of Technology Ladkrabang

เกียรติบัตรแสดงการเข้าร่วมการนำเสนอบทความในการประชุมวิชาการระดับนานาชาติ

THE 14th INTERNATIONAL CONFERENCE ON DEVELOPING REAL-LIFE LEARNING EXPERIENCES : STEM EDUCATION AND LIFELONG LEARNING SKILLS IN THE 21st CENTURY

Certificate of Appreciation

Bunyarat DUKLIM and Sita MUSIGRUNGSI
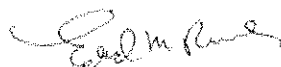
With the following paper.

FACTORS AFFECTING ORAL PRESENTATION PERFORMANCE AND RELATIONSHIP

BETWEEN THE PERFORMANCE AND STRATEGIES USED IN GIVING AN ORAL PRESENTATION

In technical presentation and appreciation of research contributions to DRLE2016

That was held on the campus of King Mongkut's Institute of Technology Ladkrabang (KMITL) Bangkok, Thailand on June 17th, 2016

(Professor Dr. Edward M. Reeve)
Professor, Utah State University, USA
DRLE2016 Co Chairperson

(Associate Professor Dr. Kitpong Meesap)
Dean, Faculty of Industrial Education, KMITL
DRLE2016 General Chairperson

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2016

1. INTRODUCTION

An oral presentation is one of the most effective assignments for students in school, college or university. It has gradually become part of course requirements in many educational levels. With reference to the Basic Education Core Curriculum (Ministry of Education, 2008), all learning areas require high school students to verbally express the knowledge gained from course assignments by means of both individual and group presentations. At the tertiary level, courses such as English for Academic Purposes and English for Specific Purposes aim at preparing students with skills needed to become successful in giving academic and business presentations (Chou, 2011; Miles, 2009; Tsai, 2010; Yu & Cadman, 2009). In the areas of complicated science such as science and engineering, undergraduates are required to carry out technical oral presentations in their second or third year of study (Radzuan & Kaur, 2011; Suwa, Miyahara, & Ishimatsu, 2012). Therefore, students need to retain not only content or subject knowledge, but also important skills for completing effective presentations.

Oral presentations can help fluency and accuracy improvement as well as increasing confidence. Through the process of oral presentations, students gain more practice in selecting and narrowing a topic, gathering information from different sources, organizing and supporting ideas. In addition to expressing main ideas, creating questions, working within a deadline, and preparing audio and/or visual aids, students also have a chance to differentiate between many types of oral presentations, and how to conduct them in different situations. Not only knowing how to speak properly in public or in front of the class, but preparing how to discuss and answer questions is also significantly required for students (Meloni & Thompson, 1980). Moreover, giving an oral presentation provides a positive atmosphere in the classroom and also strengthens academic skills. To deliver effective presentations, students crave both understanding of the content and the knowledge of presentation conductivity in a well-structured manner.

Fallows and Steven (2000) stated that it is necessary for students to enhance their English skills. Since English plays an important role in the employment

world, it is challenging for the students to learn how to be proficient in English. They need to be employable and possess the following abilities: problem solving, managing information, presenting information and communicating with people. Students are expected to succeed in these skills in order to enter the workforce. An effective oral presentation is highly recommended for employees in terms of success and promotion.

King (2012) explained that universities should have academic curricula involving oral presentations and should teach students how to prepare and deliver an oral presentation effectively. An oral presentation provides real   experiences   and stimulates the students to gain more confidence when they give an oral presentation in public. Thus, instructors should encourage students to practice oral presentations in front of the class in order to enhance their speaking ability and help them to improve competencies and become proficient. When they have an opportunity to study oral presentation techniques, they can master and gain more knowledge and learn to interact with people accurately and effectively.

Considering the effects of oral presentations on the students' proficiency, it appears that students with different proficiency levels tend to acquire language differently. High English proficiency students are students who master and acquire language rapidly (Nakatani, 2006; Chen, 2009, Chuanchaisit & Prapphal, 2009). They are good at every skill and speaking seems to be an outstanding one. They are likely to speak fluently while paying more attention to grammar and word order. They feel more comfortable when they speak as opposed to other skills. On the other hand, Wannaruk, 2003; Nakatani, 2006; Chen, 2009 and Kavasoglu 2011 proposed that low proficiency students are more likely to use message desertion, such as giving up on communicating a message, or topic avoidance However, the results of these studies indicated that high proficiency students are more likely to communicate effectively to enhance their English proficiency whereas low proficiency students tried to communicate with people but they lacked communication skills.

Effective presentations require presenters to understand the aim, to be able to analyze the audiences, to deliver smooth flow of ideas, and to lead an appropriate and organized structure as well as the language style of the presentation. It

appropriate and organized structure as well as the language style of the presentation. It is essential for presenters to use appropriate strategies and make the audience feel part of the presentation in order to achieve the aim (Grand, 2010). It is important for successful presentations to meet the expectations of the audience. In addition, the presented ideas should be properly organized following a specific logical or chronological order, from general to specific, known to unknown, cause-effect, problem-solution, and the like (Storz et al., 2002). When giving presentations, presenters should also use proper styles of verbal and nonverbal language and structure the presentations following a specific order, generally with an introduction, a body and a conclusion (Grand, n.d.; Storz et al., 2002; Williams, 2008).

Oral presentations are frequently considered as a challenge for ESL or EFL students due to several factors; for example, native language barriers, unfamiliarity with genre-related structures of the target language, and lack of verbal communication skills. When it comes to delivering oral presentations in a non-native language, students frequently do not perform as well as in their mother tongue. Radzuan and Kaur (2011), for example, found that a main concern among Malaysian engineering students in Undergraduate Research Project (URP) was the lack of English language proficiency needed in giving oral presentations. Zareva (2009) also explained that in L2 academic settings, the presenters were anxious about the content and excluded their peers from negotiating the information.

Giving successful presentations, students need not only to understand the content but also the structure and suitable forms of the target language used in the organization of specific oral presentations. Suwa, Miyahara and Ishimatsu (2012) trained Malaysian Mechanical Engineering undergraduates to deliver technical presentations in Japanese by using several techniques to develop their presentation skills through the practice-discussion-modification cycle. Certain improvements of oral presentation delivery process were discovered, and the learners also found the presentation practice sessions beneficial.

Several studies in the Thai EFL context also revealed that there were oral presentation improvements after being trained and receiving treatments by regularly delivering oral presentations—learning by doing—with guidance on how to

provide an effective one (e.g. Choksuansup, Rujikietgumjorn, & Griffith, 2010; Miyata, 2003; Mosby, 2008; Nantachaipan, 2004; Wiboonwachariyakun, 2004).

According to the importance and roles of oral presentation in terms of both studying and working, oral presentation performance and strategies were investigated in this study. The focuses were on the differences of oral presentation performance and strategies of students with different English proficiency.

2. OBJECTIVES OF THE STUDY

This study aims to

1. identify differences between oral presentation performances of high and low English proficiency students

2. determine the oral presentation strategies used by these two groups of students.

3. identify effects of oral presentation strategies on the overall performance

3. RESEARCH QUESTIONS

Based on the objectives presented above, there are three questions being addressed in the study:

3.1 Are there any differences in the oral presentation performance between students with high and low English proficiency?

3.2 Are there any differences in oral presentation strategies employed by these two groups?

3.3 What effects do the oral presentation strategies on the overall oral presentation performance?

4. LITERATURE REVIEW

There are four relevant aspects discussed in order: oral presentation, oral presentation in ELT, effective oral presentation and oral presentation strategies.

4.1 Oral Presentation

Oral presentation plays an important role in teaching English and also can improve communication skills. Oral presentations given by students in front of the class are considered as one of the most common techniques of student-centered classroom activities (Al-Issa & Al-Qubtan, 2010; Alwi & Sidhu, 2013; King, 2002; Truong & Storch, 2007).

According to Piccinini (2010), fluency, accuracy and confidence can be enhanced by oral presentations. Throughout the process of giving an oral presentation, the students gain more practice in selecting and narrowing topics, getting information from different types of sources, learning how to organize and support ideas, stating the main ideas, creating questions, practicing to work within the deadlines, setting up audios and/or visual aids, speaking in a formal way in front of groups of people, raising discussions, and answering questions (Meloni &Thompson, 1980)

It has been observed that oral presentations are part of a positive classroom atmosphere in order to strengthen academic skills. Meloni and Thompson (1980) stated that the oral report provides adult students the opportunity to establish an identity as an individual with an interesting background and special knowledge. This leads to a more integrated and spirited class and markedly raises class interest.

Moreover, oral presentations provide numerous benefits for teachers (Al-Issa & Al-Qubtan, 2010). Assigned to give an oral presentation, students will have different stories to share and get a chance to express their ideas and feelings about the stories. Teachers can also develop their open-mindedness as they listen to them and will realize that their students do not just have blank brains waiting to be filled with knowledge (Thornbury & Meddings, 2009).

Students can be considered as a primary resource whom teachers will be interested in what they think or say (Paley, 1986, p. 122). In addition, teachers

learn about their students every day from the beginning. This can create an environment of not providing particular right or wrong answers, and the teachers will not be the only ones having all the answers. Therefore, when teachers listen to students, the students can become the teachers at the same time, and conversely these roles can also help teachers learn (Rud, 1995).

Teachers can be changed when they listen to students, and the teachers who do not contribute to change will have no power to change their students (Smith, 1996). Then, the teachers' responsibilities are no longer to teach, yet they can still be accountable for students' learning (Minstrell, 2001). "Since someone must be there to listen, respond, and add a dab of glue to the important words that burst forth" (Paley, 1986, p. 127). Therefore, being responsible indicates an ethical requirement to form an environment which welcomes curious minds, leaves space for doubts, opens for partial knowledge, allows mistakes, embraces personal experiences and motivates movement of thinking.

4.2 Oral Presentation in ELT

To assign students to give oral presentation in front of the class is one of the effective methods for English teaching. Oral presentations are generally recognized as a means of communication. Mandel (2000) considered an oral presentation as a form of speech event given in a business, professional, technical or scientific environment. Eggleston (2003) stated that a broad meaning of oral presentation is when a person meets another person whom he/she has met, and he added that every time speeches are asked to be given in front of one or more people with purposes of describing, educating, persuading or passing on information it means this person has a presentation.

In the English language teaching context, oral presentations are broadly considered as one of the most effective tools to help improve speaking and communicating abilities. Lazaraton (2001) proposed several communicative activities used to improve oral proficiency such as group discussions, interviews, debates, games, roles-plays, dramas, and oral presentations. EFL/ESL teachers usually intend to ask the students to do oral presentations as part of classroom activities.

In the area of English for Academic Purposes or EAP, Jordan (1997) points out that a lot of students who do not have English as their mother tongue language already have study skills to reach advanced levels in their own languages. Some help is probably needed for these students to transfer the skills into English, or maybe to adapt them to a new academic environment. Therefore, oral presentations are suggested because they are one of the essential vehicles to attain the goals of language learning.

Similarly, McGovern (1997) recommended that students can use oral presentations to express themselves in English. Also, teachers will have the opportunities to observe and listen to their students.

According to King (2002), oral presentations are essential and advantageous as they: (a) connect the gaps between language study and the use of language, (b) combine the use of the four language skills in a natural way, (c) support students in gathering, investigating, forming, and arranging the information, (d) improve teamwork, and (e) help students to become more active and self-directed leaners.

4.3 Effective Oral Presentations

Delivering an effective oral presentation can make the audience understand what the presenter wants to deliver. Proposing an effective oral presentation process, scholars agreed that it is very important that presenters need to understand their presentation targets, know who their audiences are and what the audiences will obtain from the presentations. In addition, the presenters have to present or deliver information clearly and smoothly. Moreover, they must have proper organizational structures and appropriate language styles for the presentations (Anderson, Maclean, & Lynch, 2004; Centre for English Language Communication, n.d.; Grand, n.d; .Griffith Institute for Higher Education, 2004; Storz et al., 2002).

To provide an effective presentation, the presenters may have to follow a process. First of all, the presenters need to define the goals of their presentations; for instance, to propose new projects, to introduce new ideas, to report the progress of projects and other objectives (Centre for English Language Communication, n.d.).

8

The clear objectives of presentations can convince the audiences to agree with the speaker rather than just listening to what is being proposed, introduced or reported.

Second, the presenter should be able to identify and analyze the audience. Charlesworth (2000, cited in Griffith Institute for Higher Education, 2004) shows examples of questions to identify the audience, such as who they will be, and how whether they should be approached formally or informally. The tactics to examine the audiences are such as to realize the average age of an audience, and their educational and intellectual levels. The examples of physical aspects or settings are the size of an audience, and where the presentation will be delivered. Examples of psychological aspects are the satisfaction of the audience towards presenters and topics, and the willingness of the audience to listen and receive a presenter's message. Having clear aims for the presentations, understanding audiences, and preparing settings can be the first steps leading the presenters to successfully prepare presentations.

Oral presentations are commonly used as assignments in second language classes and language tests. The assignments are challenging for language learners and are different from writing assignments where learners can review and rewrite the language. Oral presentations demand online language processing.

According to Piccinini (2010), oral presentations can enhance confidence, fluency, and accuracy. Throughout the process of giving an oral presentation, the students gain more practice in selecting and narrowing the topic down. They get information from different sources, learn how to organize and support ideas (stating the main idea), create questions, practice working within the deadline, set up audio and/or visual aids, speak in a formal way in front of groups of people, raise discussions, and answer questions (Meloni &Thompson, 1980). Assigning students to give in-class oral presentations is thus an effective way to develop their speaking fluency and overall oral competence.

It has been observed that oral presentations contribute to a positive classroom atmosphere. Meloni and Thompson (1980) stated the oral presentation gives the student the chance to establish her/his individual interests with her/his

special background knowledge. This leads them to integrate their knowledge and make their class interesting.

Moreover, oral presentations provide numerous benefits for teachers (Al-Issa & Al-Qubtan, 2010). Teachers can be open-minded with the students when they listen to them. Teachers will recognize that their students do not just have empty brains which are waiting to be filled with knowledge. With their descriptions and feelings, students have stories to tell (Thornbury & Meddings, 2009).

Having outlined the effective oral presentation process, scholars agree that it is very important that presenters need to understand the goals of their presentations, know who their audiences are and what the audiences will obtain from the presentations. In addition, the presenters have to present or deliver information clearly and smoothly. They must have proper organizational structures and appropriate language style (Anderson, Maclean, & Lynch, 2004; Centre for English Language Communication, n.d.; Grand, n.d.; Griffith Institute for Higher Education, 2004; Storz et al., 2002).

4.4. Oral Presentation Strategies

According to Jacob & Hyman (2010), King (2002), Neese (2015), and Walker (2014), there are numerous strategies which make an effective oral presentation.

Making eye contact and focusing on the audience while speaking for the first time, the presenter can pay more attention to and can judge the audience's reactions to what she/he is saying. Making eye contact with the audience is a very important part of an oral presentation since the presenter can see the audience's reaction to his/her talk. When the presenter looks into the audience members' eyes, she/he will perhaps see some of the audience sitting in the back nodding because of understanding of what the presenter offered. "Making eye contact is like a silent way of speaking," (Jacob &Hyman, 2010; King, 2002; Walker, 2012).

There are no absolute rules regarding body posture; nonetheless, the presenter should adopt a comfortable and authoritative posture. Using hand gestures is beneficial for a presenter who should always try to keep the gestures moderately clear

and concise rather than just waving one's hands around uncontrollably (Jacob & Hyman, 2010; King, 2002; Walker, 2012)

For many students, providing an oral presentation can be a nerve-wracking experience and something that they dread having to do. For shy students, in particular, standing up to speak a foreign language in public may seem like major suffering. With this in mind, students should prepare an oral presentation in advance. The presenter should practice at least 10 times because practicing will help the presenter to discover aspects that should be improved. A good oral presentation requires time to prepare. Many presenters present naturally, as if they were talking with the audience and have spent sufficient time for content preparation

Regarding voice projection, it is not a way of shouting, but rather carrying one's voice as far as possible. The failure of one's voice projection is a common problem. Sometimes, the audience cannot hear what the presenter is saying even though their English is highly fluent. Moreover, a big mistake is that presenters always go too fast. When an audience hears the content for the first time it is unfamiliar for them. Consequently, the presenter should speak slowly and clearly, presenting information with an appropriate voice

Visual aids, like PowerPoint, can facilitate an oral presentation and should be well used. Most of the audience will look at and remember the visual aids when a presenter gives an oral presentation. PowerPoint or handouts are very efficient visuals aids that help the audience grasp and comprehend the main points. Using visual aids is necessary to define the main point which can help the audience to remember the main idea of the presentation

The presenter should talk but not read; the audience does not require the presenter to bury their face in the script or read every letter on the screen. Therefore, the presenters should avoid reading from notes and try to focus on the main idea in a relaxed and natural manner. Talking from notes or small pieces of paper should be done when giving an oral presentation, but the presenter might look at notes occasionally (Jacob & Hyman, 2010; King 2014; Neese, 2015; Walker, 2014). One of the techniques that can create a talk-like presentation is the use of rhetorical questions.

Rhetorical questions, questions asked by the presenter while the answer is not expected from the audience, have also been used to engage the audience to think about the topic. The presenter can engage the listeners by inviting them to think about what content will be presented. Furthermore, a rhetorical question can convince the audience to agree with the presenter, shown by head nodding. Some presenters ask rhetorical questions to stir emotions, which is better than delivering a one way emotional statement (Dlugan, 2012).

The structure for communication plays a significant role in giving an oral presentation. If the opening and closing of the speech are not mentioned in the interaction or speech, the overall structural organization will be invisible (Heritage & Clayman, 2010). Effective oral presentation opening and closing can attract audience's interest in a speech.

In delivering oral presentations, content is a very important component. Main ideas, objective, introduction, body, and conclusion are included in the content, whereas the latter usually takes note of the speaker's attitude, pronunciation, grammar, use of visual aids, and non-verbal indicators, e.g., gestures, voice, posture, eye-contact (Brown, 2000). Harmers (2001) provoked teachers to observe delivery styles in which gestures are used. Galanes and Adams (2006) describe the style of delivery as an artistic standard, or as a classical canon in speech communication. They refer to Greek and Roman history, when these canons were used as a means of communication. In many language teaching books, the discussion would not be complete without a suggestion of the role of a non-verbal system in enhancing and complementing the verbal part. Because the classroom can be a home for the language of students, a teacher has to be a stimulating host for language-appropriate language production (Henning, 2000; Beck et Al., 2002; Brown, 2000; Diaz-Rico & Weed, 2002).

Effective use of non-verbal language is important for successful communication. The presenters use eye-contact when delivering the speech. Darn (2004) revealed that "there is a strong connection between the amount of eye-contact people receive and their degree of participation in group communication." From his research on the effect of eye-contact in English classrooms, Darn (2004) suggested

Effective use of non-verbal language is important for successful communication. The presenters use eye-contact when delivering the speech. Darn (2004) revealed that "there is a strong connection between the amount of eye-contact people receive and their degree of participation in group communication." From his research on the effect of eye-contact in English classrooms, Darn (2004) suggested lectures encourage students to make eye-contact when they work together in pairs. It can be started by training students to listen to their friends carefully and use non-verbal communication to respond to their friends.

Weed and Diaz-Rico (2002) illustrated that delivering messages via voice tone, facial expressions, gestures, posture, and eye-contact can make the audience understand the messages easily. Teachers can perceive students' needs as these characteristics are unquestionably connected to emotions. It was suggested that teachers consider many aspects of nonverbal communication which are attributes of a presenter's voice: intonation, rate, stress, volume, and pitch.

Enright (1986) also explained an ESL teacher's research that showed similar findings with consideration to the significant role of non-verbal communication in ESL teaching. Gebhard (1996) illustrated the connection between teachers' pronunciation feedback and non-verbal communication feedback. Students usually asked the teacher to demonstrate how to pronounce words appropriately. Gebhard (1996) proposed that teachers should encourage students to use non-verbal language when giving oral presentations in front of the class. Through this method, teachers can illustrate non-verbal communication for their students and show the importance of non-verbal communication accompanying language use.

Managing time effectively is also an important strategy for giving oral presentations. In his study Cook (1997) discussed activities and behaviors leading students to waste their time. Most presenters spent their time focused on reading the content on the slides. Presenters need to have good communication techniques by preparing and practicing before giving an oral presentation in front of the class and this can help them keep to their allocated time. Effective time management does not involve how to manage scheduling techniques, but is related to planning and practicing before giving a speech.

study aimed at investigating the sources of anxiety while giving oral presentations. The results revealed that several main sources of student anxiety were from a mix of reasons: (a) demanding and provocative evaluation panels, (b) limited technical knowledge, and (c) lack of English language proficiency. It was recommended that these students be trained and that they needed oral presentation practice to enhance their oral presentation skills in order to be successful and professional presenters.

A study of the effects and usefulness of cooperative learning strategies in English speaking skill enhancement for presentations was carried out by Chou in 2011. The researcher asked fifty-two French major participants to give oral presentations in groups in the first semester and individually in the second semester. The researcher also utilized questionnaires, interviews and oral assessments for data collection. The results revealed that (a) certain learner strategies had positive impacts on the learners' language performance in both types of presentations, and (b) group presentation had the greatest influence on learners' oral English ability improvement.

Some studies looked into students' oral presentations in other L2s. Suwa, Miyahara and Ishimatsu (2012), for instance, investigated techniques used for technical and presentation skill improvement of Malaysian undergraduate students in a Japanese Associate Degree Program (JAD Program). The student participants received training to give oral Japanese presentations in an experimental course following the practice-discussion-modification cycle. The results revealed certain improvements in the students' oral presentation delivery process as their presentation grades increased up to 7.7%. The majority of the students also found the presentation practice sessions useful, giving them confidence to deliver presentations. It was concluded that the techniques used were applicable to improving technical presentation skills in any language.

The exploration of students' oral presentation skill quality and improvement and their opinions about learners' roles and success in conducting group oral presentations after learning English through an autonomous learning approach was made by Nantachaipan (2004). The participants were 24 students at Payap University, Chiang Mai. Three lesson plans and two questionnaires on the autonomous learning approach were important instruments. The results revealed that

(1) the undergraduate learners achieved the autonomous learning lessons, (2) students can improve their oral presentation skills, and (3) the students agreed they became more responsible for their own learning after learning through the autonomous learning lessons.

However, none of the studies reviewed thus far described or explained the improvement by qualitative measures; the studies above primarily compared pre task group planning and subsequent presentation and also mentioned effective presentations rather the features of the oral presentation performance.

5. RESEARCH METHODOLOGY

This section describes the methodology utilized in this study including research participants and settings, data collection procedures, and data analysis.

5.1 Research Participants and Setting

The participants of the study were 55 first-year Muslim students who were enrolled in the English for International Program at Prince of Songkla University, Pattani Campus. The age of the participants ranged from 19 to 20 years old. They were chosen for this study primarily for two reasons. First, they were studying English for International Program which is a required course for students who study in an international program. Second, this course required them to master four English skills in order to communicate with lecturers, friends and other people. They were both Thai and International students with varying English proficiency. International students were from different countries, namely, Cambodia, China, Guinea, Ghana and Liberia. The participants were classified by their proficiency test scores. In this class, English was the means of delivering lectures. Students were expected to communicate with their lecturers and classmates in English.

5.2 Research Instruments

5.2.1 English proficiency test

An in-house English proficiency test was constructed and tested for reliability and validity. The test covers the content required in the English for International program. The index of consistency of the instrument was 0.996. The test consisted of 65 items divided into four parts: grammar, reading, vocabulary, and listening. The students were divided into low and high proficiency groups based on the scores from the test (low proficiency scored lower than 70% and high proficiency ranged from 70-100%). The English proficiency test scores of students with high and low English proficiency were significantly different at the level of .001.

5.2.2 Oral presentation rubric

An oral presentation rubric was used to assess the oral presentation performance. The rubric contains ten items of strategy use to be rated on the Likert Scale, 1= Poor, 2 = Not very good, 3 = Ok, 4 = Good, and 5 = Excellent. These ten items were classified into five principal categories including structure, content, verbal language, nonverbal communication, and timing.

5.2.3 Observation

The researcher observed the presenters from each group closely as to what strategies were employed during their two in-class presentations. The objectives of the observation were to identify the strategies used and assess the students' presentations. The observation focused on the presenters' performance during an oral presentation in such aspects as making eye contact, using body gesture and visual aids. In addition, grammatical correctness of their speech and speaking fluency were also observed. Furthermore, the researcher also observed how the presenter organized their opening and closing and managed time.

5.3 Data Collection Procedures

Data was collected during the second semester of the 2015 academic year. The study was conducted in the English for International Program class.

The participants were divided into twelve groups based on their English proficiency scores. Four groups were students with high English proficiency and the other eight groups were students with low English proficiency. Each group consisted of five individuals. All groups were assigned to give oral presentations on two given topics: what are advantages and disadvantage of using the Internet? And, what is your opinion about using cellphones? Each group was asked to give an oral presentation within five to ten minutes. The presentations were scored by the lecturer and the researcher.

5.4 Data Analysis

To answer research question 1, the two sets of oral presentation performance scores of students with high and low English proficiency were statistically compared in order to determine the differences between these two groups. In addition, to answer the second research question, the researcher used the field notes taken while observing the students giving their oral presentation in class. Oral presentation strategies employed by the two groups were described. Moreover, the statistical results obtained from the comparison between the oral presentation performance of the two groups and the observations made on strategy use of the students were drawn upon in addressing research question 3.

6. FINDINGS AND DISCUSSION

The study showed that students with high English proficiency obtained higher mean scores of total oral presentation and each item affected the overall presentation. Each strategy was different and the results are discussed as follows:

Table 1 shows differences between oral presentation performances of low and high English proficiency students with respect to oral presentation strategies.

The presentations were scored by two evaluators. In addition, the researcher observed closely what strategies were employed by both groups of students while presenting. The objectives of the observation were to identify the strategies and assess the students' oral presentations.

Findings revealed that students with high and low English proficiency are different in their oral presentation performance as shown in table 1.

Table 1: Oral presentation performance of high and low English proficiency students

Group	mean	S.D.	T	Df	p-value
High (n=9)	41.86	6.025	4.203**	27	.000
Low (n=20)	33.05	4.845			

According to the results shown in Table 1, the overall oral presentation scores of students with high and low English proficiency were 41.86 and 33.05 respectively. The t-test result showed a significant difference at the level of 0.01 ($p<.01$) between the mean scores of the two groups.

Table 2 Oral presentation strategy use of students with high and low English proficiency

Item	Strategies	Researcher + Lecturer				t	p-value
		High		Low			
		Mean	SD	Mean	SD		
	Structure	**3.86**		**3.08**			
1	The opening effectively drew the attention and interest of the audience.	3.65	0.68	2.99	0.56	2.281*	0.03
2	The closing summarized the	3.94	0.50	3.16	0.57	3.300**	0.01

	key points and left a final thought with the audience						
3	The presentation was well organized and concise.	4.00	0.80	3.09	0.52	3.346**	0.01
	Content	**4.06**		**3.44**			
4	The presentation was informative.	4.06	0.62	3.44	0.36	3.137**	0.01
	Non-verbal	**4.37**		**3.57**			
5	The presenter spoke without relying on notes.	4.31	0.65	3.22	0.63	3.960**	0.01
6	The presenter used appropriate, well-designed visual aids.	4.50	0.38	3.91	0.49	2.996**	0.01
7	The presenter used body language appropriately (gesture, eye contact).	4.19	0.70	3.59	0.49	2.417*	0.02
	Verbal	**4.19**		**3.29**			
8	The language used in presentation was accurate.	4.31	0.53	3.25	0.66	3.955**	0.01
9	The presenter used language fluently.	4.44	0.42	3.34	0.65	4.304**	0.01
	Timing	**4.13**		**4.13**			
10	The speech was delivered within the time assigned.	4.13	0.44	4.13	0.56	0.00	1.000
		4.14	0.48	3.41	0.38	4.079**	0.01

* significant at 0.05 level , ** significant at 0.01 level

Shown in Table 2, the mean scores of strategy use of students with high and low English proficiency were 4.14 and 3.41 respectively. The result of t-test showed that there was a significant difference at the level of 0.01 (p<.01) for the level of use (t=4.079**). The highest mean score of students with high English proficiency belonged to the use of non-verbal strategies (Mean=4.37). Structure strategies were scored the least by students with high English proficiency (Mean=3.86). On the other hand, the highest mean score of students with low English proficiency belonged to the use of timing (Mean=4.13). Structure strategies were scored the least by the students in this group (Mean=3.08).

Based on the observation, both groups obviously used different strategies when giving oral presentations. The high English proficiency group used effective strategies that made their oral presentations successful. They always interacted with the audience and grabbed their attention, especially by using clear and concise openings. In addition, they summarized the key points and left a final thought with the audience in their impressive closing. The mean score of their use of this strategy group was 3.86. By noticing the audience's gestures and reactions, they could adjust their presentation process accordingly. The students presented not from notes, but by focusing on the main ideas and using hand gestures in a relaxed and natural manner. Moreover, the visuals aids were well-designed and effectively used. Also, they spoke at an appropriate volume so the audience could hear and follow their talks easily. The mean score of this strategy use (4.37) was the highest among the five strategy groups. Besides, the language used in their presentations was clear. They used simple comprehensible vocabulary and sentences. They also summarized the content in their own words and left the audience pondering their final remarks. The mean score of the use of this strategy group was 4.19. In addition, the information from the oral presentation was quite informative. The mean score of this strategy group was 4.06. Throughout the presentation, the Ghanaian and Guinean students wore sunglasses. This style reportedly helped them feel more confident.

The presenters in the low English proficiency group, on the other hand, lacked eye contact. They often read every letter and seldom used hand gestures because they paid more attention to the notes than to the audience. Although the

visual aids they used were quite effective (clear letters, clear background and appropriate design) the slides contained too many words with complex sentences. The mean score of their use of this strategy group was 3.57, which was the highest score obtained second only to timing, the scores of which were equal in both groups. Furthermore, there were a number of grammatical mistakes and their language use was unclear and redundant. The mean score of the verbal strategy group was 3.29. Noticeably, their presentations were not well-prepared, rehearsed or organized, which was apparent via their repetition of the same points many times. Moreover, there was no opening and closing in the presentations. They only introduced themselves and said thank you when finishing the presentations. The mean score of this strategy group was 3.08.

According to the research question as to what effects the oral presentation strategies on the overall presentation performance, the strategies used by both groups were closely examined. When considered in detail, it was found that students with high English proficiency had higher mean scores in every item. This can be discussed according to the following five categories: structure, content, verbal language, nonverbal communication, and timing.

Structure

The first category is structure focusing on how to deliver and organize their oral presentation. Overall, the students in both groups earned the lowest mean score in this category. The mean scores of students with high and low English proficiency were 3.86 and 3.09 respectively. Students with high English proficiency opened their presentation effectively. They tried to grab the audience's attention by asking rhetorical questions. However, the students with low English proficiency started their presentation by introducing themselves and introduced the content without any strategies that could grab audience attention. Thus, the mean score of this group was quite low ($\bar{x}$ =2.99). Interestingly, before starting the presentation, the students of both groups always said "Bismillah Hirohman Nirohim", the expression used to pray to God and claimed to bestow confidence upon them.

students of both groups always said "Bismillah Hirohman Nirohim", the expression used to pray to God and claimed to bestow confidence upon them.

In terms of organization, the presentations of the students with high English proficiency were well-organized and concise. They outlined the presentation and mentioned different main points. On the other hand, those of students with low English proficiency were redundant; they read everything on the screen and repeated the same topic several times.

Students with high English proficiency ended their presentation effectively. They summarized key points of their presentation in their own view and gave some suggestions to the audience. Most of the students with low English proficiency ended their presentation by saying thank you to the audience and did not summarize any key points.

Content

The second category is content. The presentation mean scores of high and low proficiency groups were 4.06 and 3.44, respectively. The presentations of students with high English proficiency were more informative; they expressed the content on an assigned topic comprehensibly in their own words. On the other hand, the presentations delivered by students with low English proficiency were only moderately informative. While the content presented on the slides made sense, they could not deliver clear and informative presentations easy to understand. They always read the slides, making the presentation less interesting. And because of their accent and lack of English fluency, their talks were quite difficult to follow.

Non-verbal communication

The third category is non-verbal communication. The overall results showed that the students with high English proficiency earned the highest mean score in this category. The overall mean scores were 4.37 and 3.57, respectively. The students in this group explained the content of their presentations. They rarely read their notes, while those with low English proficiency always read notes and read every letter on the screen. In terms of using visual aids, the students with high English proficiency got the highest mean scores ($\bar{x}$ =4.5). They used appropriate and well-

designed visual aids. The background slides were bright with clear fonts and did not contain too many letters on the screen, whereas some of the students with low English proficiency used dark backgrounds with red and yellow letters, which were too colorful and inappropriate for an academic oral presentation. In addition, there were too many fonts on the screen with complex sentences and difficult vocabulary.

Students with high English proficiency performed very well in terms of making eye contact and maintaining it without reading. They could interact with the audience effectively and could see audience reaction. In addition, hand gestures were also used to point at the content on the slides. On the other hand, the students with low English proficiency rarely made eye contact with the audience. They always looked at their notes and did not pay attention to the audience. They read their notes and the content on the slides.

Verbal language

The fourth category is verbal language, focusing on language use and fluency. The mean score of the high group was 4.19. On the other hand, students with low English proficiency earned quite a low mean score, at 3.29. The language used by the high English proficiency group was quite accurate and clear. They used simple sentences with vocabulary that could be easily understood. They summarized the content in their own words. There were some grammatical errors such as incorrect tenses and incorrect subject-verb agreements. In contrast the language used by students with low English proficiency was grammatically inaccurate. In addition, there was too much redundancy from repeating the same sentences many times.

Timing

The fifth category is timing, focusing on time management. The overall result was that the students in both groups earned no different mean scores in this category. The mean score of both groups was 4.13. The results showed that the presentations of students with high English proficiency were delivered within the time allocated. Even though the high and low group were equal but some groups of the students with low English proficiency could not deliver within the time assigned.

They spent most of the time reading notes and were not concerned about time. Some groups ran over by more than two minutes.

Thus, the students with high English proficiency used effective strategies. The overall mean score in their oral presentation performance was very high (Mean=4.14). The highest mean score of the strategies used for this group was non-verbal category (Mean 4.37). This was because the student with high English proficiency performed very well by using effective non-verbal communication such as maintaining good eye contact, rarely looking at their notes and also using hand gesture and visual aids appropriately. In addition, verbal, timing and content categories also obtained higher mean scores, i.e., 4.19, 4.13 and 4.06 respectively. The four categories of strategies had the mean score of more than 4. There was only one category the mean score of which was lower than 4, namely, the structure category (Mean=3.86). To conclude, the students in high English proficiency used most of the strategies more effectively, making them earn a very high overall presentation performance score.

On the other hand, the students with low English proficiency used most strategies less effectively. The overall mean score in their oral presentation performance was only described as moderate (Mean=3.41). The highest mean score of the strategies used was timing category. This was because most of students in this group gave oral presentations within the time allocated. Even though, a few groups of them ran over time, the overall mean score of this category was still very high. Furthermore, the results show that the mean scores of structure, content, non-verbal, verbal categories were lower than 4. The mean scores were 3.08, 3.44, 3.57 and 3.29 respectively. The lowest mean score of students in this group were structure (Mean=3.08). In conclusion, the students with low English proficiency relied mainly on timing strategies, making their presentations less and contributing to poorer oral presentation performance overall.

7. CONCLUDING REMARKS AND RECOMMENDATIONS

In this section, a summary of the research findings is provided, followed by pedagogical implications for language learning and recommendations for further studies.

7.1 Summary of Research Findings

This study investigated oral presentation performances of students with high and low English proficiency. It revealed that the students in the high English proficiency group performed better than those in the lower group. The mean scores were 4.14 and 3.41 respectively. The students with high English proficiency earned the highest mean score in the non-verbal category. Notably, they used many effective strategies such as making ample eye contact, paying attention to their posture, practicing their presentations, using appropriate voice projection and language, effectively using visual aids and talking without relying on their notes.

The students in the low English proficiency group apparently lacked a mastery of oral presentation skills. They used ineffective oral presentation strategies; they did not show the opening and closing, made no use of eye contact and gestures and always relied on their notes. High English proficiency students, on the other hand, employed rhetorical questions and delivered an attractive opening that grabbed the audience's attention. When delivering the message, those students did not rely on their notes. They always gauged the audience. Besides, their language use was accurate and fluent. They summarized the content in their own simple vocabulary.

Furthermore, it was shown that students with high English proficiency used effective strategies, for example, maintaining appropriate eye contact with the audience. They also talked without relying on notes and delivered their message using their own simple comprehensible language. In addition, the visual aids they used were clear and readable. They spoke English accurately and fluently. On the other hand, most students in the low English proficiency group did not perform very well. Their performance scores were poor or moderate. They did not employ effective strategies. For example, they always read notes and did not have eye contact with the audience.

They rarely prepared for their presentation. In addition, their language use was not clear and was difficult to understand.

7.2 Implications for Language Pedagogy

The findings of the study carry important implications for instructors who teach a listening and speaking or communication course. It is necessary for Thai students to take courses that teach them how to give oral academic presentations. The awareness of oral presentation strategies should be focused on in classroom teaching. To help students enhance oral academic presentations skills and become more successful in higher education, especially in the international context, the instructors should reconsider how to teach students oral presentation skills. For example, providing courses aimed particularly at developing oral presentation skills in order to ensure that their students can deliver an effective oral presentation. In addition, learning examples of authentic oral presentations will be helpful for students, helping them to master suitable oral presentation strategies and can enhance their ability to deliver effective oral presentations.

7.3 Recommendations for Further Studies

Further study should acquire more research samples for data analysis. This can lead to a better generalization for other groups of students who study in similar contexts in other universities. In addition, students should be assigned to talk about various topics for greater validity. Further studies may confirm the effectiveness of explicit teaching of oral presentations to help enhance the learner's presentation skills.

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APPENDIX A

Test of English Proficiency for Undergraduate Students

Time Allocation: 80 Minutes

Instructions:

- Do not turn over this page until you are told to do so.

- There are 4 parts in this examination paper.

    o Part 1: Grammar   20 marks

    o Part 2: Reading   15 marks

    o Part 3: Vocabulary   15 marks

    o Part 4: Listening   15 marks

- The total mark is 65.

- Follow all instructions carefully, and do every part on the answer sheet.

Name _____

Class _____

Date _____

TOTAL SCORE
65

Part 1: Grammar (20 Marks)

A: Choose the best answers.

1. He_____ on the head by a falling branch on Sunday morning.
a. is hitting   b. was hit
c. hit   d. hits

2. If the pet_____lost and the city workers find it, they can get facts about the pet's
    owner from the computer chip.
a. will get   b. had got
c. gets   d. was getting

3. The bank teller_____politely to the customer that she could not cash the check
    because it was after 2 pm.
a. explained   b. explains
c. is explaining   d. has been explaining

4. They kept the substance in a_____closed container because it would disintegrate if it
    exposed to the air.

a. tight   b. tightly
c. tightness   d. tighter

5. His most famous work, Ngao Si Khao (White Shadow), _____ into English,
    French, Spanish and several other European languages.

a. has been translated   b. translated
c. has translated   d. has been translating

6. The government _____ the education system a lot since the country
    achieved independence in 1954.

a. changes   b. is changing
c. has changed   d. had changed

7. These days, the Taj Mahal _____ over 2 million visitors from around the world.
a. is attracting   b. has attracted
c. attract   d. will be attracting

8. There _____ no rain for seven months and the skies were still cloudless, giving farmers little of hope of rain any time soon.
a. was   b. had been
c. would be   d. has been

9. Farms away from rivers depended _____ irrigation to provide water_____their fields.
a. from , at   b. with , for
c. on , for   d. for, on

10. A beggar is sitting _____ a pedestrian overpass _____ Victory Monument.
a. near , in   b. in , on
c. inside , by   d. on , at

B: Error Identification
Directions: Choose the letter of the underlined part which is grammatically wrong.

11. One of the remarkable <u>events</u> in the festival <u>are</u> the reenactment <u>of</u> a bottle of <u>much</u>
                        a.   b.   c.   d.
   bravado.

12. Lenovo Group, the world's <u>large</u> computer maker, <u>has allocated</u> an extra US$5
                        a.   b.
   <u>million</u> this year in <u>its</u> latest attempt to boost its market.
      c.   d.

13. A pink rose <u>means</u> that your heart is blooming <u>while</u> a yellow rose shows you want to
              a.   b.

<u>become</u> <u>more than</u> just a friend.
   c.   d.

14. <u>Where as</u> everyone around the world <u>know</u> February is famous <u>as</u> the month of love, let's
        a.   b.   c.

   <u>not forget</u> that this is a special time for Buddhists—the month of Makha Puja Day.
      d.

15. Chocolate is bad <u>for</u> dogs <u>because of</u> it contains the alkaloid 'theobromine' <u>that</u> stimulates
                    a.   b.   c.
the central <u>nervous</u> system.
        d.

16. Every person in the flooded city of Hat Yai <u>were</u> unable <u>to leave</u> their homes <u>for</u>
three
           a.   b.   c.
 days or <u>more</u>.
    d.

17. The city government spent <u>as</u> it received, <u>ending up with</u> a deficit <u>of</u> two <u>million</u>
baht.
        a.   b.   c. d.

18. ' Hormones' is the <u>hottest</u> series among teenagers, in spite of its <u>controversial</u>
subjects:
        a.   b.
 love,<u>sexy</u>, discipline, <u>aggression</u> and violence.
    c.   d.

19. <u>Floods</u> are common in areas holding Thailand's <u>most valuable</u> historical artefacts,
but
  a.   b.

 this year they seem <u>being</u> worse <u>than ever</u>.
        c.   d

20. <u>John</u> recovers <u>at</u> the hospital in Yangon <u>after going</u> <u>miss</u> for 11 days in the
Myanmar
  a.   b.   c.   d.
 jungle.

Part II: Reading (15 Marks)

Directions: Read the passage and do as instructed.

Spaghetti

1._____

  Spaghetti is long, thin form pasta. It is popular and available throughout the
Western word, Spaghetti is the plural form of the Italian word, 'spaghetto' which
means 'thin, string' or twin'. The word 'spaghetti' can be literally translated as 'little
string'. There are many interesting facts about spaghetti all around the world.

5 **2.**_____

  Cooking spaghetti by yourself is easy by following these simple steps. First of
all, boil the pasta with salt in water until soft. Next, serve it in tomato sauce which
may contain various herbs (especially oregano and basil), olive oil, meat or
vegetables. Finally, put the topping which include any of several hard cheeses such as
Pecorino Romano, Parmesan or Asiago.

10 **3.**_____

15 The ways to eat spaghetti are various depending on cultures. Eating spaghetti with a fork and a spoon is perfectly polite in parts of the United States. Many other cultures eat it with just a fork. In Asia, many use chopsticks as a form of eating rather than forks, as chopsticks are customary in some Asian countries. Another method of eating spaghetti , which is the traditional way in Italy, is to use a fork and twist it so that the spaghetti wraps around the fork.

4._____

20 The story about spaghetti is also interesting. Many people believe that spaghetti or pasta originated in China. However, some people strongly believe that the Arabs who lived in Southern Italy around 12th century were the first to develop the innovation of working pasta from grain into thin long forms, capable of being dried and kept for months or years prior to consumption.

A. Match the given heading with the appropriate paragraph.

21._____Paragraph 1	a. The popularity of Spaghetti
22._____Paragraph 2	b. The origin of Spaghetti
23._____Paragraph 3	c. The production of Spaghetti
24._____Paragraph 4	d. How to cook Spaghetti
	e. How to eat Spaghetti
	f. The history of Spaghetti

B. Choose the best answer.

Food that has come in contact with floodwaters can sicken anyone who eats it. Water from floods may contain animal and human waste. It can also contain other **pollutants** like chemicals from agriculture and industry.

5 After a flood, food safety specialists at the United States Department of Agriculture have this advice: Throw away anything that is not stored in a waterproof container if there was a chance of contact. Food *containers* that are not waterproof include **those** with screw caps, snap lids, pull tops and crimped caps.

10 Also, throw away boxes of juice, milk or baby formula if they have come into contact with floodwater. The Department of Health in the state of Minnesota says you should throw away anything in soft packaging. And the Extension Service at North Dakota State University offers other advice: do not save plastic bags of food even if boxes or containers inside the bags appear dry and do not eat fresh produce from the garden if it has come in contact with floodwater. To be safe, have the soil tested and throw

15 away screw-topped or crimp-topped jars and bottles even if they have never been opened.

Glass jars and bottles of home-canned foods should be thrown out as well. Experts say the containers cannot be effectively cleaned after a flood. Throw away damaged metal cans or hard plastic containers. Do not use cans that are swollen or leaking, or that are rusted or crushed. But food safety experts say that some unopened, undamaged all-metal cans can be saved.

20 First, remove any labels. The paper may contain dirt and germs from the floodwater. Wash the cans with soap and water, and brush or wipe away dirt. Use hot water and water that is safe for drinking if they are available.

Next, place the cans again in water and heat the water to one hundred degrees Celsius. Boil the cans for two minutes. Another way to disinfect the cans is in a freshly made **25** solution of chlorine bleach. Use eight drops of unscented liquid bleach for every four liters of water. Use drinking water or the cleanest, clearest water available. Place the cans in the solution for fifteen minutes.

Let sanitized cans air-dry for at least one hour before opening or storing them. And relabel the cans with a marking pen to list their contents and any dates when the foods **30** are best used by. Experts advise using the cans as soon as possible.

25. What should be the best title?
a. Food safety after a flood
b. Food storage after a flood
c. Food containers after a flood
d. Food production during a flood

26. What is the purpose of this passage?
a. To warn the reader about the effect of canned food
b. To inform the reader how to deal with food after food
c. To persuade people to take care of their health after flood
d. To support the new campaign of The Department of Health in Minnesota

27. The word "it" in line 2 refers to....
    a. floodwater
    b. human waste
    c. animal waste
    d. flood contained with flood water

28. The word "those" in line 6 refers to....
    a. chemicals
    b. screw caps
    c. specialists
    d. containers

29. Pollutants are something that _____.
    a. comes with flood
    b. is contained in animals and human waste
    c. causes the dirt in food after flood
    d. is the products from agriculture and industry

C. Choose the best answer.

Dogs are known for their sense of smell. They can find missing people and things like bombs and *illegal* drugs. Now a study suggests that the animal known as man's best friend can even find bladder cancer.

5　Cancer cells are thought to produce chemicals with unusual odors. Researchers think dogs have the ability to smell these odors, even in very small amounts, in urine. The sense of smell in dogs is thousands of times better than in humans.

The study follows reports of cases where, for example, a dog showed great interest in a growth on the leg of its owner. The mole was later found to be skin cancer.

Carolyn Willis led a team of researchers at Amersham Hospital in England. *They*
10　trained different kinds of dogs for the experiment. The study involved urine collected from bladder cancer patients, from people with other diseases and from healthy people.

Each dog was tested eight times. In each test there were seven samples for the dogs to smell. The dog was supposed to signal the one from a bladder cancer patient by lying down next to *it*. Two *Cocker Spaniels* were correct fifty-six percent of the time. But
15　the scientists reported an average success rate of forty-one percent. As a group, the study found that the dogs chose the correct sample twenty-two out of fifty-four times. That is almost three times more often than would be expected by chance alone.

The British Medical Journal published the research. In all, thirty-six bladder cancer patients and one hundred eight other people took part. During training, all the dogs
20　reportedly even identified a cancer in a person who had tested healthy before the study. Doctors found a growth on the person's right kidney.

Carolyn Willis says dogs could help scientists identify the compounds produced by bladder cancer. That information could then be used to develop machines to test for the chemicals. Now, doctors must remove tissue from the bladder to test for cancer.
25　The team also plans to use dogs to help identify markers for other kinds of cancer.

Bladder cancer is the ninth most common cancer worldwide. The International Agency for Research on Cancer says this disease kills more than one hundred thousand people each year. Doctors say cigarette smoking is the leading cause of bladder cancer.

30. What is the passage about?

a. A case of bladder cancer

b. Ways to cure bladder cancer

c. Experiment on bladder cancer

d. New ways to detect bladder cancer

31. Which of the following statement support the passage?

a. The dog has much more ability than people think.

b. Checking bladder cancer by dog is more reliable than technical method.

c. People in the United Kingdom suffer and die from bladder cancer more than other kinds of bladder cancer.

d. Patients in the experiment were people suffering from bladder cancer.

32. What is the purpose of this passage?

a. To persuade people to own a dog

b. To inform about research result on bladder cancer.

c. To inform about the roles of dogs in medical research

d. To convince people to have their bladder cancer check-up

33. The word *"illegal"* in the line 2 can be best replaced by..........

     a. lawful   b. beneficial   c. prohibited   d. useful

34. The word *"they"* (line 9) refers to......................

     a. scientists

     b. researchers

     c. The British Medical researchers

     d. Carolyn Wills and a team of researchers

35. The word "it" (line 14) refers to......................

     a. urine   b. smell   c. a dog   d.

patients

Part III: Vocabulary (15 Marks)

Items 36-40: Read the sentences and replace the underlined word with the best choice.

36. The wind was so strong that it **demolished** about all of the house in the village.
    a. injured   b. survived
    c. destroyed   d. rescued

37. The thief didn't see the police until it was too late to **flee.**
    a. escape   b. arrest
    c. blame   d. jump

38. Calcium is **essential** for the development of healthy teeth and bones.
    a. harmful   b. important
    c. useful   d. apparent

39. New York is one of the most culturally **diverse** cities in the world and has different nationalities.
    a. amazing   b. fantastic
    c. colorful   d. varies

40. Our new English teacher has **absolutely** no experience of teaching.
    a. completely   b. likely
    c. personally   d. immediately

Items 41-50: Select the word which has the opposite meaning to the word provided.

41. mean

    a. smooth   b. kind
    c. gentle   d. comic

42. permanent

    a. tight   b. lasting
    c. infinite   d. temporary

43. ignore

    a. notice   b. overlook
    c. beware   d. forget

44. drought

    a. crowd   b. forest
    c. flood   d. crime

45. stingy

a. bright
c. generous

b. healthy
d. wealth

Items 46-50: Complete the each sentence with the best word.

46. At the age of 15, Jane is very_____; she can control her emotions in unpleasant situations

a. ambitious
c. mature

b. honest
d. shy

47. Susan is an ecologist. She studies about_____.

a. chemistry
c. biology

b. environment
d. economy

48. Violent online games can cause children's_____behaviour.

a. helpful   b. selfish   c. polite   d. aggressive

49. In most Thai and Chinese families, daughters are expected to_____the

parents at their old age.

a. look after   b. look like   c. look for   d. look up

50. Thomas wants to_____ his business from one branch to three branches in this year.

a. expand
c. extend

b. spread
d. divide

Part IV: Listening (15 Marks)

Directions: Choose the best answer for each conversation.

Conversation 1: Items: 51-54

51. The man is going to stay for_____.

a. one night
b. two nights
c. three nights
d. four nights

52. How did the man book the room?

a. He walked in to the hotel.
b. He booked the room by phone.
c. He booked the room through the travel agent.
d. He booked the room directly to the hotel staff.

53. The man wanted_____.
    a. single room
    b. deluxe room
    c. adjoined room
    d. business room

54. The man come to the hotel by_____.
    a. taxi
    b. rental car
    c. his own car
    d. airport car service

Conversation 2: Items: 55-64

55. How many ways can the customer check in?
    a. 2   b. 3   c.4   d.5

56. What kind of information is needed for booking?
    a. Contact details
    b. Details of belonging
    c. Date and time of departure
    d. The expiry date of passport

57. The passenger will receive the email for check in_____.
    a. on the day of departure
    b. One day before departure
    c. Two days before departure
    d. Three days before departure

58. After checking in, the boarding pass will be sent either to_____.
    a. email or fax
    b. mobile or fax
    c. mobile or email
    d. post mail or email

59. After checking in the passenger will get_____.
    a. special promotion
    b. reminder of document
    c. an email of flight detail
    d. discount for next journey

Conversation 3: Items: 60-62

60. The woman comes to this place for_____.
    a. vacation
    b. conference
    c. sight seeing
    d. visiting her relatives

61. How does she like about her vocation?
    a. People are very kind, and the food is great.
    b. People are very kind, but the food is too spicy.
    c. People are very kind, but the food is a little bit spicy.
    d. People aren't kind, so she doesn't have a great time there.

62. The man is _____.
    a. a bank owner
    b. a bank teller
    c. an import officer
    d. an export officer

Conversation 4: Items: 63-65

63. What did the woman do during her vacation?
    a. she went to the beach with her family.
    b. She stayed with her family at her house at the beach.
    c. She worked part time job at The Imperial Hotel near the beach.
    d. She searched some information about her vacation next year.

64. For the lady, the hotel is_____.
    a. nice but very expensive
    b. nice and not expensive
    c. not very nice and expensive
    d. not very nice and very old

65. How long was her vacation?
    a. three days
    b. four days
    c. three or four days
    d. More than four days

Good Luck

Answer Sheet

Name...Student ID.........................

Item	A	B	C	D	E	F	Item	A	B	C	D	E	F	Item	A	B	C	D	E	F
1							26							51						
2							27							52						
3							28							53						
4							29							54						
5							30							55						
6							31							56						
7							32							57						
8							33							58						
9							34							59						
10							35							60						
11							36							61						
12							37							62						
13							38							63						
14							39							64						
15							40							65						
16							41							66						
17							42							67						
18							43							68						
19							44							69						
20							45							70						
21							46							71						
22							47							72						
23							48							73						
24							49							74						
25							50							75						

APPENDIX B

Name..................................ID..............................Group (1/2)............

Survey on Background Information

1. Educational background

How many years have you been studying English?

☐   1-5   years

☐   6-10   years

☐   11-15 years

2. How often do you use English for the following purposes?

Frequency of using English	5 always	4 usually	3 sometimes	2 occasionally	1 never
You use English in English class.					
You use English in other classes.					
You use English for speaking in daily life					
You use English for watching movies					
You use English for listening to the radio					
You use English for surfing the Internet					
Other					

3. Your English Proficiency Test (Score.................................)

☐PSU-TEP   ☐CU-TEP   ☐TU-TEP   ☐IELTS   ☐TOEFL

Refection on Oral Presentation

1. How did you prepare for giving oral presentations in given topics?

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

2. Where did you learn how to give an oral presentation?

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

3. Have you ever given an academic oral presentation before this class?
   - If yes, what was your experience in giving oral presentation like?
   - If no, How about other type of presentation?

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

4. Have you ever been trained in giving oral presentation?

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

5. Do you feel excited? Which action reflects your excitement?

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

6. What strategies do you use to make effective an oral presentation?

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

7. What factors make an effective/ an ineffective oral presentation?

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

8. What is an effective oral presentation in your own view?

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

APPENDIX C

Oral Presentation Rubric

Presenter...Evaluator...........................

1= Poor   2=Not very good   3=Ok   4=Good   5=Excellent

	1	2	3	4	5	comment
1. The opening effectively drew the attention and interest of the audience.						
2. The presentation was well organized and concise.						
3. The presentation was informative.						
4. The presenter spoke without relying on notes.						
5. The presenter used appropriate, well-designed visual aids.						
6. The presenter used body language appropriately (gesture, eye contact).						
7. The language used in presentation was accurate.						
8. The presenter used language fluently.						
9. The closing summarized the key points and left a final thought on the audience						
10. The speech was delivered within the time assigned.						
Total Score						

Comment

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

Appendix D

Table 2 Descriptive strategies used in giving oral presentation of both group

strategies	Group	
	High English proficiency	**Low English proficiency**
1. Making eyes contact	- They smiled. - They make plenty of eye contact.	- Some presenters made good eye contact. - Most of presenters had no eye contact.
2. Reading note	- They talked and didn't read the notes. - They always looked at the audience.	- They always read notes and read every letter on the screen.
3. Using body language and gesture	- They hand gestures effectively.	- They sometime used hand gestures.
4. Using visual aids	- There weren't too many letters on the screen. - They used clear letters, bright backgrounds and a well-designed visual aid.	- There were too much letters on the slides. - They copied the letter from the internet because there were too many complex sentences with difficult vocabulary.
5. voice projection, language used and fluency	- The presenters didn't shout and the audience could hear very well. - They spoke very clear with simple words and the contents were comprehensible. - They summarized the content by their own words and sentences.	- The audiences could hear very well. - The language used weren't clear and also redundant. - There were many grammatical mistakes

Table 2 Descriptive strategies used in giving oral presentation of both group

strategies	Group	
	High English proficiency	Low English proficiency
6. Practice presentation	- Presentation was well organized and concise. - The opening effectively drew the attention and interest of the audience.	- Presentation was poorly organized and redundant. - There was no opening. - They just introduced themselves and started the content.
Note	Two presenters wore black sunglasses	* Time over because most of presenters always read note and didn't have eye contact. - showed a lot of excitement by pausing fiddling around

PAPER I

Oral Presentation Strategies Employed by 1st year Students in an International Program

Oral Presentation Strategies Employed by 1st year Students in an International Program

Bunyarat Duklim[1]

Sita Musigrungsi[2]

ABSTRACT

This study aims to investigate the differences of oral presentation performance between English students of low and high proficiency and to determine the oral presentation strategies employed by the two groups. The participants, 55 first year students enrolled in the course called English for International Program at Prince of Songkla University, Pattani Campus, are from different countries namely, Cambodia, China, Guinea, Ghana, Liberia. They were assigned two oral presentations on the given topics and each presentation was evaluated by two evaluators. In addition, the presentations were observed to determine the strategies used by the students. The results revealed that the students with higher English proficiency tended to have higher oral presentation scores ($\bar{x}$ = 4.1) compared to the lower group ($\bar{x}$ = 3.34). It was observed that the students with high English proficiency tended to use the following strategies effectively: eye contact, body language and gestures, visual aids and speak without relying on notes. Differently, the students of low English proficiency tended to employ more of the following strategies: reading notes and relying on the notes to talk and rarely using eye contact and body language.

To sum up, the mean performance scores of the lower and higher English proficiency groups are 3.34 and 4.1 respectively. The students in the high English proficiency group appeared to use most of the strategies effectively: made ample eye contact, paid attention to their posture, practiced presentation, used voice projection and language, used visual aids and talked without relying on their notes. Although the lower English proficiency students used similar strategies to the higher group, some were used ineffectively, except paying attention to posture and using visual aids.

Keywords : Oral presentation strategies, high English proficiency, low English proficiency

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[1]M.A. Candidate, Department of Language and Linguistics, Faculty of Liberal Arts Prince of Songkla University, Songkhla, Thailand.

[2]Lecturer, Department of Language and Linguistics, Faculty of Liberal Arts Prince of Songkla University, Songkhla, Thailand.

E-mail: bunyarat.d@psu.ac.th

Introduction

Piccinini (2010) proposed that oral presentations can improve fluency and accuracy as well as enhance confidence. Through the process of oral presentations, students gain practice in how to choose and diminish a topic, collect information from a variety of sources, organize and support ideas. They also learn to express the main idea, formulate questions, work within a limited time, and prepare audio and/or visual aids. They also have a chance to differentiate different types of an oral presentation, and how to deliver them in different situations. It is not only knowing how to speak formally in public or in front of the class, but also preparing how to discuss and answer questions is also very important (Meloni & Thompson, 1980, p. 503). In addition, delivering an oral presentation provides a good and positive atmosphere in the classroom and also strengthens academic skills. To deliver effective presentations, learners need both an understanding of the content and the knowledge of how to deliver a presentation in a well-structured manner.

Importance of oral presentation skill

Skills gained from giving an oral presentation

Morley (2006), proposed that giving an oral presentation allowed students to pay attention to their learning, improve their capability to communicate in areas of their future work because giving an oral presentation helped students to enhance their confidence and facilitated interacting and communicating with other people effectively. Besides, there are a number of advantages of designing oral presentations for students. King (2002) proposed that students could use the four language skills naturally; that could help students to enhance teamwork and master the collection and construction of information. It thus helps students to be active and become autonomous learners.

Moreover, assigning students to have a chance to give an oral presentation can create an opportunity to gain insight into knowledge and skills, which make the students become professional. In addition, structured planning, organization and interaction with each other allow them to enjoy sharing their knowledge in a positive way with the audience.

Oral presentation for employability

Fallows and Steven (2000) proposed that it is necessary for students to enhance their English skill. Since English plays an important role in the employment world, it is challenging for the students to learn how to be proficient in English. They need to be employable and possess the following abilities: problem solving,

managing information, presenting information and communicating with people. Students are expected to succeed in these skills in order to enter the workforce. An effective oral presentation is highly recommended for the employee in terms of success and promotion. If the students can master giving an oral presentation effectively, they could be able to negotiate and reason in the world of future work-life

King (2012) explained that universities should have academic curriculum involving oral presentations and teach the students how to prepare and deliver an oral presentation effectively. An oral presentation provides the real experiences and stimulates the students to have more confidence when they give an oral presentation in public. Thus, instructors should encourage students to practice oral presentations in front of the class in order to enhance their speaking ability and help them to improve competencies and become professional. When they have an opportunity to study oral presentation techniques, they can master and gain more knowledge and learn to interact with people accurately and effectively.

Speaking ability and strategies used in giving a presentation

Previous researchers revealed that high English proficiency students were students who master and acquire language rapidly (Nakatani, 2006; Chen, 2009, Chuanchaisit & Prapphal, 2009). They were good at every skill but the obvious skill was speaking. They were likely to speak fluently and paid more attention in terms of grammar and word order. When they spoke, they felt very comfortable and naturally. Wannaruk, 2003; Nakatani, 2006; Chen, 2009 and Kavasoglu 2011 proposed that low proficiency students were more likely to use message desertion, such as giving up on communicating a message or topic avoidance. However, the results of these studies indicated that high proficiency students are more likely to communicate effectively to enhance their English proficiency whereas low proficiency students tried to communicate with people but they lacked communication skills.

Literature Review

Oral presentations, given by students in front of the class, are considered as one of famous techniques of student-centered classroom activities (King, 2002; Truong & Storch, 2007; Al-Issa & Al-Qubtan, 2010), because that can encourage students to communicate and interact with each other.

According to Piccinini (2010), oral presentations can enhance confidence, fluency, and accuracy. Throughout the process of giving an oral presentation, the

students gain more practice in selecting and narrowing the topic down. They get information from different sources, learn how to organize and support ideas (stating the main idea), create questions, practice working within the deadlines, set up t audio and/or visual aids, speak in a formal way in front of groups of people, raise discussions, and answer questions (Meloni &Thompson, 1980, p.503). Assigning students oral presentations in class will develop the students' speaking competence as well as their fluency.

It has been observed that oral presentations contribute to a positive classroom atmosphere. Meloni and Thompson (1980) stated that the oral presentation gives the student the chance to establish their individual interesting with their special background knowledge. This leads them to integrate their knowledge and make their class interesting. (p. 510).

Moreover, oral presentations provide numerous benefits for teachers (Al-Issa & Al-Qubtan, 2010). Teachers can be open-minded with the students when they listen to them. Teachers will recognize that their students do not just have empty brains which are waiting to be filled with knowledge. This is because students have the stories to tell, with the ideas to describe and the feelings to express (Thornbury & Meddings, 2009, p. 24).

According to King (2002), oral presentations are essential and advantageous as they: (a) connect the gaps between language study and the use of language, (b) combine the four language skills to use in a natural way, (c) support students in gathering, investigating, forming, and arranging the information, (d) improve teamwork, and (e) help students to become more active and self-directed learners.

There are scholars who have outlined the effective oral presentation process. They agree that it is very important that presenters need to understand the goals of their presentations, know who their audiences are and what the audiences will obtain from the presentations. In addition, the presenters have to be clear about what they will present how to deliver information smoothly. They must have proper organizational structures and appropriate language style (Anderson, Maclean, & Lynch, 2004; Centre for English Language Communication, n.d.; Grand, n.d.; Griffith Institute for Higher Education, 2004; Storz et al., 2002).

To be able to give an effective presentation, it is suggested to follow the following process. First of all, the presenters need to define the goals of their presentations. For instance, to propose new projects, to introduce new ideas, to report the progress of projects and other objectives (Centre for English Language

Communication, n.d.). Clear presentation objectives convince the audiences to agree with or do something other than just absorbing a proposal or report.

Second, the presenter should be able to identify and analyze the audience. Charlesworth (2000, cited in Griffith Institute for Higher Education, 2004) shows examples of questions to identify the audience, as to who and if they should be addressed formally or informally. Tactics to examine the audience are knowing their average age and their educational and intellectual levels.

Scholars have explained that there are numerous strategies, which make for an effective oral presentation.

Making eye contact is suggested for the first time and focusing on the audience while speaking. It can make the audience pay more attention. The presenter can judge the audience's reactions to what the presenters are saying. Making eye contact with the audience is a very important part of an oral presentation. That shows the audience that the presenter is interested in communicating and is proficient. The presenter will look into the eyes of the audiences and some of them who sit in the back might nod because they understand what a presenter is saying. "Making eye contact is like a silent way of speaking," (Jacob and Hyman, 2010; King, 2002;Walker, 2012).

There are no absolute rules regarding body posture, however the presenter should adopt a comfortable and authoritative posture. Using hand gestures is beneficial but the presenter should always try to keep the gestures moderately clear and concise rather than just waving one's hands around uncontrollably (Jacob and Hyman, 2010 ; King, 2002;Walker, 2014).

For many students, to give an oral presentation can be a nervous experience and something that they dread having to do. For shy students, in particular, standing up in public and speak foreign language may seem like a major suffering. With this in mind, an oral presentation should be prepared in advance. The presenter should practice at least 10 times because practicing will help the presenter to discover something that should be improved. A good oral presentation needs time to prepare. Many presenters present as if they are talking with the audience naturally and they have spent sufficient time to prepare the content (Jacob and Hyman, 2010; King, 2002; Walker, 2014).

Regarding voice projection, it is not a way of shouting, but rather carrying one's voice as far as possible. The failure to project one's voice is a common problem. Sometimes, the audience cannot hear what the presenter is saying even though their English is highly fluent. In addition, the big mistake is that presenters

always go too fast. Each audience is hearing the content for the first time, so it's unfamiliar for them. Consequently, the presenter should take it slow and speak clearly with an appropriate voice (Jacob and Hyman, 2010; King, 2002).

Visual aids, like Powerpoint, can facilitate an oral presentation and they should be used well. Most of the audience will remember and look at the visual aids when the presenter gives an oral presentation. Powerpoint or handouts are very effective visuals aids. They can help the audience grasp and comprehend the main points. Using visual aids is necessary to define the main point. This can help the audience to remember the main idea of the presentation (Jacob and Hyman, 2010 ; King 2012; Neese, 2015 ; Walker, 2014).

The presenter should talk but not read; the audience does not need the presenter to bury their face in the script or read every letter on the screen. Therefore, the presenters should try to avoid talking from notes and should focus on the main idea in relaxed and natural action. Talking more than reading from the note or small pieces of paper should be done when giving an oral presentation, but the presenter might look at the notes occasionally (Jacob and Hyman, 2010; King 2014; Neese, 2015; Walker, 2014).

Rhetorical questions have also been used to engage the audience to think about the topic. A rhetorical question is a question which is asked by the presenter and the answer is not expected from the audience. The presenter can engage inviting the audience to think about what content will be presented. In addition, a rhetorical question can convince the audience to agree with the presenter, shown by a nodding of their heads. Some presenters ask rhetorical questions to stir an audience's emotion because it is better than delivering a one way emotional statement (Dlugan, 2012).

Objective of the Study

The objective of this study is to identify differences of oral presentation performance between low and high English proficiency students and determine the oral presentation strategies employed by these two groups.

Research Methodology

1. Participants

The participants of the study were 55 Muslim first year students who were enrolled in the English for International Program at Prince of Songkla University, Pattani Campus. The age of the participants ranged from 19 to 20 years old. They

were chosen for this study primarily for two reasons. First, they were studying English for International Program which is a required course for students who study in an international program. They are both Thai and International students with different English proficiency. In addition, the participants were classified by their proficiency test scores. In this class, English was the means of delivering lectures. Students were expected to communicate with their lecturers and classmates in English.

2. Data collection

2.1 An in-house English proficiency test was constructed and tested for reliability and validity. The index of consistency of the instrument was 0.996. The test consisted of 65 items divided in four parts: grammar, reading, vocabulary, and listening. The students were divided into low and high proficiency groups based on the score from the test (low proficiency scored lower than 70% and high proficiency ranged from 70-100%).

2.2 An oral presentation rubric was used to assess the oral presentation performance.

There are ten items in the rubric using a Likert Scale, 1= Poor, 2 = Not very good, 3 = Ok,   4 = Good, and 5 = Excellent.

2.3 The researcher observed closely what strategies were employed by both groups of students when presenting. The objectives of the observation are to know the strategies used and how they perform oral presentations in front of the class.

Finding

Table 1 Descriptive Statistics of oral presentation performance score

Item	Descriptive	Researcher + Lecturer	
		high	low
1	The opening effectively drew the attention and interest of the audience.	3.65	2.94
2	The presentation was well organized and concise.	3.93	2.99
3	The presentation was informative.	4.03	3.48
4	The presenter spoke without relying on notes.	4.31	3.16
5	The presenter used appropriate, well-designed visual aids.	4.5	3.86
6	The presenter used body language appropriately (gesture, eye contact).	4.15	3.34
7	The language used in presentation was accurate.	4.31	3.13
8	The presenter used language fluently.	4.44	3.29

9	The closing summarized the key points and left a final thought with the audience	4	3.05
10	The speech was delivered within the time assigned.	4.13	4.14
	Mean	4.14	3.34
	SD	0.56	0.53

Table 1 indicated that the students with high English proficiency had a higher total mean score ($\bar{x}$ =4.14) compared to the lower group ($\bar{x}$ =3.34). In item number 1, students with high English proficiency opened their presentation effectively. They tried to grab the audience's attention by asking rhetorical questions. However, the students with low English proficiency started their presentation by introducing themselves and introduced the content without any strategies that could grab audience's attention. Thus, the mean score of this group was quite low ($\bar{x}$ =2.94). Interestingly, before starting the presentation, the students of both groups always said "Bismillah ir-Rahman ir-Rahim". According to the interview, they spoke out the expression in order to pray to God in order to encourage them to be confident giving the presentation. For item 2, the presentations of the students with high English proficiency were well organized and concise. They had outlined the presentation and mentioned the main points. On the other hand, the presentation of students with low English proficiency was redundant; they read everything on the screen and repeated the same topics several times. In item 3, the presentation mean score of high and low proficiency groups were 4.03 and 3.48 respectively. Their information from given topics was informative. For item 4, when the students from the high English proficiency group presented, they explained the content of the presentation. They rarely read the notes while the students with low English proficiency always read notes and read every letter on the screen. In regards to item 5, the students with high English proficiency groups got the highest mean ($\bar{x}$ =4.5). They used appropriate and well-designed visual aids. The background slides were bright with clear letters and did not contain too many letters on the screen. Whereas, some of the students with low English proficiency groups used dark backgrounds with red and yellow letters. They were too colorful and inappropriate for an academic oral presentation. In addition, there were too many letters on the screen with complex sentences and difficult vocabulary. In item 6, students with high English proficiency performed very well in terms of eye contact and maintained eye contact without reading. They could interact with the audience effectively and could see audience's interaction. In addition, hand gestures were also used to point out the content on

the slides. On the other hand, the students with low English proficiency rarely made eye contact with the audience. They always looked at their notes and did not pay attention to the audience. They read their notes and read the content on the slides. In both items 7 and 8 the language used by the high English proficiency group was quite accurate and clear. They used simple sentences with vocabulary that could be easily understood. They summarized the content in their own words. There were some grammatical errors. While the language used of students with low English proficiency groups was inaccurate in terms of grammatical points. In addition, there was too much redundancy: repeating the same sentences many times. In item 9, the students with high English proficiency ended their presentation effectively. They summarized the key point of their presentation in their own view and gave some suggestions to the audience. Most of students with low English proficiency ended their presentation by saying thank you to the audience and did not summarize any key points. Besides, the results from item 10 showed that the presentations of students with high English proficiency were delivered within the time assigned. While the low English proficiency students could not deliver within the time assigned. They spent most of time reading notes and were not concerned about time. Some groups spent more than two minutes over the time allocated.

Based on the observation, the information gained indicates that both groups used different strategies in giving oral presentations. The high English proficiency group used effective strategies that made their oral presentations perfect. They always interacted with the audience and caught their attention, especially by using clear and concise openings. By noticing the audience's gestures and reactions, they could adjust their presentation process. In doing so, the students presented not talking from notes, but by focusing on the main ideas and using hand gestures in a relaxing and natural manner. Moreover, the visuals aids were well-designed and effectively used. Besides, when presenting, they spoke at an appropriate volume so the audience could hear and follow their talks easily. The language used in these presentations was clear. They used simple vocabulary and sentences comprehensibly. They also summarized the contents by using their own words and left the audience pondering their final remarks. Throughout the presentation, the Ghanaian and Guinean students wore sunglasses. This style helped them feel more confident.

In the low English proficiency group, the presenter lacked the use of eye contact. They often read every letter and seldom used hand gestures because they paid more attention to the notes than the audience. Although the visual aids they

used were quite effective (clear letters, clear background and well designed) the slides contained too many words with complex sentences. Furthermore, there were a number of grammatical mistakes and the language used was unclear and redundant. Significantly, the presentations were not prepared, rehearsed or organized, which was apparent by the same points being repeated many times. Moreover, there was no opening and closing in their presentations. They only introduced themselves and said thank you when finishing the presentations.

Conclusion and recommendations

The performances between the two groups were different in as much as the students in high English proficiency group performed better than the low group. The mean scores were 4.14 and 3.34 respectively. Notably, the students in the high English proficiency group performed very well with outstanding and effective strategies.

In conclusion, the students in low English proficiency group apparently lacked a mastery of oral presentation skills. They used ineffective oral presentation strategies because they did not show the opening and closing, made no eye contact and or gestures and always relied on their notes. It is suggested that the students with low English proficiency need skill training and explicit teaching for effective oral presentation. Teachers are therefore recommended to provide courses aimed particularly at developing oral presentation skill in order to assure their students' ability to deliver an effective oral presentation can satisfy the demands of any academic context.

Appendix

Table 2 Descriptive strategies used in giving oral presentation of both group

strategies	Group	
	High English proficiency	Low English proficiency
1. Making eyes contact	- They smiled. - They make plenty of eye contact.	- Some presenters made good eye contact. - Most of presenters had no eye contact.
2. Reading note	- They talked and didn't read the notes. - They always looked at the audience.	- They always read notes and read every letter on the screen.
3. Using body language and gesture	- They hand gestures effectively.	- They sometime used hand gestures.
4. Using visual aids	- There weren't too many letters on the screen. - They used clear letters, bright backgrounds and a well-designed visual aid.	- There were too much letters on the slides. - They copied the letter from the internet because there were too many complex sentences with difficult vocabulary.
5. voice projection, language used and fluency	- The presenters didn't shout and the audience could hear very well. - They spoke very clear with simple words and the contents were comprehensible. - They summarized the content by their own words and sentences.	- The audiences could hear very well. - The language used weren't clear and also redundant. - There were many grammatical mistakes

Table 2 Descriptive strategies used in giving oral presentation of both group

strategies	Group	
	High English proficiency	Low English proficiency
6. Practice presentation	- Presentation was well organized and concise. - The opening effectively drew the attention and interest of the audience.	- Presentation was poorly organized and redundant. - There was no opening. - They just introduced themselves and started the content.
Note	Two presenters wore black sunglasses	* Time over because most of presenters always read note and didn't have eye contact. - showed a lot of excitement by pausing fiddling around

PARER 2

Factors Affecting Oral Presentations Performance and Relationship between the
Performances and Strategies Used in Giving an Oral Presentation

Factors Affecting Oral Presentations Performance and Relationship between the Performance and Strategies Used in Giving an Oral Presentation

Bunyarat DUKLIM [1] and Sita MUSIGRUNGSI [2]

[1] M.A. Candidate
Department of Language and Linguistics, Faculty of Liberal Arts
Prince of Songkla University, Songkhla, Thailand
Email: bunyarat.d@psu.ac.th

[2] Lecturer
Department of Language and Linguistics, Faculty of Liberal Arts
Prince of Songkla University, Songkhla, Thailand
Email: sita.m@psu.ac.th

ABSTRACT

This study aims to investigate factors affecting oral presentation performance and determine relationship between oral presentations performance and strategies used in giving an oral presentation. In collecting data, 55 first year students enrolling English for International Program course at Prince of Songkla University, Pattani Campus were asked to do the survey in order to gather their background information and factors affecting their performance. In addition, their two oral presentations were observed and graded. According to the survey, the students in both group, high and low proficiency, have studied English for approximately 6-10 years, 58.82% and 50% respectively. The high English proficiency students performed very well. They used the presentation strategies effectively. As they believed that their good performances are resulted from duration of English learning, 6-10 years and using English in their daily life especially speaking English in classes with international friends. In addition, the reflection on oral presentation experience indicated that both group had different oral presentation experience. The students in high English proficiency group appear to have more experiences in giving a presentation.

To sum up, the factor affecting oral presentations performance is practical uses of English in daily life and experiences in giving oral presentation. The students in high English proficiency group appeared to use English in English class and other classes. In addition, oral presentations performance score and strategies used in giving oral presentations were correlated significantly at high level.

Keywords: Oral presentations strategies, factors affecting oral presentation, oral presentation performance

Introduction

According to Piccinini (2010) oral presentations can enhance student's English fluency and accuracy. Students can learn the process of oral presentation and gain more knowledge about how to choose the topic, gather information from a various sources, organize the content and support the idea. In addition, they also learn how to deliver the message and main idea, manage to work with in a limited time and use appropriate visual aids. Furthermore, oral presentation can enhance their public speaking ability and know how to answer and deal with the questions when the audience asked. In addition, Meloni & Thompson (1980) proposed that oral presentation class provide a good atmosphere in class. Students can share their knowledge by delivering the message. It can also enhance their speaking competence and make them more fluent in English academic oral presentation skill.

Oral presentations often create challenges to ESL or EFL learners due to a number of factors such as native language barriers, unfamiliarity with genre-related features of the target language, and lack of oral communication skills. When it comes to giving oral presentations in a non-native language, learners usually do not perform as well as in their mother tongue. Radzuan and Kaur (2011), for instance, found that lack of English language proficiency was a major source of anxiety in Undergraduate Research Project (URP) oral presentations among Malaysian engineering students. Zareva (2009) also revealed that in academic settings L2 presenters were so worried about the content that they excluded their peers from negotiating the information. This resulted in L2 presentations being constructed in a more formal way than L1 ones. Communication skills are also crucial for presenters to deliver a successful talk. The skills consist of a mixture of verbal, interpersonal and physical strategies needed to interact confidently and effectively with a range of audiences (Griffith Institute for Higher Education, 2004). They are required for successful presentations and also for communication in general (Nakate, 2012).

Objective of the Study

The objective of this study is to identify correlation between oral presentations performance and strategy used in giving oral presentations and determine factors affect the oral presentations performance of the students.

Methodology

Participants:
The participants of the study were 55 Muslim first year students enrolling in the English for International Program at Prince of Songkla University, Pattani Campus. They are both Thai and International students with different English proficiency. In addition, the participants were classified by their proficiency test scores.

Data collection
1. An English proficiency test was constructed and tested for reliability and validity. The index of consistency of the instrument was 0.996. The test consisted of 65 items divided in four parts: grammar, reading, vocabulary, and listening. The students were divided into low and high proficiency groups based on the score from the test (low proficiency scored lower than 70% and high proficiency ranged from 70-100%).
2. The researcher observed closely on what strategies employed by both groups of students in giving oral presentation. The objectives of the observation are to know the strategies used and how they perform oral presentations in front of the class.
3. The survey on educational background form was used to survey the English educational period. There are ten items in the form using scale, always, usually, sometimes, occasionally, and never.
4. The reflection form was used to assess the factors and experience of giving oral presentations. There are eight questions in the reflection form.

Findings

Table 1 shows the correlation analysis between oral presentations performance score and strategies used in giving oral presentation. The interpretation of the correlation was based on [Brown, (1988, p. 150)]. The value 0.50-1.00 indicates a high relationship, 0.30-0.49 indicate a moderate relationship and 0.10-0.29 indicate a low relationship.

| Strategies | Oral presentation performance score | | |
	r	p	Correlation level
Make plenty of eye contact	0.765**	0.00	high
Pay attention to posture	0.351*	0.03	moderate
Practice presentation	0.818**	0.00	high
Voice projection and slow down	na.	na.	No correlation
Using visuals aids effectively	0.450**	0.01	moderate
Talk, don't read	0.785**	0.00	high
Using rhetorical questions	0.515**	0.00	high

**Correlation is significant at the 0.01 level (1-tailed)
* Correlation is significant at the 0.05 level (1-tailed)

As shown in Table 1, among oral presentations performance score and seven strategies used were significant correlate namely practice presentation (r=0.818), talk, don't read (r=0.785), make plenty of eye contact (r=0.765), using rhetorical questions (r=0.515), using visuals aids effectively (r=0.450), pay attention to posture (r=.351), Voice projection and slow down respectively. Practice presentation strategies had the highest

correlation among seven strategies. In conclusion, oral presentations performance score and strategies used in giving oral presentations were correlated significantly at high level. In other words, it means that the groups of students earning high score used effective strategies for example, making good eyes contact by looking at the audience's eyes appropriately. They also talked without relying on the note and delivered their message using their own simple language which was comprehensible. In addition, the visual aids they used were clear and readable. They spoke English accurately and fluently. On the other hand, most of students in low English proficiency group did not perform very well. Their score of oral presentation performance were poor and moderate. It was because they did not employ effective strategies for example, they always read notes and did not have eyes contact with the audience. They rarely prepared their presentation. In addition, their language used was not clear and difficult to understand.

Factors affecting the oral presentation performance of the students

Table 2 English learning experience

Number of years	High English proficiency N=17	Low English proficiency N=32
1-5 years	2 (11.76%)	11 (34.38%)
6-10 years	10 (58.82%)	16 (50%)
11-15 years	5 (29.41%)	5 (15.62%)

According to Table 2, just about a half of the students in the high English proficiency group (58.82%) and low English proficiency group (50%), most of whom are Thai who have studied English for 6-10 years. There are two international students (11.76%) who have studied English for 11-15 years, accounting for 58.82% in the high English proficiency group. Besides, 34.38% of the students in low English proficiency students have studied English only 1-5 years. It can imply that most of students in low English lacked of mastery English skills in daily life.

Table 3 English practical usage

Item	Using English	High group	Low group
1	In English class	3.35	3.28
2	In other classes	3.06	2.94
3	For speaking in daily life	3.24	2.66

4	For watching movies		3.24	2.97
5	For listening to the radio		3.24	2.53
6	For surfing the Internet		3.35	2.50
7	Other (playing games,etc)		2.76	2.00
		Total	3.05	2.63

Table 3 indicated that the students with high English proficiency had a higher total mean score ($\bar{x}$ =3.05) compared to the lower group ($\bar{x}$ =2.63) on English practical usage. In item number 1, English is mostly used in English classes in both high and low English proficiency groups with highest mean ($\bar{x}$ =3.35) and ($\bar{x}$ =3.28) respectively. In English classes, as English was the means of delivering lectures, students was forced to speak or communicate with their lecturers and classmates, especially international ones, do assignments and search English materials or information on the Internet. By processes of acquiring English documents, they had good chances in using English for reading, summarizing, and synthesizing texts, then presenting them in oral presentations. For item 2, usage of English in other class classes of students in both high and low English proficiency are at the mean values (3.06) and (2.94) respectively. The participants who used English in other classes are only international students while Thai students speak only Thai in these classes. In item 3, the mean of speaking English in daily life in high English proficiency group is higher than low English proficiency group are at the mean (3.24) and (2.66) respectively.

English experience

According to the survey, students in both low and high English proficiency group follow similar process in preparing the oral presentation that is by searching more information about the given topic via the internet. They also interpreted and discussed with the group members about the given topic and talked with their own understanding and own language. In addition, in the group of high English proficiency, they practiced their oral presentation many times both practicing in the front of the mirror and in front of the group members. *"I searched more information about the topic and discuss with the members in the group"* / I searched the content about the topic and start writing / look up the dictionary and *find some unfamiliar words"*

About oral presentation training, some students in the group of high English proficiency have been trained in giving oral presentation and public speaking when they were in their high school in their countries. In addition, some of them also experienced in English camp in Malaysia and had been trained when they attended the camp. On the other hand, students in low English proficiency group have never been trained in giving oral presentation before. *"I have ever been trained when I was in primary school in Guinea." / I have ever been trained when I attended English camp in Malaysia."*

On the other hand, both group of students had experience about giving academic oral presentation by using posters when they studied in high school. While some of them had experience about giving academic oral presentation for the first time in this class by using Power Point. *"I had some experience in giving oral presentation by poster when I was in high school."* Whereas, most of students in low English proficiency group had the first experience about giving academic oral presentation in this class by using Power Point. *"I had the first experience in giving academic oral presentation in this class by using Power Point."*

In the part of period in giving oral presentations, most of students in both low and high English proficiency group learned how to give an oral presentation when they studied in high school. In addition, about the excitement, most of students in high English proficiency group felt a bit excited when they gave oral presentation in front of the class. They felt fearful and nervous because everyone looked at them and often forgot what they want to say. Most of them lack of confidence. Their voice was trembling and their hands were shivering. *"I felt anxiety and fearful because I was worried about forgetting the content and felt worried about forgetting the word I want to deliver"* Whereas, students in low English proficiency group tended to be full of fear and nervous when they gave oral presentation in front of the class. Their face turned to be red when they pronounced the world incorrectly. In addition, they could not project the voice. Their voice was also trembling and their hands were shivering. *"Generally, everyone felt excited when they were presented, also for me I were anxiety because every eyes of audiences were looked at me so it make me feel embarrassed and can't project my voice.*

In term of effective strategies used, most of students in both high and low English proficiency groups practiced their presentation before giving oral presentation in front of the class. They agreed that the best way of making effective oral presentation was to practice more and more and need to understand the content clearly. In addition, the visual aids should be effective. The content on the Power Point should not be long with bright background and readable. *"I think to make an effective oral presentation is we have to understand in materials clearly, if we understand we can present effectively /* *"I must prepare about clear presentation and pronunciation and understand about main idea"*

In terms of factors that make an effective oral presentation, most of students in both high and low English proficiency groups suggested that the factors that make their oral presentation effective were to practice. In addition, they were always confident and relaxed when giving oral presentation in front of the class. *"The presentation will be good when we were making everything before presenting and while we are presenting we have to keep in mind that have to be confident as long as we can do. The presentation will be bad if we didn't prepare our information as much as we can and the way we were presented will not good."* I tried to remember the content and try to be relaxed with confidence.*"* Lastly, the effective oral presentation in their own view, most of students in both high and low English proficiency groups suggested that an effective oral presentation in their own view was to understand the content clearly. In addition,

summarizing the content by our own world with simile vocabularies was very effective strategies for giving oral presentation. *"I think the presenter should speak clearly, summarize the content with our own words and use easy vocabulary" / "The effective presentation; the presenter should speak clearly and loudly with clear PowerPoint"*

Conclusion and recommendations

There are many factors affecting oral presentation performance such as educational background and strategies used in giving oral presentation. The students in high English proficiency had more experience and had been trained to give an oral presentation in front of the class more than students in low English proficiency. In addition, oral presentation performance scores and strategies used in giving oral presentation were correlated significantly at high level.

The students in low English proficiency group apparently lacked a mastery of oral presentation skills. They had no experience in giving oral presentation performance and had never been trained to give oral presentation. It is suggested that the students with low English proficiency need skill training and explicit teaching for effective oral presentation. Teachers are therefore recommended to provide courses aimed particularly at developing oral presentation skill in order to assure their students' ability to deliver an effective oral presentation can satisfy the demands of any academic context.

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VITAE

Name   **Bunyarat Duklim**

Student ID   **5711121056**

Educational Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts in English Language	Prince of Songkla University	2009

List of Publication and Proceedings

Duklim, B. & Musigrungsi, S. (2016). Factors Affecting Oral Presentations Performance and Relationship between the Performance and Strategies Used in Giving an Oral Presentation. *Proceeding of the 14ᵗʰ International Conference on Developing Real-Life Learning Experience:STEM Education and Lifelong Learning Skills in the 21st Century.* King Mongkut's Institute of Technology, Ladkrabang, Bangkok, Thailand.

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