

Developing Speaking Skills and Confidence: Oral Presentations in English Communication Courses

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Communicative skills are essential for students learning English as a foreign language. However, many Japanese students struggle with speaking skills. To address this challenge, teachers need to incorporate oral activities into the classroom that can help enhance these skills. One effective example is presentations. When presentation skills improve, it necessarily involves communicating information and ideas in a staged and structured way for an audience. Presentation skills form an important basic competency for university graduates and working professionals (De Grez, 2009; Van Ginkel et al., 2019).

In Japanese higher education, students often enter university with little or no experience in making oral presentations in English and come from backgrounds where they have limited exposure to developing their speaking skills in the target language (Brooks & Wilson, 2014). For many Japanese students, university is the first time they are required to give a presentation in English. This is problematic because presentations have great potential to enhance speaking skills and build confidence, as students can prepare individually or collaborate in groups before the actual public speaking. Preparation can lift the anxiety of making mistakes, and visuals can provide support when speakers are hesitant about what to say.

Since many students struggle with speaking due to factors like nervousness, stress, concerns about grammar, pronunciation, vocabulary, and lack of experience, oral presentations can help them overcome these challenges and build confidence. In addition, the role of the instructor is also relevant in improving learners' speaking skills through presentations, such as by offering them the freedom to choose a topic, which might reduce their anxiety when they present.

This article explores the use of oral presentations in English communication courses at a Japanese university that focus on speaking skills. Data were collected from students taught by three of the authors, gathering their perceptions of oral presentations and classes. Also, teachers' approaches and perceptions are discussed through their detailed reflective reports.

THEORETICAL BACKGROUND

Theoretical Framework of the English Communication Classes

English communication classroom activities can be viewed in light of Vygotsky's (1978) social constructivist theory, in which learning takes place in a social context where understandings and skills are developed through interaction. In this theory, discussion-based activities are important because learning

takes place through interacting with peers and other key figures such as teachers. Communicative tasks require active participation from both students and the teacher. In particular, group presentations have the potential to let learners engage in a cooperative task that requires them to share their ideas and negotiate meaning in English with their peers while they are planning and preparing their presentations. The oral presentation tasks used in the courses covered by this study were informed by this theory, as teachers organized and structured tasks in which students were usually involved in active discussions with their peers on presentation topics. In addition, they interacted with one another by asking questions to the presenter and sharing information with each other based on the results of their own online research, personal experience, and classroom textbook.

Oral Presentations in the Classroom

Widdowson (1978), in his seminal *Teaching Language as Communication*, makes the distinction between reciprocal and non-reciprocal activities. With a reciprocal activity, such as a conversation, there is turn-taking, with participants alternately speaking and listening. A presentation, however, is primarily a non-reciprocal activity in which the presenter speaks and the audience listens. The definition of oral presentation skills is given by De Grez (2009, p. 5) as “a combination of knowledge, skills and attitudes needed to speak in public to inform, self-express, relate, or persuade.” Phan et al. (2022, p. 64) define an oral presentation as “a speech given by the presenter to the audience that is limited of time and also supported by several visual aids.” Hedge (2000) found that using presentations in the classroom is an effective teaching method because it adds variety and allows students the opportunity to teach one another instead of always learning from the teacher, which aligns with Vygotsky’s approach.

Oral presentation skills involve communication and confidence, since an oral presentation can be perceived as the extension of general oral communication skills (Phan et al., 2022). A good presenter can convey information to the audience clearly and successfully with confidence, which might influence the listeners in decision-making. This is a very important aspect of developing such skills, as students who excel at presentations are better able to present themselves in job interviews, thereby increasing their chances of employment. Consequently, to become successful, learners need not only intellect, knowledge, and thinking skills, but also good presentation skills. These skills help learners build confidence when operating within a group, communicate information effectively, attract the attention of listeners, and importantly, create opportunities for career advancement. Also, through oral presentations, students can improve their use of technology, which is another important skill for the future workplace.

Oral Presentations as a Tool for Enhancing Speaking Skills

Giving oral presentations in the language classroom is a great opportunity for students to enhance their speaking skills in a foreign language. Through the process of presenting, they can become more confident and skillful at speaking in front of many people. According to Brooks and Wilson (2014), when students are presenting in class, it is one of those chances when they have direct control of both the content and the flow of their talk. They can prepare their scripts in advance and rehearse their speech before the actual public speaking takes place. This way, they can check their content for mistakes and eliminate inaccuracies. They can also receive feedback on their presentation content from peers or the teacher to refine their materials

before presenting to an audience. Therefore, careful preparation can boost students' language development as well as speaking skills.

Furthermore, oral presentations are authentic language activities in the classroom because they are used in real life. Through presentations, students have to make an effort to understand the content they will be presenting and communicate this understanding to others in English. This form of real language use gives students a chance to improve their linguistic and communicative skills (Brooks & Wilson, 2014).

Girard et al. (2011) found that using oral presentations in the classroom leads to greater class interaction and participation, an increased interest in learning, and noticeable improvements in students' communication skills. Hida (2022) applied collaborative learning in the English classroom for students to give oral presentations and found that Japanese learners of English were able to identify differences between their own presentations and those of their peers. By doing so, they were able to overcome their weaknesses and improve their presentation skills.

Oral Presentations as a Tool for Developing Stage Confidence

For university students, it is essential to develop oral presentation skills as these provide opportunities for them to develop stage confidence, which they need when they stand before an audience. According to Hou (2009), learners' success in handling presentations will motivate them to learn spoken English, think logically, and build their confidence.

Giving a presentation in a foreign language is a multi-layered and challenging task. A good presenter in the language classroom not only needs strong speaking skills but also confidence in front of the listeners. A confident speaker can build credibility and create a lasting impression. Getting the attention of the audience and keeping them engaged throughout the talk can be achieved with a confident attitude, which is essential for success. However, this aspect is difficult for many to achieve, as anxiety affects their ability to deliver effective oral presentations. Although a small amount of anxiety can be facilitating, high levels are usually debilitating, having a negative impact on the presentation. However, anxiety can be reduced by practice, discussions, and presentation opportunities in the classroom.

When students perform a presentation, they usually experience a sense of success in conveying their message. This feeling of accomplishment can motivate them to engage more confidently in other activities, such as small group discussions, answering questions in class, and sharing ideas on various topics. As a result, students become more confident and skillful when it comes to speaking in front of others.

METHODS

Presentation Tasks

The authors of this paper are all co-authors of a textbook, *English for Exploring the World* (Uenishi et al., 2024), in which they designed two types of presentation task (see Appendix 1). The first is a *research and present task*, where students search the Internet for places of interest relating to the setting of the unit. They then present three facts about one place. The book has 12 of these tasks, one in each of the main units. Three of the authors agreed that they would try at least some of these during their courses. During the courses, a set of questions in English was created to encourage the students to use English in their preparations for speaking (see Appendix 2).

The second type of task involved a summary of a problem that one of the fictional characters in the book encountered and a reflection on it. These presentation tasks were part of two review units and are referred to in this article as *review presentation tasks*. The three authors all agreed to use these tasks for their mid-term and final evaluation tasks, although they could modify them.

Participants

While the four authors of the paper collaboratively designed the materials used in the study, three of them chose to participate directly in the research as they shared similar ideas about the use of the presentation tasks. All the authors in this research are full-time members of the Institute for Foreign Language Research and Education at Hiroshima University, which mainly provides language courses to first-year undergraduates. There are four first-year English communication courses (IA, IB, IIA, IIB), and they focus on the skills of speaking (IA), writing (IIA), reading (IB), and listening (IIB). The authors were responsible for teaching the speaking courses (IA) and had classes twice a week for an eight-week term. The student participants of the study were enrolled in the speaking courses taught by the three instructors. The students were from various faculties such as Education, Law, Science, and Engineering.

Materials and Teaching Approach

All three teachers were experienced, had worked together over several years, and used the same textbook, *English for Exploring the World*, as well as a Moodle course that they had built and designed together for use with the textbook. The book itself has 12 main units that contain dialogues, vocabulary tasks, communicative tasks on key expressions, and a page of three tasks that include dialogue writing, a discussion task of around seven questions, and the *online research task* used for presenting. A final page was designed for self-study, involving review questions and a listening task with a linked vocabulary task. The three teachers used a flipped learning approach and taught primarily in English using a communicative approach.

A standard class involved thirty minutes of self-study followed by one hour of taught activities. There were some small variations in delivery. Author A taught a mixture of in-class lessons and videoconferencing, so that the presentations were sometimes given on Zoom and sometimes given in class. Authors B and C taught mainly in class, so that students presented in class. For the *online research tasks*, students worked primarily in pairs and each pair presented to another pair. For Author A's classes, several pairs would also be asked to present to the class.

For the mid-term and final presentations, the *review presentation tasks* were used. With Author A, the mid-term presentations took place online and the final presentations were in class. With Author B and Author C, both the mid-term and final presentations took place in class.

Research Questions

RQ 1. What are students' views on oral presentations in the English communication courses?

RQ 2. How did oral presentations influence students' speaking skills and confidence in both traditional (classroom) and videoconferencing (Zoom) formats?

RQ 3. How do teachers perceive the effectiveness of oral presentations in improving students' communication skills?

Data Collection and Analysis

Teacher data were provided in the form of summaries of their courses and written reflections on them. Student data were collected at the end of the course through an online questionnaire.

The student questionnaire was administered at the end of the course in the classes of the three teachers. The questionnaires consisted of 22 items: 10 items on a 4-point Likert scale, and 12 open-ended items aimed at gaining insight into the students' reasoning.

In total, 315 students filled out the questionnaire, which focused on students' attitudes towards presentations in English, their perceptions of the presentation tasks during the course, the challenges faced when presenting, self-perceived nervousness and confidence during presenting, and technology-related issues. Because some of the survey questions focused on two different time intervals (during and after the course), the researchers were able to observe changes in students' perceptions. Qualitative items were used in the survey to reveal the reasoning behind students' quantitative answers. Teachers' reflections on the courses were added to offer additional insights.

Regarding the quantitative data, the analysis uses descriptive statistics to understand the trends and patterns within the data. With the 4-point Likert scale, the following points were allocated: ++ (4 points), + (3 points), - (2 points), -- (1 point). Qualitative data, such as students' open-ended responses and teacher reports, were analyzed using content analysis. The main objective of this analysis is to identify recurring patterns in the data, categorize them into themes, and examine their meanings in depth for discussion.

Findings and Discussion

The results of the student questionnaire from the three teachers have been collated separately. Because each teacher used presentation tasks in slightly different ways, this allows more reflection on how results may be affected by implementation of the tasks.

RQ 1. What are Students' Views on Oral Presentations in the English Communication Courses?

In general, students viewed the presentations as important and they rated the online and in-person presentations highly (Table 1). Given that these were new tasks that had been designed for an updated version of a textbook, they were clearly well received. It is also interesting to note that online presentations were rated in a very similar way to in-class presentations. This reflects the findings of our previous study, in which students' opinions reflected teacher decisions, interpreted as students who trusted their teacher tending to approve of the teacher's management of the class, not the mode of delivery (Tanabe et al., 2023).

TABLE 1. Students' Opinions on the Importance and Value of Presentations

	Author A (<i>n</i> = 128)		Author B (<i>n</i> = 79)		Author C (<i>n</i> = 108)	
	Mean	<i>SD</i>	Mean	<i>SD</i>	Mean	<i>SD</i>
1. Importance of presentations	3.0	0.2	3.5	0.5	3.6	0.6
2. Opinion of online presentations	3.4	0.6	---	---	---	---
3. Opinion of in-class presentations	3.5	0.6	3.5	0.6	3.6	0.6

Note. *SD* = standard deviation.

Table 2 concerns students' opinions on the *research and present task* in which students were asked to do an online search together in groups on the country or city that was the focus of the unit and then share their findings in front of the class. With Author A, this mini-presentation task was done in every class (online and in-person) in order to accustom students to presenting in front of others. It was highly rated, whether online or in class.

TABLE 2. Students' Opinions on the *Research and Present Task* Online and In-person

	Author A (n = 128)		Author B (n = 79)		Author C (n = 108)	
	Mean	SD	Mean	SD	Mean	SD
Online	3.4	0.6	----	----	3.5	0.6
In class	3.4	0.6	3.4	0.7	3.4	0.6

Note. SD = standard deviation.

As the qualitative results suggest, students found the list of useful expressions for discussing the presentation in groups helpful, and they were able to improve their ability to “*summarize information in English*” which is important for the mid-term and final presentation tasks. Some students felt that doing research enabled them to “*look for reliable information*,” which is a key skill in a world of AI technology. This task also encouraged students to look for information using English websites, which contributed to more engagement in English. Students also enjoyed learning and preparing in groups, sharing knowledge with each other while exploring various countries online. These are illustrated by the following student responses:

“It was a lot of fun learning about places other people want to go and what they want to eat.”

“I can research and be interested in various countries.”

When doing the task online, students liked the function of sharing the screens in the breakout rooms on Zoom. This way, they could browse websites and read together as well as share their notes and plans on what to present on the screen with each other. They could also share some pictures about the country while they were presenting online; however, this was a shortcoming of the in-person presentations, where sharing was more difficult, and pictures were not often used. Another student comment expressed the desire for creating varied groups in class for the presentations: “*We have to change group members by changing seats. I usually do short presentation with same member.*” In contrast, with the breakout rooms on Zoom, students had a chance to work with almost everyone during the course. These two factors—the difficulty of sharing images and not having varied groups in class—have to be balanced with the immediacy of in-class presentations, which is why the ratings are very similar, whether the task is for in-class or online presentations.

TABLE 3. Students' Overall Opinions on the Evaluated Presentation Tasks

	Author A (n = 128)		Author B (n = 79)		Author C (n = 108)	
	Mean	SD	Mean	SD	Mean	SD
Mid-term and end-term task	3.3	0.5	3.4	0.5	3.5	0.5

Note. SD = standard deviation.

The mid-term and final evaluation tasks for students were oral presentations. In Author A's class, the mid-term presentation was conducted online in pairs while the final presentation was in-person, also in pairs. For Author B, mid-term presentations were conducted in pairs and the final presentations were done individually, both in the classroom. For Author C, both mid-term and final presentations were in pairs in the classroom. In Author C's case, class presentations were only a part of the evaluation besides other tasks such as creative role-play which made the evaluation task more enjoyable. As Table 3 indicates, the evaluation tasks were rated positively by students.

Qualitative responses about the mid-term and end-of-term presentations revealed that students considered these presentations to be a "very valuable experience" and "useful for the future." While students could listen to each other's performance, they could learn from their peers through identifying weaknesses and making improvements for the second presentation, which is expressed in a student comment: "It was great to learn what makes an effective presentation by reviewing everyone's slides. It also highlighted what I am lacking."

The following three figures (Figure 1, Figure 2, Figure 3) illustrate the challenges of oral presentations for students in the three teachers' classes. The qualitative data clearly show that maintaining eye contact with the audience was the most challenging and anxiety-provoking factor for all students. To maintain eye contact with the audience instead of relying on notes, the presenter must partially memorize the speech and practice it to speak confidently to the listeners. This was the hardest thing to accomplish. Another issue was overcoming anxiety, which is in line with the quantitative results about feeling nervous during presentations. The third most difficult issue for students was preparing slides. For this, they needed technical skills to use the right software and create slides that were informative, illustrative, and complemented the oral presentation.



FIGURE 1. Students' Perceived Challenges of Oral Presentations in Author A's Class



FIGURE 2. Students' Perceived Challenges of Oral Presentations in Author B's Class



FIGURE 3. Students' Perceived Challenges of Oral Presentations in Author C's Class

RQ 2. How Did Oral Presentations Influence Students' Speaking Skills and Confidence in Both Traditional (Classroom) and Videoconferencing (Zoom) Formats?

Concerning student nervousness (Table 4) for mid-term and end-of-term evaluations, the results reflect teachers' decisions. With Author A, the mid-term presentations were conducted online, and the end-of-term presentations were in-person. Students felt more nervous at the end-of-term presentation, probably because they felt more anxious standing in front of their peers compared to presenting online. It was also confirmed by a student comment: *"The second presentation was more nerve-wracking than the first because it was a face-to-face presentation. I learned how difficult it is to give a presentation while looking around at the faces of the audience at all times."*

For Author B, students did the mid-term presentations as pairs and the final presentations individually. The minimal reduction in anxiety is likely due to the increased anxiety of an individual presentation being counterbalanced by the understanding of how to set up and the process of the presentation: students had to bring their computers to the front of the room, plug into the system, make the presentation, and then answer a question. Waiting for a presentation to come on screen while standing in front of the class for the first time is likely to have been stressful.

With Author C, students did the mid-term and end-of-term presentations in pairs. This played an important role in reducing their anxiety, as the following student excerpt illustrates: *"I was less anxious because we could work together as a pair."* For all three teachers' classes, students overall felt only an average level of nervousness after the course, which implies that they can be calmer presenters in the future than they were prior to taking the course.

TABLE 4. The Scale of Students' Self-perceived Nervousness During Presentations and After Completion of the Course

	Author A (<i>n</i> = 128)		Author B (<i>n</i> = 79)		Author C (<i>n</i> = 108)	
	Mean	<i>SD</i>	Mean	<i>SD</i>	Mean	<i>SD</i>
Nervousness mid-term	2.5	0.8	2.9	0.9	2.9	0.9
Nervousness end-term	3.0	0.9	2.8	0.9	2.4	0.9
Nervousness after the course	2.5	0.7	2.5	0.8	2.3	0.8

Note. *SD* = standard deviation.

As for students' confidence, interestingly Table 5 demonstrates that the level remained the same for the mid-term and end-of-term evaluation in the case of Author A. Overall, students felt "a little confident" throughout the course. Again, this could be due to the mid-term presentation being online and the end-of-term in the classroom having an effect. However, for Authors B and C, students' confidence levels increased at the final evaluation. This was also confirmed in the following student comment: *"I enjoyed to make a presentation with my partner. The end-of-term presentation was less tense and more confidence than the mid-term."* Preparation was another important factor, which was mentioned by the students. Devoting enough time to prepare and practice the presentation is important for success. Those who prepared and practiced three or four times were more likely to feel confident in front of their peers, illustrated by the following comment:

"In my mid-term presentation, we finished our presentation at the last minutes, so we weren't able to practice much. In my end-of-term, we were able to practice my presentation more than mid-term because we had plenty of time to prepare."

TABLE 5. The Scale of Students' Self-Perceived Confidence During Presentations and After Completion of the Course

	Author A (<i>n</i> = 128)		Author B (<i>n</i> = 79)		Author C (<i>n</i> = 108)	
	Mean	<i>SD</i>	Mean	<i>SD</i>	Mean	<i>SD</i>
Confidence mid-term	2.7	0.8	2.4	0.7	2.7	0.8
Confidence end-term	2.6	0.8	2.6	0.7	3.0	0.7
Confidence after the course	2.7	0.7	2.8	0.6	3.0	0.7

Note. *SD* = standard deviation.

A common theme in the qualitative responses included students' self-perceived enhancement of their English speaking skills. Interestingly, one student felt that his/her listening and reading skills improved through oral presentations, which indicates that listening to other students' presentations and reading information as well as creating informative slides are ways to enhance those skills. However, it needs to be added that even though many students felt an improvement in their speaking skills, it is related to a

presentation that is prepared in advance and can be rote learned. To speak spontaneously in English is typically a more complex task. In Author A's class, students had to ask questions to the presenters, so that while listening, they had to construct a question. Some students could manage this task well, but the majority remained passive and expressed their difficulty regarding this task:

"It is difficult for me to ask questions."

"I want to be a person who can ask English question in English quickly."

This finding indicates that more emphasis needs to be placed on asking questions in class, along with providing preparatory activities before presentations to help students ask questions confidently and effectively.

RQ 3. How Do Teachers Perceive the Effectiveness of Oral Presentations in Improving Students' Communication Skills?

For Author A, having oral presentation activities in the classroom was an essential component of the course and will remain part of the classes in the future, with some alterations based on student data. Both for the mid-term and the final tasks, in-class presentations will be implemented to ensure that students have the same environment, which proved to be important to reduce students' anxiety and boost confidence. Overall, students recognized the value of giving presentations, with many feeling that they had developed their English skills in some way as a result. They also viewed the experience as a valuable opportunity linked to their future careers and job interviews, further highlighting the usefulness of the task. The teacher could see an improvement in the quality of the majority of the end-of-term presentations after students viewed their peers' presentations and could identify the gaps in them and learn from each other. Also, the teacher is considering the implementation of peer review in the process of creating the slides for the presentations, since making slides was listed as the third most challenging aspect for students. Peer review with a checklist could help students overcome this challenge. Furthermore, the *research and report task* in groups enabled students to search the Internet, discuss, and negotiate the presentation plan constructively with each other. Students could discover new information and share their findings in front of many people. This task helped students to identify key information in a short period of time and use it effectively in their presentation, which is an essential skill with the rise of AI technology.

For Author B, the use of presentations for the mid-term task seemed much more appropriate for a speaking course than a written dialogue/test used in previous years. Also, the final task seemed more appropriate than an interview that was used previously, and it offered more of a challenge. It meant that students spoke to a large audience twice during their course. Author B only used two of the *research and report tasks*, which always included presentation slides, and helped the students to use the needed technology. However, one issue was the length of time it took to prepare PowerPoint presentations, and it might have been more valuable to spend less time on preparation and more on presentation and feedback. The *online research tasks* brought a new dimension to the classroom with the sharing of cultural information relating to the country or city that was used in each unit. In the future, Author B is more likely to emulate Author A's style in class by getting the students to speak without slides, making the presentation faster, and possibly

using Zoom for some classes.

For Author C, students' reflections on the course highlighted several key strengths that contributed to a positive and effective learning experience. Many students emphasized the importance of pair work and group activities, which fostered collaboration, strengthened relationships, and built confidence in speaking English. They appreciated the balanced mix of face-to-face and online sessions, noting that it provided flexibility and opportunities to interact with a broader range of classmates. The course's practical focus on speaking tasks, such as presentations and discussions, was commended by students for helping them to develop communication skills and apply key expressions in authentic contexts. Although some students initially struggled with shyness or nervousness, many reported overcoming these challenges through repeated practice and the supportive environment created by their peers and teacher. Guidelines for structuring presentations were especially helpful for the students. They also valued the opportunities to explore cultural and global topics, which made the tasks more meaningful and relevant to their interests.

For Author C, suggestions for improvement included increasing speaking opportunities, extending preparation time for presentations, and reducing the workload for certain tasks, such as pre-class preparation. Some students proposed formalizing the evaluation of presentations by incorporating a method to assess group performance or introducing a voting system for selecting the best presentation. These suggestions were aimed at enhancing engagement and encouraging higher-quality work. Author C deeply appreciated these thoughtful suggestions from students and will carefully consider incorporating them when planning future classes. Overall, students expressed strong satisfaction with the course and its ability to improve their English proficiency, with many describing it as both enjoyable and highly beneficial for their language learning.

CONCLUSION

Having oral presentation tasks in their speaking courses was a valuable experience for both students and teachers. Presentations were well-suited to the course, not only for enhancing EFL skills but also for supporting students' future careers, which is an important practical aspect. They also added authenticity by giving students the opportunity to engage in skills used outside the classroom. The group presentation tasks enabled students to work together collaboratively to explore the world and learn about various countries and their cultures, which was enjoyable for them.

Presenting is a complex, multi-layered task, and one which students felt was challenging for their mid-term and final evaluations. However, they worked hard to prepare and present as effectively as they could, demonstrating their motivation and commitment towards presenting in English. Findings suggest that well-established time frames for the presentation tasks contribute to their success and make the task more enjoyable for students. Also, incorporating peer review could help students improve their slides while collaborating on their presentations. Asking questions during presentations was a challenging task and should be supported with in-class activities to encourage more active engagement and interaction with the presenters. Online and in-classroom learning environments need to be carefully selected for the type of presentation task: For the *research and present task*, an online format may be more suitable, while mid-term and final presentations might be better conducted in the classroom.

Students demonstrated a positive attitude towards the presentation tasks, and by the end of the course,

the majority had reduced their anxiety and become more confident. They also felt that they had acquired a practical skill in delivering presentations in front of an audience in a foreign language. Additionally, teachers gained valuable insights into the different ways they approached the tasks and the students' responses to them. These findings highlight the importance of presentation tasks in enhancing both language skills and self-confidence, suggesting that integrating such activities into language courses can offer significant benefits for students' academic and professional development.

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APPENDIX 1. Presentation Tasks

Example of Research and Report Task

Work in a small group. Do an Internet search to find out about Singapore. Choose a famous sightseeing spot that interests you.

- *Watch a YouTube video about it.*
- *Use Google Maps and an online encyclopedia to learn more.*
- *Make notes about three things you learned, and share them with another group. Answer their questions using the Internet if necessary.*

Example We researched Marina Bay Sands. It's a big resort hotel with three towers. Three things we learned about it are: (1) It has 2,561 hotel rooms, (2) there is a 150-meter infinity swimming pool in the Skypark, and (3) there is an ArtScience Museum building shaped like a lotus flower.

Example of a Review Presentation Task

Choose one of Yuta's experiences from one unit in the book and present (1) a summary of it to the class with a focus on the problem and how he solved it along with (2) your personal reflection on the topic. Prepare visuals using PowerPoint or other software for your presentation. Use the past tense when writing your script. Make sure that you use your own words to present the summary.

Example: (1) I am going to talk about Yuta's trip from Singapore to London. He traveled by plane and first he had to present his passport and e-ticket at the check-in desk...

(2) Now, let me share my thoughts. I think traveling alone by plane is a good opportunity to start a conversation and make some friends. Yuta was very lucky to sit next to a passenger who could recommend places to him in London...

Write a question you want to ask a presenter in class:

APPENDIX 2. Examples of Questions Provided to Students

What do you know about (India)?

What are you interested in?

What internet sites shall we look at?

What words shall we type into (Google)?

How about trying (Wikipedia)?

What is the first/second/third thing we should talk about?

Do you think this site is reliable?

Shall we try a few more sites?

Let's try (Google Images).

ABSTRACT

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This study explores Japanese university students' perceptions of oral presentations in English, online and in the classroom, during an English speaking skills class at a Japanese national university. It examines how students develop presentation skills through weekly online research in groups as well as mid-term and final presentations, and investigates the challenges and benefits of presenting in English. The participants were three instructors and 315 Japanese students. Student data were collected with a questionnaire at the end of the course, using a 4-point Likert scale and open-ended questions. Survey data were complemented by teachers' reflective notes on the course and students' performance. Data were analyzed using both quantitative and qualitative methods.

The student data indicate that eye contact, overcoming nervousness, and asking questions to the presenter were the main challenges for students. Additionally, it was found that students tended to feel more anxious about presentations by the end of the course when there was a combination of online and in-person classes. In contrast, students who participated in only in-person presentations were more confident during their final presentation.

In relation to the experiences of the instructors, insights could be drawn from comparing the ways in which presentations were used in class. Because students tended to find in-class presentations more challenging in terms of anxiety, having mid-term and end-of-term presentations in class seemed to be a good way of building confidence. Weekly presentations needed to be completed quickly, given time constraints, making it more efficient to deliver them without slides.

要 旨

スピーキングスキルと自信を育てる — 英語コミュニケーションコースにおける口頭発表 —

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本研究は、日本の国立大学における英語スピーキングスキルの授業において、オンラインおよび教室での英語による口頭プレゼンテーションに対する日本の大学生の認識を調査するものである。毎週行われるグループでのオンライン・リサーチや中間・期末のプレゼンテーションを通して、学生がどのようにプレゼンテーションのスキルを身につけているかを検証し、英語でのプレゼンテーションの課題と利点を調査した。参加者は3人の教員と315人の日本人学生であった。学生のデータは、コース終了時に4段階のリッカート尺度と自由形式の質問を用いたアンケートにより収集した。アンケートデータは、コースと学生のパフォーマンスに関する教員の振り返りノートによって補完された。データは量的および質的手法を用いて分析された。

学生のデータから、アイコンタクト、緊張の克服、発表者への質問が学生にとっての主な課題であることがわかった。さらに、オンライン授業と対面授業が組み合わせられた場合、コース終了までに学生がプレゼンテーションに対してより不安を感じる傾向があることがわかった。これとは対照的に、対面式プレゼンテーションのみに参加した学生は、最終プレゼンテーションでより自信を持っていた。

教員の経験に関連して、授業でのプレゼンテーションの使用方法を比較することで洞察が得られた。学生は、授業内でのプレゼンテーションを不安の点でより困難と感じる傾向があるため、中間および期末のプレゼンテーションを授業内で行うことは、自信をつける良い方法であると思われた。毎週のプレゼンテーションは、時間的な制約があるため、素早く行う必要があり、スライドを準備せずに行う方が効率的であった。