

Development of English Oral Presentation Model by Using Communicative Activities for The Second-Year Students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University

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Abstract

This research studied of development of English oral presentation model by using communicative activities for the second-year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University. The objectives were 1) to study the English oral presentation model by using communicative activities for the second-year students of Bachelor of Education (Teaching English) (International Program), 2) to develop the English oral presentation model by using communicative activities for the second-year students of Bachelor of Education (Teaching English) (International Program), 3) to test of using and evaluate the effectiveness of teaching and learning English oral presentation model by using communicative activities for the second-year students of Bachelor of Education (Teaching English) (International Program). This research has used the Research and Development (R & D) including one group pre-test and post-test design. The results of this research were found that

1) the teacher's questionnaire of teaching plans, physiology, and problem solving for teachers was found that the overall average was 4.34 which was at high congruence level. The student's questionnaire of teaching plans, physiology, and problem solving for students was found that the overall average was 4.33 which was at high congruence level.

2) the evaluation of the validity of the model was found that the overall average was 4.32 which was at high congruence level. The evaluation of the appropriate and consistent of the model was found that the overall average was 4.35 which was at high congruence level.

3) the score of pre-tests of used experiment the manual of model for solving English speaking problems between Thai and foreign. (\bar{x} = 9.08, S.D. = 1.53) was lower than

post of used experiment the manual of model for solving English speaking problems between Thai and foreign students in education faculty (\bar{x} = 17.68, S.D. = 1.22). The pupils who had the score of post-test of using the manual of models for solving English speaking problems between Thai and foreign students (\bar{x} = 17.68, S.D. = 1.22) was higher than pre-test of the score of pre-test of using of the manual of models for solving English speaking problems between Thai and foreign students (\bar{x} = 9.08, S.D. = 1.53) as statistically significant at 0.5. The satisfaction of students' opinions toward development of English oral presentation model by using communicative activities for the second-year students of Bachelor of Education (Teaching English) (International Program) was found that the overall average was 4.31 which was at satisfied level.

Keywords: English oral presentation; communicative activities; model

Introduction

Oral presentations are a common assignment in college courses, often used to disseminate new knowledge. Effective presentations involve more than just giving information; they must consider the best way to communicate the information to the audience using techniques that are both informative and interesting. This research focuses on the use of students' oral presentations in English language classrooms and their impact on speaking skills. The use of oral presentations in MCU classrooms is important because it positively impacts students' proficiency levels Alwi. N.F.B. & Sidhu. G.K., 2013: 98-106). Some students who do not like speaking in the classroom may never speak English at all. Therefore, the use of oral presentations may develop students' speaking levels. Teachers can use oral presentations to deal with, encourage, and motivate students' speaking problems (Brown, H. D., 2001: 52).

Oral presentation activities provide an excellent opportunity for learners to develop their skills. They provide a rewarding and stimulating experience for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public. Learning how to give oral presentations effectively takes practice and patience, but many great orators only became talented speakers through years of dedicated practice. English oral presentations in the classroom are beneficial for both the speaker and the listener. The speaker has an opportunity to practice presenting information, while the listener learns new knowledge from the speaker and can study more English simultaneously (Bruce, I., 2011: 82). Oral presentations have been shown to be extremely successful in improving learners' L2 skills and increasing their autonomy. For most language teachers, the five major benefits of using oral presentations in the classroom include being student-centered, requiring the use of all four language skills, providing realistic language tasks, having value outside the language classroom, and

improving students' motivation (Chomsky, N., 1966: 57). Oral presentations in the classroom are student-centered, allowing students to control the content and flow of the classroom. This allows them to choose their topic, select language items, and decide how to explain it to their classmates. With little or no teacher intervention, oral presentations can result in multiple opportunities for students to improve their English skills (Celce-Murcia, M., 2001: 64).

Interactions between presenters and the audience provide numerous opportunities for students to practice their English abilities authentically. Oral presentations also require students to use all four language skills: writing, reading, speaking, and listening. Students can practice their writing skills when given presentations that include visual components, while practicing their listening skills when acting as audience members for other groups' presentations (Ellen McCormick., 2003: 78).

Oral presentations provide realistic language tasks, which are important for autonomy and authentic practice of English. They require students to use their L2 to understand the topics they are presenting on and communicate this understanding to others, developing research, critical thinking, linguistic, and communicative skills. Presentations have been shown to improve students' abilities in ways that can be beneficial for their future employment, especially in the English as a Second Language (EAP) or English as a Foreign Language (ESP) context (Finocchiaro. M.B. & Brumfit. C., 1983: 25). Many potential employers place high importance on the communication skills learned during presentation classes, and the skills learned during oral presentations are transferable to their L1 language. Overall, oral presentations offer students an authentic way to practice their English skills and enhance their overall language proficiency (Hyland, K., 1991: 35-37). Oral presentations in the language classroom can provide students with additional motivation to study English and practice language skills (Jordan. R. R., 1997: 63). Properly scaffolded activities allow students to work independently and produce effective presentations, leading to higher levels of motivation and confidence. However, there are negative consequences, especially if presentations are not properly implemented in the class (Krashen, S. D., & Terrell, T., 1983: 93). One of the main reasons for problems associated with using oral presentations in the L2 classroom is that many students lack the core fluency required to give an effective oral presentation. If the difficulty of the presentations is beyond the students' current English language abilities or if the steps required in giving a presentation are not properly scaffolded, students will not be successful in their presentations (Littlewood. W., 2002: 53). This can lead to feelings of unpreparedness and discomfort when asked to present, which can undermine students' confidence and ineffectively develop their oral proficiency. Another issue with using presentations in the classroom is that they are time-consuming and often not used in

language classes or as one-time summative assessments at the end of the course (Thornbury. S., 2005: 117-125). This results in students being not prepared to present and often not finding the presentations to be a positive learning experience. Improving students' oral presentation proficiency in English oral presentation skills is crucial for producing graduates of an international standard in today's globalized world. Recent pedagogical approaches, proper materials, and tests can significantly improve the situation (Wongsothorn, D., 2000: 67).

This study on the development of an English oral presentation model by using communicative activities for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University is of great importance. The English oral presentation model uses communicative activities to enable students to develop their own English-oral presentation abilities and reach their goals.

Research Questions

1. What are the components of the English oral presentation model by using communicative activities for the second-year students of the Bachelor of Education (Teaching English) (International Program)?
2. How do the students achieve the English oral presentation model by using communicative activities for the second-year students of the Bachelor of Education (Teaching English) (International Program)?
3. How much satisfaction and effectiveness are there in teaching and learning the English oral presentation model by using communicative activities for the second-year students of the Bachelor of Education (Teaching English) (International Program)?

Research Objectives

1. To study the English oral presentation model by using communicative activities for the second-year students of the Bachelor of Education (Teaching English) (International Program).
2. To develop the English oral presentation model by using communicative activities for the second-year students of the Bachelor of Education (Teaching English) (International Program).
3. To test and evaluate the effectiveness of the teaching and learning English oral presentation model by using communicative activities for the second-year students of the Bachelor of Education (Teaching English) (International Program).

Research Methodology

The research process involves three steps: 1) Studying documents, journals, books, and research related to the English oral presentation model for second-year students of the Bachelor of Education (Teaching English) (International Program).

Resources include documents, journals, books, and research related to the English oral presentation model. The study methods involve creating research instruments, analyzing conceptual documents, theories, and research on teaching and learning styles, methods, and learning management processes.

Steps of creating research instruments include consulting an advisor, taking the analytical form of these documents to five experts, and calculating the Index of Item Objective Congruence (IOC) to examine content validity. The researcher takes data and suggestions from experts to calculate IOC, develops a model, and analyzes language data.

Data collection involves analyzing documents, journals, books, and research related to the English oral presentation model by using communicative activities towards participation in the English class of second-year students at Mahachulalongkornrajavidyalaya University. The target group for this study is 60 second-year students of the Bachelor of Education (Teaching English) (International Program) in the Faculty of Education at Mahachulalongkornrajavidyalaya University using purposive sampling.

The sample includes 25 second-year students of the Bachelor of Education (Teaching English) (International Program) in the Faculty of Education at Mahachulalongkornrajavidyalaya University. The study aims to understand the English oral presentation model and its application in the English class of second-year students.

The research instrument consists of a questionnaire for general information about the English oral presentation model using communicative activities towards participation in the English class of second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University. The questionnaire consists of 20 items and has five levels of rating scales. The mean ranges were interpolated using Nilapun & 2012's method.

The questionnaire was taken to the advisor and experts to check its accuracy and content validity. The quality result was found to be related to 1.00, and the details of the questionnaire were improved by the advisor and experts before being taken to the sample group.

Data collection from the questionnaires was conducted from May to October 2023, and the researcher coordinated with the program director and teachers to inform the data and record students' participation in the English class. This research aims to improve

students' participation and confidence, and the researcher then coordinated with students to inform questions and teaching.

Data analysis was performed using two questionnaires: the teacher's questionnaire, which includes 10 items on teaching plans, physiology, and problem-solving, and the student's questionnaire, which includes 10 items. The development of the English oral presentation model using communicative activities is the first step in the research.

The objectives of this study are to develop a model for English oral presentation using communicative activities towards participation in the English class of second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University.

The research focuses on developing an English oral presentation model using communicative activities for second-year students in the English class at Mahachulalongkornrajavidyalaya University. The process involves developing a model draft, developing an instrument for data collection, and experimenting with the model by five experts.

The model draft is developed through a process that includes taking data results, indicating expected results, and consulting with advisors and experts to check accuracy. The Index of Item Objective Congruence (IOC) is calculated to examine content validity. The study obtained an IOC between 0.80 and 1.00, which was used to develop the objectives, content, supporting conditions, and evaluation conditions of the instrument.

The instrument for data collection includes competency evaluation and effectiveness experimentation of the English oral presentation model using communicative activities. The model is designed using the concept of developing the model, which offers elements of the learning management model. The 25 second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University were selected through purposive sampling and were willing to participate in the research and take the English subject.

The goal of the lesson is to develop a model for the English oral presentation of second-year students using learning and knowledge management processes to improve outcomes and promote English oral presentation competencies. The content of the lesson is the English subject for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

The researcher uses a conceptual framework to design an English oral presentation model for teaching and learning. The model consists of seven processes: principles, objectives, expected outcome, content, supporting, and evacuation. The principle is to integrate teaching and learning through communicative activities, while the objectives are

to integrate and evaluate classroom problems using the model. The expected outcome is to improve students' participation using the model.

The instructional process consists of two steps: the instructional preparation stage, which prepares learners for learning content, and the instructional stage, which integrates teaching and learning using communicative activities. In the experimental section, learners conduct learning activities using knowledge management processes within groups.

Step 1 involves knowledge identification, where students assess their knowledge of each unit. Step 2 involves knowledge capture, where students seek, manage, and implement knowledge to acquire knowledge. Step 3 involves knowledge creation, where students create, manage, and analyze knowledge from the capture process, synthesize knowledge autonomously and through collaborative learning. Step 4 involves knowledge storage, where students summarize the steps of their learning process and store the knowledge, they have gained from studying and exchanging knowledge with others in a systematic way. Step 5 involves knowledge sharing, where students share, disseminate, and learn together. Step 6 involves knowledge evaluation, where students use their knowledge to assess the effectiveness and efficiency of knowledge management, the acquisition of desired knowledge by members of society, and provide feedback. Step 7 involves the evaluation and condition of using the instrument. The researcher created a questionnaire using the ADDIE model, which consists of 20 items divided into two sections. The validity and appropriateness of the model were evaluated using five levels of rating scales. The mean ranges were interpolated using the ADDIE model.

The study aimed to experiment with the English oral presentation model using communicative activities for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University. The target group was 60 second-year students, and the sample included 25 second-year students.

This research study focuses on pre-experimental research using pre- and post-experiments with samples. The researchers conducted an experiment with 25 second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University, involving two stages: preparation of teachers and learners. The teacher was prepared by explaining the English oral presentation model using communicative activities to motivate them and build confidence in the model. The learners were prepared by giving instructions and objectives of the model.

The experiment involved organizing a problem for five weeks, testing the students before testing, evaluating their competency, and organizing the problem for 15 hours. Teaching and learning management according to the lesson plan required cooperation

between the researcher and the teacher. After the experiment, the researcher gave a posttest to the students with questions.

Data collection instruments included the competency of the English oral presentation model using communicative activities and the test of its effectiveness. The researchers experimented with 25 second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University with pretest and posttests. The study used a manual of the English oral presentation model and consulted with an advisor and five experts to calculate the Index of Item Objective Congruence (IOC) to examine content validity. The study obtained an IOC between 0.80 and 1.00 in each issue.

The effectiveness of the students was tested with 20 items from the pretest and posttest, and the satisfaction of the students was tested with 20 items from the pretest and posttest. Overall, the study aimed to evaluate the effectiveness of the English oral presentation model using communicative activities in teaching English to second-year students.

The study aimed to evaluate the English oral presentation model using communicative activities for second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University. The experiment involved conducting evaluation tests with experts, assessing the competency of the sample group, and calculating marks for evaluating competency after pretest and posttest. The results were then analyzed using the Index of Consistency (IOC) evaluation and questionnaires consisting of 20 items.

The study's objective was to evaluate the English oral presentation model using communicative activities for second-year students and develop the model for effective use. The experiment process involved analyzing the results from competency evaluation, achievement experiment, and satisfaction evaluation.

The results showed that the English oral presentation model using communicative activities for second-year students was effective in enhancing their English language skills. The study also found that the model was more effective in promoting communication and collaboration among students.

The study concluded that the English oral presentation model using communicative activities for second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University can be improved by incorporating communicative activities into the teaching process. This would not only enhance the learning experience but also contribute to the overall development of the English language teaching program.

Research Results

The study aims to evaluate the English oral presentation model using communicative activities for second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University. The model includes short talks, awareness of oral communication strategies, objectives, discourse structure, visual material preparation, rehearsals, feedback, and delivery. The study also aims to assess the status of the model in the English class of the second-year students. A questionnaire was created to gather general information and status of the model. The questionnaire was sent to the advisor and experts for review. The study found that the sample consisted of 7 monk students (28.0%), 6 male students (24.0%), 5 female students (20.0%), 10 students (40.0%), 4 nun students (16.0%), and 3 novice students (12.0%). The study aims to improve the questionnaire details and take it to the sample group for further evaluation.

The English oral presentation model by using communicative activities towards participation in the English class of second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University was developed. The teacher's questionnaire focused on teaching plans, physiology, and problem-solving for teachers, with an overall average of 4.34. The student's questionnaire focused on teaching plans, physiology, and problem-solving for students, with an overall average of 4.33.

The development process involved taking data results, indicating expected results, and consulting with advisors and experts to check accuracy and content validity. The Index of Item Objective Congruence (IOC) was calculated to examine the content validity. The study used the concept of developing the model, Brown, 2001; Celce-Murcia, 2001; Richards and Rogers, 2003, to develop the instrument for data collection, such as competency evaluation and effectiveness experimentation.

The English oral presentation model using communicative activities was designed using the process of creating the model, which involved 25 second-year students who were willing to participate in the research and take the English subject. The goal of the lesson was to develop a model for the English oral presentation of the second-year students by applying learning and knowledge management processes to improve English oral presentation outcomes and promote English oral presentation competencies.

The content of the lesson was the English subject for the second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

The researcher uses a conceptual framework to design a learning process, focusing on the integration of teaching and learning through English oral presentation and

communicative activities. The process includes seven stages: principles, objectives, expected outcome, content, supporting, and evacuation. The instructional process consists of two stages: instructional preparation and instructional stage.

The process involves knowledge identification, knowledge capture, knowledge creation, knowledge storage, knowledge sharing, knowledge evaluation, social system, and support. Students assess their knowledge through analysis, collaboration, and various communication methods. Teachers serve as advisors at every step, and support is provided through various methods like the internet, library, and sound lab room.

The English oral presentation model using communicative activities is evaluated using the ADDIE model, which consists of 20 items divided into two sections. The validity and appropriateness of the model are evaluated, and the study obtained an IOC between 0.80 and 1.00. The study aims to improve students' participation and enhance their English language skills through the use of communicative activities. The model's effectiveness and efficiency are assessed through the ADDIE model, which is a valuable tool for teaching English in English classes.

The study evaluated the validity and appropriateness of a teaching and learning English oral presentation model using communicative activities for second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University. The overall average was 4.32, with the highest congruence level being found in the items "questions about the task," "editing oneself while using language," "communicative activities help me think more analytically in English," and "learners enjoy speaking." The model was found to be at a high congruence level in terms of content relevance, enjoyment of speaking, accuracy and relevance, and clear explanation of learning tasks and activities. The study also tested the effectiveness of the model with 25 second-year students, who were required to submit permission from the B.E. of Education program teacher and undergo a pre-experimental test. The results showed that the model effectively incorporated communicative activities in teaching English to second-year students.

The researcher explains the English oral presentation model using communicative activities for B.E. teaching English students at Mahachulalongkornrajavidyalaya University to motivate teachers and students. The model is organized into a five-week problem, which includes testing the sample group before testing, evaluating the competency of the model, organizing the problem for 15 hours, and collaborating with the teacher.

The researcher conducted an experiment with 25 second-year students of the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University, focusing on the competency and effectiveness of the model. The study found that the pre-test scores were lower than the post-test

scores, and the achievement of the English-speaking model was higher than the pre-test scores.

Students' satisfaction with the model was also assessed, with an overall average of 4.31, which was satisfactory. The highest satisfaction levels were found in the content corresponding to the objectives of the study, appropriate roles of teachers and students, understanding and communication well, and learning activities corresponding to learning objectives and students' level.

In conclusion, the English oral presentation model using communicative activities is effective in addressing English-speaking problems between Thai and foreign students at Mahachulalongkornrajavidyalaya University. The researcher's findings highlight the importance of collaboration between researchers and teachers in teaching English to students of all backgrounds.

Discussions

A study at Mahachulalongkornrajavidyalaya University examined the effectiveness of communicative exercises in creating an oral presentation model in English for second-year students. The findings showed high congruence between teacher's questionnaires, student engagement, confidence, and clear instructions. Other studies examined the challenges faced by Thai officials in oral presentations, such as fear of crowds, inability to find appropriate words, and lack of confidence. Supplemental communication exercises improved students' English exam results and speaking confidence. The study also found that students who performed better on post-tests after using communicative models were better at speaking English. Research on the value and fun of communicative English exercises showed that students enjoyed these activities more. Students expressed satisfaction with the creation of an oral presentation model using communicative activities.

Knowledge from Research

The English Oral Presentation Model is a flexible approach that combines structured speaking practice with interactive tasks to enhance language proficiency and presentation skills. The model offers several benefits, including enhanced speaking fluency, improved pronunciation and enunciation, enhanced listening and comprehension skills, enhanced vocabulary and language use, critical thinking and organization of ideas, increased student engagement and motivation, better social and interpersonal skills, preparation for real-world communication, and the development of presentation skills.

Real-life communication is boosted through communicative activities, which provide students with real-life scenarios and peer interactions. This builds confidence and

helps reduce anxiety around speaking. Oral presentations also help students improve pronunciation, enunciation, and vocabulary, enhancing their overall linguistic competence.

Interactive learning and autonomy foster intrinsic motivation and ownership of the learning process. Oral presentations also help students develop better social and interpersonal skills, such as listening, respecting different viewpoints, negotiating, and collaborating effectively. The model also prepares students for real-world communication scenarios, such as job interviews, professional meetings, conferences, and academic presentations. Regular practice helps students become more comfortable with public speaking and manage presentation anxiety. Peer learning and feedback are also essential for the development of presentation skills, such as non-verbal communication and audience engagement. The model is customizable, catering to individual passions and learning goals, making the learning process more relevant and enjoyable for each student.

Conclusion

The development of an English oral presentation model using communicative activities benefits students in many ways by improving speaking skills, enhancing confidence, fostering critical thinking, and preparing them for real-world communication. Through active participation, feedback, and the use of dynamic, interactive activities, learners not only improve their language proficiency but also develop important presentation and social skills that will serve them in academic, professional, and personal contexts. The combination of fluency practice, structured presentations, and peer interaction creates a rich, engaging, and effective learning experience.

Suggestions

The research study suggests two suggestions for teaching and learning English: improving sentence structures, using various exercises and media, and having diverse grouping methods. It also suggests managing class time more flexibly, conducting further studies on students in other majors, and organizing learning activities using communicative activities to improve listening skills. The study also suggests further research on other majors.

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