



Exploring the Transformative Power of Class Presentations in Cultivating Speaking Skills at the Elementary Level: An Interactionist Perspective

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Abstract

Language without speaking is imperfect. The substantial aim of this study is to explore the impact of class presentations on the speaking skills of the students at elementary level. The significance of class presentations leads to develop charismatic characteristics among the learners like fluency, convincing power, logical arguments, confidence, uprooting fear and fidgets. Bruner's Interactionist Theory (1983) is taken as a theoretical framework, which puts forward the idea of scaffolding or support system by elders to the learners for proper linguistic growth. In the paradigm of quantitative approach, this study is descriptive. The data were collected from elementary educators by distributing questionnaires as a research tool. The educators were selected through purposive sampling technique. The responses collected through questionnaires were processed through SPSS. The data show appropriate reliability and frequencies of the responses were in the favour of class presentations and its highly positive impact on the improvement of speaking skills. The responses highlight that class presentations crown the learners with eye contact, gestures and facial expressions. The presenters learn how to use stress and intonation in the due course of class presentations. In the light of the findings, the future researchers may explore other benefits of class presentations besides getting a job, presenting English literature, interacting with foreigners, attending university classes, travelling abroad, and establishing social status. It is recommended that active learning strategies like class presentations may be incorporated in our syllabi to generate convincing presenters, to rebel against traditional teaching methodology and to modernize the standard of the education system.

Keywords: class presentation, speaking skills, elementary education, Interactionist Theory

Introduction

In every walk of life effective presenters are welcomed and crowned with unending and everlasting appreciation. Speaking skills are persuasive enough to give oneself an opportunity to stand before the people and convince them with solid and earth shaking arguments. George Torok (2010) holds "The more we see you speak in public – the more we believe you to be a leader" (p. 1). In professional life, the participants are supposed to be a convincing presenter. One has to deal with customers, teach something very tangible and complicated piece of information, give presentations to the board of directors etc. To perform various herculean tasks, one must take resort to language, especially speaking skills.

With the occurrence of globalization, the importance of speaking skills has got the status of indispensable tool for communication. Students have to learn English for multidimensional purposes, that is, for getting a job, studying English literature, interacting with foreigners,



attending university classes, travelling abroad, establishing social status etc. In the modern era, the importance and value of the English language is undeniable. It is worth noticing to study how the language of a small island flourished to develop and became an international language. According to The Cambridge Encyclopedia of Language (1987), it is the crown of honour for this language that forty-five countries of the world are using it as an official or semi-official language. In the study by Aziz (2010), it is found that "Outside England, English is used as the first language in the USA, Canada, Australia, New Zealand and South Africa." (p.3). People feel proud of speaking English and send their children to English medium schools. This great medium of communication is taken up as Lingua Franca with a sense of dignity and honour all over the world.

Educationists are striving to explore the ways that promote communication skills and fluency among the students applying interactive methods of teaching. They always prefer the student-centred approach to the teacher-centred approach. They recommend active learning strategies to enhance the speaking skills of the students. They administer and seek drills for the development of speaking skills. They can have role plays, debates, pictures, mimes, TPR (Total Physical Response), story-telling and various other activities to enhance speaking skills among the students.

Despite the availability of various tools, the researcher is concerned with class presentations for the improvement of speaking skills at elementary level. Advocating presentations Shaw (1999) observes that presenting is an essential skill in the social sciences. Bonwell (1991) advocates that using class presentations is one of the active and practical learning techniques as rightly pointed out by the experts "Presenting is itself an exercise in active learning: Students develop, organize, and present ideas and materials on an issue" (Bonwell et al.1991, p.1). It is the demand of the modern era from the teachers to adopt a communicative approach for giving rise to good communicators. Albert Einstein highlights the very facts in his saying, "It is the supreme art of the teacher to awaken joy in creative expression and knowledge." All this is possible by breaking the shackles of traditional teaching.

Class presentations develop charismatic characteristics among the learners like fluency, convincing power, logical arguments, confidence, uprooting fear and fidgets. The researchers are not concerned with rapid fire language because speaking too fast sometimes causes barrier in the effective process of communication. Class presentations give birth to unshaken confidence among the students. Confidence is impartially considered to be the focal point in the success and undeniable achievements of the learners. Many agencies seek powerful presenters who are able to present the agenda of the organization with confidence and courage. George Torok (2010) says, "The leaders we need today are those who can manage when things go wrong. Anybody can manage when things go right" (p. 1). Talking in a crowd develops a very strong premise of confidence among the presenters which is considered to be the most required thing in any candidate. All this happens due to the effective presentation skills of the humans. Class presentations impart the matchless use of body language which is given credit when someone is busy in conversation. George Torok says, "Your body leaks messages". It is class presentations which crown someone with eye contact, gestures and facial expressions. The presenters learn how to use stress and intonation in the due course of class presentations.



Using class presentation is a rebellion against rote learning and cramming the study material. The class presentations promote practical-oriented learning which leads towards success and inner satisfaction. When the project of professionals is appreciated, there is a natural urgency among them to explore the further horizons of knowledge. The successful and realistic presentations are also a binding force for all the nations of the world as they endeavor to bridge up the gap among nations.

Objectives of the Research

The objectives of the study include:

- i. To find out whether class presentations improve the speaking skills of students at elementary level.
- ii. To find out whether traditional methodology promotes and develops speaking skills or communicative and interactionist approaches are the solution of this drawback.

The purpose of using class presentations is self evident in bringing forth quality in spoken ability of the students. The benefits and goals of task-based teaching attract us in connection with the astonishing and eye catching influence of class presentations. One thing is tremendously valuable that students learn how to handle real life interaction with clear cut communication and comprehensible understanding. Our purpose is to make the students in position to use language in real life situations. By applying and prescribing class presentations in traditional classes, a new era of academic revolution may start in Pakistan. In addition, the researchers offer practical and active learning opportunities to students and they will compete with international criteria of education. This study will provide capsules of academic understanding to the educators to use techniques like class presentations for the development of speaking skills. The other aspect of the class presentation reveals that they will train the students to use both formal and informal level of language. In this way they will be prepared for both social and academic life.

Literature Review

In their book “*Presentation Speaking for Business and the Professions*” William S. Howell and Ernest G. Bormann (1971) write about the rise of the presentational speaking in the following extract.

....the use of the term *presentation* to refer to a business-related activity has been common since at least 1950. The term toward presentational speaking in business and industry has gained momentum since that time....The development since World War II of the modern industrial state is one important factor in the rise of presentational speaking. Organizations within the highly developed countries have become more elaborate and complex. As a result, personnel in positions of leadership are frequently called upon to develop proposals, make explanations, and provide justification for



past and future action and policy. These spoken communications take place both within and outside organizations. (p.7)

In the light of the arguments, a good deal of valuable points can be gathered. First, it is quite clear that giving presentations is an old phenomenon that takes root back in 1950. It does not mean that before this year people did not perceive the format or components of presentations. In ancient times, one man standing before the crowd used to convince them with the powerful impact of public speaking skills. But in recent time, we notice the development of keen interest among the professionals to acquire the skill of presentations. Second important thing points to the crucial era after the Second World War which saw a rapidity of economic growth among nations and to boost up the sale and profit they had to conduct presentations to attract agencies and customers. The personnel had to present a proposal for securing the grant of that package or project. To meet all the needs, powerful presentations are still the one of the available solutions. If the techniques of good presentations are not followed, it will be against our survival in the professional career. It means giving a presentation has a valid relation with speaking skills. Both presentations and speaking skills run side by side. The former is the precursor for the latter.

In fact in this research, class presentations are taken as a stimulus for the improvement of speaking skills. Students need the art of presentations not only in the successful completion of courses of studies but it is equally important for the professional days to come in their lives. In this regard, it can be said that class presentations will create a positive impact on the development of fluency and accuracy.

Normally the readers talk about group or individual presentations but when the researcher started searching the types of presentations, it was found out that there were available various types of presentations as far as their functions are concerned. In the following, the detailed description of various types of presentations can be looked at. Lundeberg (2009) gives a comprehensive picture in his publication that is not an exhaustive list and is just for quick understanding.

A demonstration puts words into action. With this type of presentation, you will show how to do something at the same time you tell how to do it. There is a finished product at the end.

An illustrated talk is a way to share information with the audience. The topic should be educational in nature, but it can be very basic. No finished product is necessary, but visual aids must be used to help explain what is being said. Visual aids can include posters, slides, transparencies, models, or actual items.

A public speech is just talking. No visual aids or props can be used. A speech can be informative or persuasive with the purpose to stimulate thought or present a point of view. Speeches should not simply entertain. They need to persuade the audience to agree with you, educate the audience, or get an emotional reaction from the audience. Speeches often have a personal tie-in, a way the topic relates to something that happened in your life.

As the name implies, impromptu speeches require the presenter to compose and deliver a speech with little previous preparation. Like public speeches, no visual aids are used unless



the speaker is given an object to talk about. Impromptu speeches require you to think on your feet. You need to be able to come up with ideas on the spur of the moment and quickly organize them in a logical manner. Acquiring the skill to express yourself quickly is extremely beneficial. You will encounter many situations where it will be helpful to be able to give input on the spot. In addition, presentations can be informative, instructional, arousing, and persuasive

It is evident that effective presentations can be of great advantage not only in the business but also in the daily affairs of life. It is a powerful presentation which increases not only the ratio of profit but also the credibility in the market.

The inscription "Make thyself a craftsman in speaking, for thereby thou shall gain the upper hand." was found in a 3,000 years old Egyptian tomb. (Peoples, 1992, p. vii). This caption gives the readers a deep insight into the understanding of the worth of craftsmen in speaking skills i.e. presentation skills. This skill is the guarantee of success in winning the core purpose of dealings and dejected hearts.

Bienvenu (2000) states that giving presentations generates a great deal of confidence and steadfastness among the presenters. A great presenter has two unique qualities: appropriate skills and personal confidence. The confidence derives from selecting excellent information and being comfortable with one's communication skills. He has advocated the case in the favour of presentations for the successful career. To be successful in life, confidence is the fundamental thing to generate will power at work. This confidence gives unlimited information in the relevant field. With information and its practical implementation in life when combined together, they reveal outstanding results. Moreover, class presentations provide the students with verbal and non verbal skills that amplify the grading and esteem in society. With the opinion of the writer, the readers are likely to admit the worth and credibility of presentations not only in the academic but also in the practical life.

In various parts of the world, practical demonstration of the contents of the lessons in the form of class presentations is a matter of routine. Students are given spoken tasks for language learning via class presentations. Through class presentations, the listeners can easily evaluate the spoken skills of the participants easily because it is the one man show.

Bienvenu (2000) in the following passage highlights the Strategic Communication Model for developing class presentations as spoken language learning strategy:

"Before getting into the specifics of teaching a presentation skills course, let us look at the Strategic Communication Model. This model is an efficient and thorough five-step, strategic process for professionals, managerial, and corporate communication. It forms a foundation for everything that follows in this book. Understanding this model will make you more credible and more persuasive when you present, write, interview, or interact in teams and groups _ and especially when you train other presenters. The model reminds you to:

1. Learn everything you can about the environment including the current situation, your target audiences, and your objectives with each of those audiences.



2. Consider your options. Who should send the message, how should the message be sent, and when should the message be sent?
3. Use that knowledge to select and organize specific information to meet your objectives with your audience.
4. Deliver your message with a confident, personal style.
5. Evaluate feedback for continued growth and success.” (p. 4)

In the discussion above, it is gathered that class presentations prepare the presenters to learn more things about the topic of presentations. For giving the presentations, the presenter has to consult various books to make the arguments solid and consistent. He explores new books and findings to support his ideas. Class presentations give the chance for contemplation on the topic with more depth. It is believable that class presentations promote logical thinking. Class presentations train us how to process the information in sequence and logical pattern. The presenters learn specifically how to deliver the message with appropriate information and style. With the received feedback after class presentations, the presenter can improve his abilities and correct his mistakes in the light of analysis.

Analysis of Chickering and Gamson (1987), however, suggests that students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing.

Webster (2002) in his TESL journal “*A Genre Approach to Oral Presentations*” supports the class presentations as an active language learning strategy in the following words:

“Taking the cue from Halliday's genre approach, analyzing generic staging of various texts (in this case the oral presentation genre) is an essential step in the so-called teaching-learning cycle (Hammond et al:17), consisting of four stages:

- i. Stage 1: Building knowledge of the field (learners discuss field, tenor and mode features of oral presentations)
- ii. Stage 2: Modelling of the text (teacher gives model oral presentation to class), learners then analyse staging
- iii. Stage 3: Joint construction of the text (learners work together on developing their talks)
- iv. Stage 4: Independent construction of the text (learners give their presentation to the class)”

The discussion clearly hints to the promotion of class presentations for the development of critical thinking and speaking skills. They support the projection of active learning in the classroom in which students explore their target with self efforts.

Through the critical observation of the working and effect of class presentations, we have no hesitation to ascertain that class presentations develop confidence and unshackling nerves in



the presenters. In the light of the critical thinking of various experts, we shall discuss this matter further in detail to check the validity of this statement.

Virginia Woolf submits her famous saying “Without self-confidence we are as babes in the cradles.” (Sayre, 2008, p.3). More than enough, this is reducing the whole matter into precision. Babies are like helpless creatures and are dependent on the will of others. The same case is with a person having a lack of confidence. He is like the wax doll that can be moved and given any shape without his own participation and will. So, it can be said that it is class presentations which have plenty of margins for the development of unshaken confidence. It is a great skill to stand before the people and talk eloquently like a prince to convince the people in some certain matter.

Sayre (2008) gives us the delightful thought about the relationship between communication and confidence development. Having confidence, especially when it comes to having the ability to communicate, is absolutely essential. Without it, people don't communicate effectively. The degree to which you are confident and communicate well with others is the degree to which you will succeed in life, no matter what context you are referring to: business, friends, career, and so on. It is directly proportional to the degree to which you will experience a rewarding and fulfilling life.

In the above extract, Sayre (2008) has successfully attributed success of man with the development of confidence. In the absence of confidence, inner things cannot be delivered whether someone is dealing with some business activity or sitting among friends or searching for a suitable career for life. Thus, confidence plays an active role in the favour of the persons who are keen on developing it. Without confidence, a man is “yes man” who cannot run and survive in any walk of life. This confidence is hidden inside and need not to search for it somewhere else. People just need to explore it and later on they need to polish and develop it through practical demonstration of the skills. In short, it can be assessed that confidence comes through practice and for speaking skills class presentations are the good activities for practice and practical demonstrations.

Sinfield et al. (2004) in the article “*How to Promote Students Self-confidence*” suggests controlling fear and developing confidences for the great delivery of message and presentations. He says that the only way to overcome a fear is to do that which we fear – and the quicker the better. Students can spend months worrying about that presentation – and then it is over in five minutes. The months of worry have just served to make the task harder. Through this extract, it is perceived that fear is a barrier in giving powerful presentations. The presenters should leave no stone unturned for the development of confidence to uproot fear and anxiety that hamper the delivery of presentations. According to Sinfield, this action should be taken quickly to avoid certain loss in presentations.

Sinfield (2004) suggests that practice is the fundamental thing to control fear of the presentations. Confidence gaining is the slow but achievable process that can be gained through continuous practice and proper supervision. It takes practice: Reframing fear in the ways detailed above may not come naturally to your students. However, they will find that



with practice they will be able to face fear differently, and this will help them embrace the challenges of being a student.

Class presentations are actually like a great challenge for the students and with unceasing practice, one can master in giving convincing presentations. In this regard, the readers can have another comprehension that confidence in giving class presentations comes through practice and this is what the presenters do in giving presentations. Before giving presentations, the presenters can make practice to achieve their goals and communicate their messages.

It is observed that class presentations not only develop verbal competence but it also gives rise to non verbal communication. It is right to say that we converse with language but we communicate with body language. In the opinion of Knowles (1987), our gestures are sufficient enough to communicate our message and obviously the learners can gain this skill through giving class presentations. He highlights the importance of paralinguistic elements in conversation. For instance, a nod or a wink, a sigh, a pause or a diplomatic cough may be used to reinforce, modify or even to replace what is said in language. The term PARALANGUAGE is used to refer collectively to communicative activities in conversation which accompany language but which are not themselves the part of language..... Gesture can be developed to function as sophisticated alternatives to language.

Gestures are said to have the power of language. When the presenter gives class presentations he, with proper training, starts using paralinguistic elements in conducting the presentations. It is realized that class presentations develop not only spoken skill but they also promote non verbal communication.

In the opinion of Koegel (2007), giving presentation and becoming exceptional presenter is a herculean task, but at the same time it is reality that the best presenters are truly the best representative in all fields of life. To him, Becoming an exceptional presenter seems to be a herculean task. There's a lot to remember. Say this. Speak up. Look at the audience. Don't fidget. You leave the meeting wondering, "Did I connect? Was I clear? Was that guy sleeping? or was he praying for my presentation to end? Talking about the core function of the presenter, he further says that the purpose of the successful presenter is not to throw words towards the audience rather he facilitates the audience in the learning process of the facts and contents of the presentations. He says that the exceptional presenter is not designed to wrestle you into a pre-selected style. It is intended to complement and enhance your existing style and help you attain the cascade of benefits that come from developing exceptional presentation skills. Furthermore, he advocates the idea that an exceptional presenter is organized, passionate, engaging and natural.

After reviewing briefly the literature related to speaking skills and class presentations, a research gap is found that class presentations are encouraged mostly at tertiary level overlooking the ideal and critical age for the development of speaking skills at elementary level. The purpose of the study is to pave the path to incorporate class presentations in schools to achieve the milestone of good communication skills.



Methodology

In the paradigm of quantitative approach, the descriptive method is used to analyse the role of class presentations to improve speaking skills of the students at elementary level. A close-ended questionnaire on the five point likert scale is developed. (See annexure “A” for questionnaire). To further ensure the validity and reliability of the research instrument, a pilot testing was done. For this purpose, 10 teachers from different private and public schools were selected randomly. After giving the introduction and directions to fill the questionnaire, the instrument was administered. To check the reliability of the instrument, the researchers used SPSS16.0, which successfully showed .764 the value of the Cronbach's Alpha which was sufficient enough to administer the instrument at large scale. (Gay, 1981)

The researcher highly appreciate the fifty educators of Govt Girls High School, Kot Khwaja Saeed, Lahore and Govt Islamia High School, Chah Miran, Lahore and students from the Department of English, PU, Lahore, Pakistan who took their keen interest in the fulfillment of the fruitful research. The educators and students were selected through purposive sampling technique. The researchers appreciate the cooperation of the heads of various institutions that the researchers must reacknowledge this debt to their all possible efforts and supervision in the process of data collecting.

Bruner's Interactionist Theory (1983) is taken as a theoretical framework, which puts forward the idea of scaffolding or support system by elders to the learners for proper linguistic growth. Much of Bruner's early work, including ideas about language and cognitive development in the context of social interaction, began to take shape in the 1960s. Bruner's ideas evolved from his earlier work on cognitive psychology and educational theory, and he started emphasizing the role of social interaction in language learning around the mid-20th century. His theories built on Lev Vygotsky's ideas of the social nature of cognitive development and the concept of scaffolding, which became central to his views on language acquisition. Bruner's Language Acquisition Support System (LASS) concept, introduced in the early 1970s, was one of the critical elements of his interactionist theory. This theory proposed that children's language development is facilitated by their social interactions with caregivers and others in their environment, offering a contrast to the more biological or behaviorist theories of language acquisition at the time. In the present work, this theory is taken as a guiding principle to anticipate that class presentations provide learners an opportunity or support system to interact with other class-fellows to be proficient in speaking skills.

Data Analysis

Fifty students from Department of English, PU, Lahore and fifty educators from Govt Girls High School, Kot Khwaja Saeed, Lahore Govt Islamia High School, Chah Miran, Lahore were given questionnaires to find out what they feel about the role of class presentations for the improvement of speaking skills. The researcher collected the questionnaires from them and operated upon them by using SPSS. 100 questionnaires were distributed among the participants but 84 were recovered. To find out the reliability of the collected data, the collected data were fed into SPSS and it showed the value .763 of Cronbach's Alpha which is



considered to be the highly reliable result. The output of the collected data from participants is given and analyzed below:

Table 1

1. Class presentations improve speaking skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	3.6	3.6	3.6
	N	10	11.9	11.9	15.5
	A	27	32.1	32.1	47.6
	SA	44	52.4	52.4	100.0
	Total	84	100.0	100.0	

The analysis of Table 1 shows that the response Strongly Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Disagree. In this way, it is concluded that class presentations improve speaking skills.

Table 2

2. Class presentations play an active role in understanding academic targets.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	8	9.5	9.5	9.5
	N	11	13.1	13.1	22.6
	A	32	38.1	38.1	60.7
	SA	33	39.3	39.3	100.0
	Total	84	100.0	100.0	

The analysis of Table 2 shows that the response Strongly Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Disagree. Thus it is concluded that class presentations play an active role in understanding academic targets. Students present the contents of the syllabus and be perfect in understanding the academic targets of the schools.

3. Class presentations foster convincing power in communication.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	3.6	3.6	3.6
	N	19	22.6	22.6	26.2
	A	22	26.2	26.2	52.4



Table 3

SA	40	47.6	47.6	100.0
Total	84	100.0	100.0	

The analysis of Table 3 shows that the response Strongly Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Disagree. Thus it is concluded that class presentations foster convincing power in communication. Students speak fluently and they develop the maturity of thoughts and arguments in their conversation.

Table 4

4. Class presentations overcome anxiety and develop focus in speaking.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	7	8.3	8.3	8.3
A	40	47.6	47.6	56.0
SA	37	44.0	44.0	100.0
Total	84	100.0	100.0	

The analysis of Table 4 shows that the response Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Neutral. Thus it is concluded that class presentations overcome anxiety and develop focus in speaking.

Table 5

5. Students learn the effective use of body language in class presentations.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	12	14.3	14.3	14.3
A	26	31.0	31.0	45.2
SA	46	54.8	54.8	100.0
Total	84	100.0	100.0	

The analysis of Table 5 shows that the response Strongly Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Neutral. Thus it is concluded that students learn the effective use of body language in class presentations.

Table 6

6. Class presentations explore the research-oriented students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	1	1.2	1.2	1.2



A	28	33.3	33.3	34.5
SA	55	65.5	65.5	100.0
Total	84	100.0	100.0	

The analysis of Table 6 shows that the response Strongly Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Neutral. Thus it is concluded that class presentations explore the research-oriented students. Students try their level best to explore the material for presentations and learn the skill of exploration in understanding targets.

Table 7

7. Class presentations develop leadership qualities among students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	1.2	1.2	1.2
	N	13	15.5	15.5	16.7
	A	51	60.7	60.7	77.4
	SA	19	22.6	22.6	100.0
	Total	84	100.0	100.0	

The analysis of Table 7 shows that the response Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Neutral. Thus it is concluded that class presentations develop leadership qualities among students.

Table 8

8. Class presentations are a good step in developing vocabulary and grammar.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	6.0	6.0	6.0
	D	2	2.4	2.4	8.3
	N	13	15.5	15.5	23.8
	A	49	58.3	58.3	82.1
	SA	15	17.9	17.9	100.0
	Total	84	100.0	100.0	

The analysis of Table 8 shows that the response Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Disagree. The foreign language learning needs grammar. The learners often take guidance about different rules regarding target language to meet their professional or academic needs. Second important thing that occurs in the class is the questions about vocabulary development. Students often ask the translation of the required words in their mother



language. Class presentations give opportunity to the learners to be proficient in both grammar and vocabulary. Thus it is concluded that class presentations are a good step in developing vocabulary and grammar.

Table 9

9. Class presentations develop a sense of competition among the students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	4.8	4.8	4.8
	D	9	10.7	10.7	15.5
	N	20	23.8	23.8	39.3
	A	29	34.5	34.5	73.8
	SA	22	26.2	26.2	100.0
	Total	84	100.0	100.0	

The analysis of Table 9 shows that the response Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Strongly Disagree. Thus it is concluded that class presentations develop a sense of competition among the students.

Table 10

10. Class presentations impart time-management in delivering messages.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1.2	1.2	1.2
	N	8	9.5	9.5	10.7
	A	39	46.4	46.4	57.1
	SA	36	42.9	42.9	100.0
	Total	84	100.0	100.0	

The analysis of Table 10 shows that the response Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Strongly



Disagree. Thus we conclude that class presentations impart time-management in delivering messages.

Table 11

11. Speaking skills develop through oral communication.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	6.0	6.0	6.0
	N	13	15.5	15.5	21.4
	A	25	29.8	29.8	51.2
	SA	41	48.8	48.8	100.0
	Total	84	100.0	100.0	

The analysis of Table 11 shows that the response Strongly Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Disagree. Thus it is concluded that speaking skills develop through oral communication. When students share their feelings in English, they actually learn the language use in the context.

Table 12

12. Speaking in public raises confidence levels among students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	6.0	6.0	6.0
	N	15	17.9	17.9	23.8
	A	23	27.4	27.4	51.2
	SA	41	48.8	48.8	100.0
	Total	84	100.0	100.0	

The analysis of Table 12 shows that the response Strongly Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Strongly Disagree. Thus it is concluded that speaking in public raises confidence level among students.

Table 13

13. Students are given spoken targets in traditional classrooms.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	41	48.8	48.8	100.0
	N	12	14.3	14.3	15.5



A	30	35.7	35.7	51.2
SA	1	1.2	1.2	1.2
Total	84	100.0	100.0	

The analysis of Table 13 shows that the response Disagree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Strongly Disagree. Thus it is concluded that students are not given spoken targets in traditional classroom.

Table 14

14. Our examination system ignores the development of speaking skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	2.4	2.4	2.4
	N	21	25.0	25.0	27.4
	A	23	27.4	27.4	54.8
	SA	38	45.2	45.2	100.0
	Total	84	100.0	100.0	

The analysis of Table 14 shows that the response Strongly Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Disagree. Thus it is concluded that our examination system ignores the development of speaking skills.

Table 15

15. Fluency in speaking comes with public interaction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	12	14.3	14.3	14.3
	A	37	44.0	44.0	58.3
	SA	35	41.7	41.7	100.0
	Total	84	100.0	100.0	

The analysis of Table 15 shows that the response Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Neutral. Thus it is concluded that fluency in speaking comes with public interaction.

16. Speaking in presentations improves the pronunciation of the students.



Table 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	6.0	6.0	6.0
	N	9	10.7	10.7	16.7
	A	29	34.5	34.5	51.2
	SA	41	48.8	48.8	100.0
	Total	84	100.0	100.0	

Poor pronunciation is a big issue in the English class rooms. Moreover, there is less availability of expert language teachers. To control this backward standard in our education, the authorities have to enlist trained teachers who can facilitate the students in improving their pronunciation. The analysis of Table 16 shows that the response Strongly Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Disagree. Thus we conclude that speaking in presentations improves pronunciation of the students.

Table 17

17. Good presenters are welcome in every walk of life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	1.2	1.2	1.2
	N	6	7.1	7.1	8.3
	A	38	45.2	45.2	53.6
	SA	39	46.4	46.4	100.0
	Total	84	100.0	100.0	

The analysis of this Table 17 shows that the response Strongly Agree got the highest percent and the least frequency fell into the category of response Disagree. Thus it is concluded that good presenters are welcome in every walk of life.

Table 18

18. Many students feel shy about speaking before the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	d	2	2.4	2.4	2.4
	n	14	16.7	16.7	19.0
	a	58	69.0	69.0	88.1
	sa	10	11.9	11.9	100.0
	Total	84	100.0	100.0	



The analysis of Table 18 shows that the response Agree got the highest percent in the favour of the questionnaire statement. Thus it is concluded that many students feel shy in speaking before the class. If the teachers start motivating the students, they can overcome this hesitation in the use of language.

Table 19

19. Using A/V aids in class presentations helps the students in speaking.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	17	20.2	20.2	20.2
	N	13	15.5	15.5	35.7
	A	28	33.3	33.3	69.0
	SA	26	31.0	31.0	100.0
	Total	84	100.0	100.0	

The analysis of Table 19 shows that the response Strongly Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Neutral. Thus it is concluded that using A/V aids in class presentations gives help the students in speaking.

Table 20

20. Many teachers use the Urdu medium of instruction in English classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	6.0	6.0	6.0
	D	7	8.3	8.3	14.3
	N	10	11.9	11.9	26.2
	A	36	42.9	42.9	69.0
	SA	26	31.0	31.0	100.0
	Total	84	100.0	100.0	

The analysis of Table 20 shows that the response Agree got the highest percent in the favour of the questionnaire statement. The least frequency fell into the category of response Disagree. Thus it is concluded that many teachers use Urdu medium of instructions in English classes. If teachers are not motivating, it is difficult to promote the use of English language in the classes.

Findings and Conclusion

Teaching speaking is a very important part for second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later on in every walk of life. Therefore, it is essential that language



teachers ought to pay close attention to teaching speaking skills. Rather than leading students to pure memorization and cramming the study material, the teachers must provide a rich environment where meaningful communication takes place. With this aim, class presentations and its benefits available in literature review can contribute a great deal to students in developing basic interactive skills necessary for life. The inclusion and incorporation of class presentations will make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

It is observed that class presentations develop confidence, grammar, pronunciation, vocabulary and consequently speaking skills. They teach the effective use of body language, stress and intonation. They give birth to logic and reasoning among students. They promote research-oriented and practical studies. It is also conceived through the research that class presentations are also very important for practical life in which everybody is supposed to present something to win the hearts of others. In professional life, one has to give presentations for selling the company products, to the board of directors, to different gatherings for various purposes. To be successful in university life, the students have to give class presentations to secure marks and get through the exams. The skill in giving presentations does help the politicians and officials in settling issues on international forums to support the national agenda. The more powerful the presenter is, the easier it is to win the sympathies of the audience. If we conclusively talk about class presentations, they not only give rise to the interest of the students but also a sense of competition which derives a person to his destination and goal of life.

After the detailed study of the benefits of class presentations and its positive influence on speaking skills and the whole scheme of experiment conducted in this regard, it is concluded that this study supports the hypothesis that class presentations significantly affect students' speaking skills and teachers should promote class presentations for developing speaking skills.

Recommendations

To maintain the standard of spoken language and promote its survival in ELT, here are some suggested measures, which may be taken to overcome the bad and poor standard of communication among the elementary students. The following recommendations are made:

- i. Class presentations should be part of exams at every level.
- ii. Class presentations should be introduced in classes even at primary level.
- iii. Teachers should incorporate class presentations in lesson plans.
- iv. Teachers should be trained to use class presentations.
- v. At the end of every lesson, class presentations should be conducted to ensure the quality and transparent education.
- vi. Curriculum wing in Pakistan should incorporate class presentations in the syllabus books on every subject.
- vii. Teaching through practicing speaking skills should be an essential part of English language teaching.



- viii. Accuracy as well as fluency should be promoted through spoken activities via class presentations.
- ix. Teachers should diagnose problems faced by students who have difficulty in expressing themselves in the target language and should provide more opportunities to practice the spoken language.
- x. Teacher speaking time should be reduced in class in order to increase student speaking time and in this way learning- centred approach should be promoted.
- xi. Class presentations should also be conducted on national and international events to promote globalization and broaden the academic scope of the students.

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Appendix A

Questionnaire for Exploring the Transformative Power of Class Presentations in Cultivating Speaking Skills at the Elementary Level: An Interactionist Perspective

The objective of this questionnaire is to gain practical and firsthand knowledge about the impact of class presentations on the improvement of speaking skills of the students at elementary level. Respondents are earnestly requested to fill in the questionnaire at the earliest, as the responses will serve a base for the research.

Respondent's Profile

Gender	Area	Marital Status	Age(years)	Qualification
<input type="radio"/> Male <input type="radio"/> Female	<input type="radio"/> Rural <input type="radio"/> Urban	<input type="radio"/> Single <input type="radio"/> Married	<input type="radio"/> Under 15 <input type="radio"/> 15-24 <input type="radio"/> 25-34 <input type="radio"/> 35-44 <input type="radio"/> 45-54 <input type="radio"/> Above 55	<input type="radio"/> SSC <input type="radio"/> Inter <input type="radio"/> Graduate <input type="radio"/> Master <input type="radio"/> MPhil <input type="radio"/> PhD

Statements	Strongly Disagree	disagree	Neutral	agree	Strongly Agree
Class presentations					
1. Class presentations improve speaking skills.	SD	D	N	A	SA
2. Class presentations play an active role in understanding academic targets.	SD	D	N	A	SA
3. Class presentations foster convincing power in communication.	SD	D	N	A	SA
4. Class presentations overcome anxiety and develop focus in speaking.	SD	D	N	A	SA
5. Students learn the effective use of body language in class-presentations.	SD	D	N	A	SA
6. Class presentations explore the research-oriented students.	SD	D	N	A	SA
7. Class presentations develop leadership qualities among students.	SD	D	N	A	SA
8. Class presentations are a good step in developing vocabulary and grammar.	SD	D	N	A	SA
9. Class presentations develop a sense of competition among the students.	SD	D	N	A	SA
10. Class presentations impart time-management in delivering messages.	SD	D	N	A	SA
Speaking Skills					
11. Speaking skills develop through oral communication.	SD	D	N	A	SA
12. Speaking in public raises confidence levels among students.	SD	D	N	A	SA
13. Students are given spoken targets in traditional classrooms.	SD	D	N	A	SA



14. Our examination system ignores the development of speaking skills.	SD	D	N	A	SA
15. Fluency in speaking comes with public interaction.	SD	D	N	A	SA
16. Speaking in presentations improves the pronunciation of the students.	SD	D	N	A	SA
17. Good presenters are welcome in every walk of life.	SD	D	N	A	SA
18. Many students feel shy about speaking before the class.	SD	D	N	A	SA
19. Using A/V aids in class presentations helps the students in speaking.	SD	D	N	A	SA
20. Many teachers use the Urdu medium of instruction in English classes.	SD	D	N	A	SA