



An Analysis of Spoken proficiency during Oral presentations of Pakistani ESL Undergraduate Students

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ABSTRACT

The spoken proficiency, considering the speaking skills in English of ESL learners, needs close attention. For the purpose of improving the speaking skills of students, oral presentation is the most common method used in academics to improve their spoken proficiency. The previous works are abundant with descriptions of ideal presentations. No specific study is seen on the oral presentation, its role in spoken proficiency, and the reasons behind it. This paper not only talks about the oral presentations of the language learners but also explores the needs of the learners, the reasons, factors, and possible solutions. For this purpose, the presentations of the twenty Undergraduate students of the BS English program at the University of Sargodha were recorded both in audio and video for analysis. However, the structured rubrics reflect all the important factors and components explained by (Dornyei & Scott, 1995) model for oral presentation skills. The results of the present study reveal a long list of the lacks and needs of the learners' presentation skills and speaking skills. The research opens a vast field for future research, more practical in nature, concerning the needs of the learners.

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1. Introduction

According to Reiter and Dale (1997) language system is divided into three components: form, content, and use. Each component is further broken down into five levels of language. Form involves three levels which are phonology, morphology, and syntax. Content involves semantics while language use concerns pragmatics. Our major concern is related to language use and there are various micro and macro skills associated with it. Language use involves different means such as speaking, writing, para-lingual features and other indirect means depending on the used medium. Discussing the macro skills in EAP, Fanning (1988) states that in general there are five skills we use which are reading, listening (to monologue), listening, and speaking, speaking (a monologue) and writing. Among the four skills, speaking English is deemed to be most important one in ESL and EFL countries, for its status as Lingua Franca. Here we need to be clear about whether we opt for 'speaking a monologue' like 'one way communication' such as presentation in classroom, seminar or 'listening and speaking' like an interactive way as used by some people for effective communication depending on the given circumstances and conditions. This paper studies 'speaking a monologue' for this is the most widely used activity ever held in academic settings.

As stated earlier speaking skills are given most weightage out of all the four skills. Rao (2019) asserts that there are multiple methods to teach language and skills such as task-based teaching, learner-centered teaching, communicative approach, cognitive and metacognitive strategies etc. Teachers should provide learners with opportunities to learn and

practice speaking, discuss with them, evaluate their progress with formal and informal assessment. Teacher's role, here, can be a facilitator, advisor, and provider of necessary information. The need of time is to understand the student's psyche, their problems, incompetency they face. Teachers need to be cooperative with learners to remove the root cause their behind ineffective presentations. Extra guidance, material notes, classroom practice sessions are essential.

Learners consider speaking as the most difficult skills for it demands great courage and preparation to speak well in a new language (Gani, Fajrina, & Hanifa, 2015). There is a need to create self-awareness among students to develop their skills in this respect. Self-learning is very important. Students learn more during informal learning. Rajoo (2002) asserts that students should be encouraged strongly to take charge of their learning process, as this will go a long way to help them, improving their presentation skills in future. They too suggested number of self-help guidelines that should be followed by students in order to improve their speaking skills i.e. read widely and explore the internet, watch video clips of various samples pertaining to oral presentation, conduct brainstorming sessions in order to decide a suitable topic and to enlist the main ideas, develop a catchy introduction to engage the audience, write short notes containing limited keywords, conduct mock presentations or rehearsals with minimum focus on notes to deliver a better presentation, use correct grammar, vocabulary and sentence structure, record and review your practice sessions to identify your strengths and weaknesses.

1.1 Types of presentations

Different linguists have identified different types of presentations, dividing them on basis of speaking forum, the numbers of presenter(s), purpose, and level of interaction between the listeners and the presenter.

On basis of purpose, there are five types of presentations which are briefly discussed here. The first one is providing information. This format concerns team meeting and gives information on a project, or about the coming event and demonstrates the product functions. The second is teaching a skill which format is used by the company when it has recently installed a new system and requires the faculty to learn the use of newly introduced tool or to apply that process. The third is reporting progress. This format is employed when it is required to give briefing about the newly applied system, for example you are using a new system, and your boss wants to know how you are doing with it. So you schedule a divisional meeting or a group off-site meeting to share the progress. The fourth type is selling a product or service. This format is used to summarize the product service, the next steps and action objects, to discuss the needs, requirements and improvements before the products are ready to be sold. The fifth is making a decision. This type of presentation is used when it is required to make some final decision, or when you share your must-haves and your nice-to-haves for any event and the last one is solving a problem. This format can be used in a panel setting or the meeting where the problem is identified or examined, the facts regarding that problem are discussed and number of causes are enlisted. You place the aimed outcome, discuss solutions, and debate your recommendations.

However, on the basis of forum, there are three types of presentations. They are a) Conference presentation where the presenter presents his/ her project in front of a large, learned audience whereas classroom presentation is given where the student presents in front of his/ her peers or students.; and the three-minute thesis comes in between the two where the students are invited on the stage to present their thesis in just three minutes.

1.2 Key features of Oral presentation

Following are the essential features that a presentation should possess, according to Dudley-Evans and St John (1998) there are four necessary aspects that a presentation may have. They include structuring, visuals, voice work and advance signaling.

1.2.1 Structuring

A good presentation should have a proper start (introduction), a middle (body) and an end (conclusion). In Dudley-Evans and St John (1998), it is stated as "the adage, 'tell 'em what you're going to tell, tell them, and tell 'em what you've told' ". A good start and a good

conclusion is essential to take the listeners on board. According to Dudley-Evans and St John (1998), the introduction includes establishment of credentials, propose and topic, indication of time, an outline about what is to follow while a conclusion includes summarizing, making recommendations, calling for action. The body of the presentation is complex and its moves depend on the type and purpose of presentation, valid natural and logical order are used. Its pattern can be problem- solution(s) - evaluation, general to specific.

1.2.2 Visuals

A visual is worth a thousand words in case if they are exploited well as mentioned in Dudley-Evans and St John (1998). Visuals involve specific spoken language that are used for different purposes like to signify others of what is following next, to represent that shown graphic, to explain why it has been used, and to highlight the significant.

1.2.3 Voice Work

Voice work includes pronunciation, intonation, stress patterns, rhythm, tone variations, phrasing, pausing, speed of delivery, volume variations. Pausing represents silence, is often used by inexperienced speaker. Silence is the part language of visuals as discussed by Dudley-Evans and St John (1998). In silence time, performer prepares for what is to represent next while audience absorbs and processes that information meanwhile.

2 Advanced Signaling

It involves the phrases like ' I have divided my debate into five main categories, the next diagram gives us the summary of the whole process etc. Such signposts are used by the presenter to help the listeners follow the structure of presented information and argument and realize the significance of visuals.

Speaking is not separate from writing, listening, and reading in oral presentations. Preparing a presentation entails considerable reading for quality content, note taking, organising, and structuring the information, and finally making mock presentations to finish it. Also, critical thinking and concept clarity are crucial factors. The presenter and the audience may both suffer serious problems if certain abilities are not applied in oral presentations. A bored and contemptuous audience. Presenters may hesitate to present in the future, making reasons, feeling tongue-tied, anxious, and even afraid. Many students fear giving an oral presentation in class and being evaluated by their lecturer (s). Many students achieve averagely, whereas only a handful excel.

A difficulty faced by BEL 492 35-degree i.e. students studying Islamic Banking system was described by Rajoo (2002). Language, grammatical, and vocabulary challenges, poor English-speaking abilities, grammatical faults inability to give appropriate examples, feeling blurred during presentation task, nervousness, uneasiness while standing alone in front of class, poor memory, lack of required confidence, lack of experience, shyness, voice problems, fast speaking speed, fear of getting low grades, lack of time to cover all points, and afraid of criticism. This study uses rubrics as a research technique to provide a standard criterion to assess a learner's oral communication skills and linguistic incompetency. Finally, we address how to develop presentation skills and what kind of presentation is expected in our respondents' four-year BS English language and literature curriculum. The objectives for the present study are to:

- carry out the transcription-based needs analysis of the students while presenting.
- determine 'lacks' of students in their presentation skills.
- find out the needs and necessities of the students regarding their speaking skills.

The Research questions are as under:

- What are the spoken needs and necessities of ESL student during presentations?
- What are the 'lacks' of ESL students in spoken skills during presentation?
- How do the oral presentation skills improve English spoken skills in ESL students?

2. Literature review

The study of Yong and Campbell (1995) shows that in China alone are over 200 million students enrolled in programs in English as a foreign language. Since the number of non-native English speakers is so rapidly increasing English-speaking skills are made even easier

by the 'nativisation' of English resulting into 'World Englishes'. Kachru (1998) points out "the English language is generally discussed as a language that is in Asia, but not of Asia" (p. 90). Secondly, the shift from the paradigm of native-like pronunciation to that of intelligibility criteria. "Together with questions regarding native speaker speech norms, are growing notions of "native speakerness" and of native speaker competence (Feak, 2013). For instance, research in Aviation English suggests that native-like proficiency does not necessarily means competence because besides the knowledge of grammar and vocabulary the speakers must also have a clear understanding of the communicative goals and/ or speech events and familiarity with the target situation (Feak, 2013).

According to Levis (2005), pronunciation teaching and learning has hitherto worked under two principles: nativeness principle and intelligibility principle. The former was a dominant paradigm in the pronunciation teaching and learning before 1960s but was "unrealistic burden" (p. 370) both on the teachers and learners. But with the development of ESP (English for Specific Purposes), shift from seeing language as Text as a Linguistic Object (TALO) to Text as a Vehicle of Information (TAVI) and the studies on age factor (Scovel, 2000) and language learning have led to the shift from eligibility principle which aims at understanding and efficient exchange of information as the goal of using English instead of native like proficiency and accent. The result is an inevitable move towards diglossia with one language used for local communication and English for more utilitarian purposes (Coleman, 2006) where English is usually of the nativized version.

In this highly globalized world, the need of being a proficient speaker is ever increasing. In addition to the shift from the paradigm 'English' to 'World Englishes' has stressed more than ever on the need of English, in general, and speaking skills in English, specifically. Other skills are not required but in most of the cases speaking skills are a head of all the working and academic credentials for job recruitment (Ahmad, Hashmi, Shehzadi, & Nawaz, 2021; Zaremba, 2006). Further, the extent of the success in language learning is estimated from the speaker's ability to carry out a conversation in the language. McDonough and Shaw (1993) add that the competence of the speaker of a language is often judged by his/her speaking skills in place of any other skill in/of the language. Thus, speaking becomes first and foremost priority in teaching and learning language in classroom setting. Harmer (2007) gives three reasons to make students speak in class: firstly, it provides opportunities for rehearsals, secondly provides feedback for both the teachers and the students, finally it provides students the opportunities to put in practice the knowledge of the language they have stored in their repertoire.

English speaking skills made so requisite and remain counted as most difficult skill to master by the non-native speakers (Zhang, 2009). Hincks (2010) asserts that non-native speakers of English face a "slow down effect" while using English. Their speaking rate is slowed down by 23% while speaking in English than that of when speaking in their first language (L1). Speaking in foreign language is not only trouble-some for the learners but also for the readers (Hincks, 2010). The teachers complain about the lack of spontaneity in their lecture whereas the students complain about the quality of teachers' English (p. 3). While using L2 the cognitive demands increase resultantly retarding the speech rate which under limited time affects the quality of the content (Airey & Linder, 2006). They further say, "students asked and answered fewer questions and reported being less able to follow the lecture and take notes at the same time" (p. 558). This is because the use of foreign language provokes fear and anxiety. Horwitz, Horwitz, and Cope (1986) give three reasons for anxiety resulting from speaking foreign language: first, communication apprehension, second, fear of negative evaluation finally, test anxiety. Shanmugasundaram (2013) summarizes all the factors hindering the speaking of the students under four categories. First, *psychological factors* such as fear of facing people, fear of being judged, inferiority complex; second, *sociological factors* such as financial status, employment, and living environment; third, *linguistic factors* like poor knowledge of grammar, lack of fluency, L1 interference and limited vocabulary; last, *pedagogic factors* like teaching and learning methods followed.

In ESL (English as Second Language) countries English is used throughout the education system. In most cases it starts from primary level and from secondary in some other (Evans, 2002). In Pakistan, an ESL country, English has the status of Second Language

and official language. Thus, Pakistani students study English for approximately twelve years yet they lack English language proficiency. The language level may, in fact, be quite high, but it has been found that many students need help with the demands made of them when they start an undergraduate course (Dudley-Evans, 1998). One of the major reasons traced out is the lack of exposure to the English-speaking environment. Their exposure to the practical usage of English is very rare (Khan, 2015; Shehzadi, 2018a). Moreover, English is learnt to pass the examination only (Dudley-Evans, 1998). The stress of completing the syllabus in time and preparing students for entry-tests keeps the teachers to motivate the students to speak in English. Memon (2000) provides couple of evidence to prove that English is learnt for the sake of passing examination only. Thus, they have adopted "a surface approach to learning" (p. 4). The exposure of uneducated/ less educated class being equal to none. English remains only a sign of social prestige and the language of the elite (Rahman, 2005; Shehzadi, 2018b).

The speaking skills in English can be improved by a number of tasks and approaches. For instance, Sambath and Sethuraman (2017) use task-based approach to improve the speaking skills of engineering students. The study shows that 61% of the students showed considerable improvement in their speaking skills. Similarly, the language teachers have enacted dialogues from text on stage, arranged group and class discussions, organized debates, informal interviews, and individual and group presentations. Oral presentations are the most common and difficult method used for achieving this objective. The results of the needs analysis of NNES TESOL teachers show that oral presentations are considered as the second most difficult and important for their professional career (Keiko, 2000).

Likewise, Brooks and Wilson (2014) studied how properly directed oral presentations can improve the speaking skills of Japanese students. They regard oral presentation as extremely successful in improving the learners' L2 skills and increasing their autonomy. Using oral presentation improves the classroom interaction, cooperation among students (especially in case of group presentations), enhances students' interest, involvement, and motivation. In addition, it establishes the independence and autonomy and develops critical approach of the students. It also provides feedback to the teachers about the linguistic level of students' proficiency and gives them the idea of the lacks and wants of the students. The benefits of oral presentation are not only restricted to the classroom setting only, but it also fulfills the delayed needs of the students, that is, the demands of their professional setting where speaking skills holds the main office. The sensitive nature of oral presentation as a methodology for teaching and practicing speaking skills is sometimes also emphasized. Even a minor mistake committed in arranging the presentation class can bring grave and long-term consequences. It can result into the loss of public face of the students, their motivation and interest and loss of time and valuable content.

Meloni and Thompson (1980) talk about a worst-case scenario of not guiding presenters correctly and argue that poor management and guidance on the part of the language teacher can result in students choosing irrelevant, difficult topic or that which is not of their interest. The immediate results will be a poorly prepared and delivered presentation in front of bored or even disrespectful audience. The only result of it will be the students who hate oral presentations and a teacher who believes that students gain nothing from delivering oral presentations. Oral presentations are time-consuming also. The presenters who are inexperienced lecturers fail to establish a rapport with their listeners which is extremely necessary to keep the listeners involved and attentive and keep them from being bored or inactive (Ross, 2014). In Pakistan, ESL students face a lot of problems regarding spoken proficiency during their oral presentations and apparently lack essential oral presentation communication skills (Ali, Khizar, Yaqub, Afzaal, & Shahid, 2020; Khan, 2015; Nazir, Bashir, & Raja, 2014). Khan (2015) has determined the influence of speech anxiety on oral presentation skills of ESL learners, similarly, Nazir et al. (2014) have discussed the language speaking anxiety that is most prevalent in ESL students which is significantly the reason why learners hesitate to communicate in English language and lack spoken proficiency whereas Ali et al. (2020) have explored the problems of ESL learners in Pakistan that are mostly seen in their speaking skills through their verbal and non-verbal language signals.

3. Methodology

This paper analyzes the recorded and transcribed presentations of twenty students of BS English Language and Literature. The transcribed presentations are analyzed on basis of

the rubric developed by keeping in view Dornyei and Scott (1995) model for oral presentation skills. Both the model and rubric are given in the appendix. The designed Rubric which is based upon Likert scale and is classified according to the requirement of a model oral presentation. An oral presentation has both linguistic and paralinguistic features present in it and a complete study involves analysis of both those features. The Rubrics consist of following properties that are somewhat judged during any oral presentation:

3.1 Pronunciation

It involves good stress and intonation pattern in which important things are stressed and where pitch and tone are both high and low (not monotone) and no abrupt end or start of sentences.

3.2 Content

It involves authentic information along with references, grip on information (required material), no repetition and whole presentation is organized.

3.3 Vocabulary

It involves easy words that are easily understood by the audience, synonyms are being used for better understanding, no repetitive lexemes and every terminology is explained.

3.4 Accuracy

It involves correct sentence order, no broken sentences, correct grammar, and authentic information is given.

3.5 Communication

It involves asking questions from the audience (rhetorical questions), addressing, and recognizing the audience and continuity throughout the presentation.

3.6 Accent

It involves good spoken English not crude, easily comprehensible, and correct form of English not a mixture of mother language and English.

3.7 Fluency

It involves how many long pauses are taken, abrupt start in start of sentences, broken sentences, and speed of speaking.

3.8 Switching

It involves flipping between mother language and English.

3.9 Fillers

It involves use of (a, a\ mmm) and other fillers like and, so, yeah, ok, that, you know etc. Now coming to paralinguistic features, we analyzed the properties such as body language i.e. the presenter should be composed and steady. Then comes confidence in which the person should be bold, with no stage fear and anxiety. Further, the use of hands, change of position, use of props, use of white board, eye contact and use of visuals that the presenter should use some sort of pictures, slides, and videos. The presentations were graded according to the rubrics and then the frequency of common lacks and needs was determined. From those frequencies results are extracted and conclusion is drawn.

We have collected all our data from twenty undergraduate students of BS English program at University of Sargodha. These students gave us presentations and those presentations were recorded through audio and video. The recorded presentations were then transcribed thoroughly, and different scale properties were highlighted.

All the properties discussed and demonstrated in the rubrics were thoroughly analyzed. The under-discussion data was scaled according to Likert scale and are classified from 4 to 1. (Rubrics is added in the index).

4. Results

The results that were achieved after the whole procedure are distributed in the tables given as table 1 frequencies of speaking skills of twenty students from BS English are presented, which are extracted from the results gained according to the designed criterion given in the rubrics and thoroughly drawn according to the Likert scale

Table 1: Frequencies of students speaking skills

Criteria	4 (better)	3 (good)	2 (normal)	1 (bad)
Punctuation	3	3	10	4
Content	1	9	8	2
Vocabulary	1	8	9	2
Accuracy	2	7	6	5
Communication	0	6	9	5
Accent	0	8	8	4
Fluency	1	7	10	2
Switching	5	7	6	2
Use of fillers	0	2	15	3

In table one, frequencies of paralinguistic features of twenty students from BS English are presented, which are extracted from the results gained according to the designed criterion given in the rubrics and thoroughly drawn according to the Likert scale.

Table 2: Frequencies of paralinguistic features of students

Criterion of paralinguistic features	4 (better)	3 (good)	2 (normal)	1 (bad)
Body language	1	7	11	1
Confidence	1	7	11	1
Use of hands	1	5	12	2
Change of position	0	3	16	1
Use of props	0	0	0	20
Use of white board	1	3	11	5
Eye contact	1	8	8	3
Use of visuals	0	0	0	20

In table three, percentages of speaking skills of twenty students from BS English are presented, which are extracted from the results gained according to the designed criterion given in the rubrics and thoroughly drawn according to the Likert scale.

Table 3: Percentage of speaking skills in students

Criteria	4 (better)	3 (good)	2 (normal)	1 (bad)
Punctuation	15%	15%	50%	20%
Content	5%	45%	40%	10%
Vocabulary	5%	40%	45%	5%
Accuracy	10%	35%	30%	25%
Communication	0%	30%	45%	25%
Accent	0%	40%	40%	20%
Fluency	5%	35%	50%	10%
Switching	25%	35%	30%	10%
Use of fillers	0%	10%	75%	15%

In table four, percentages of paralinguistic features of twenty students from BS English are presented, which are extracted from the results gained according to the designed criterion given in the rubrics and thoroughly drawn according to the Likert scale.

From table 4, we can easily say that majority of the students are falling between normal too bad. For example, punctuation of 50% students is normal while only 3% students have better punctuation. 45% of students were having good content and only 10% of students delivered bad content. Vocabulary of 45% students was just normal, while only 35% students were accurate while giving presentation. About 90% students had their accent falling from good to normal. Fluency of 50% students was normal and only 10% students were

consistently switching between mother language and English language. About 75% students were abundantly using fillers.

Table 4: Percentage of paralinguistic features in students

Criteria for paralinguistic features	4 (better)	3 (good)	2 (normal)	1 (bad)
Body language	5%	35%	55%	5%
Confidence	5%	35%	55%	5%
Use of hands	5%	25%	60%	20%
Change of position	0%	15%	80%	5%
Use of props	0%	0%	0%	100%
Use of white board	5%	15%	55%	25%
Eye contact	5%	40%	40%	15%
Use of visuals	0%	0%	0%	100%

Now coming to paralinguistic features, 35% to 40% students were totally composed and were confident while 55% of student were unable to control their anxiety during presentation. About 60% students were using hands not to demonstrate things but rather to control their fretted nerves. Eye contact of majority students was in one direction while 60% students were constantly paper reading during their presentation. Not even a single student used props or visuals to demonstrate their topic.

The possible deduced interpretation of the above results are (a) the students have good content but are unable to explain it to the audience (b) the students are unable to control their anxiety during presentation due to lack of practice and fear of audience or insult from teacher's side (c) the students are not confident enough to even use white board (d) students have their concepts clear and can explain in mother language but cannot communicate those concepts in English (e) the students use fillers excessively to gain time for words to come in their minds and they abundantly use pauses (long and short) (f) the environment of classes is not comfortable and accommodating for students to give presentation which becomes the reason for their lack of performance (g) teachers do not guide their students during presentation and are not instructed how to give a presentation which decreases the scope of improvement in students (h) the students are not fluent in English language due lack of practice, less use of English while communicating (i) the students have poor grammar and broken sentence structure due to their poor practice of grammar during secondary education (j) and finally lack of visuals and props is obviously due to lack of management of institutes.

5. Findings

The students and teachers have taken oral presentation as means of evaluating students' understanding of the topic instead of analyzing their speaking proficiency. This results in best understanding most poorly conveyed. The wrong objectives and aims result in grave consequences: the students' speaking skills and grammar proficiency remain inadequate which should be the main goal. Students' poor performance not only disappoints the teacher but the presenter as well. The result is students' disgust with presenting. Before giving presentation to the students, the teachers do not make the concepts clear, that is an evident reason behind their deficient performance. Further, due to lack of institutional management, discouraging economic reasons, lack of educational equipment and poor access to advanced technology, students fail to make their presentations impressive. Further, prior education in Urdu-medium schools and their compromised teacher-faculty proves to be regressive to their fluent English skills that add to the miseries of poor presentation. In addition to this, the students are careless enough not to take their presentation preparation seriously, and, come to the stage without any homework prior to performance. The other finding is the teacher's hegemonic attitude and uncomfortable student-teacher relationship leads to such performative failures. Moreover, lack of attention and care-free attitude from teachers encourages this careless attitude of student towards presentation. So, from the above findings, it can easily be explained that lacks are not only present from students' side rather there are also issues from the teachers and management side. The education sector needs to perform changes in the

whole education system so that English becomes less of a horror and more of a tool for communication.

6. Conclusion

The previous studies show that oral presentation is the most popular method used in academics to improve students' spoken English and to boost up their confidence. Unfortunately, each type of work focuses on what an ideal presentation instead of actual presentations and what skills are involved in a perfect presentation instead of the needs of the students regarding oral presentations. Therefore, there is no, or very little work done on the needs of the students and the ways to overcome them. The present study analyzed the recorded (both audio and video) presentations of the students on the basis of the rubrics developed by the present researchers based on an ideal presentation. The students themselves were of English Language and Literature and the results deduced from the data analysis were quite disappointing. It showed how few number of students were efficient enough to use it for one of the most common methods of communication, that is, speaking and specifically delivering an oral presentation. Number of other factors can also be seen, for instance, restraint of time, extensive courses and the stress on the theoretical nature of language. The need of the hour is to make a shift from theoretical approach of language to a practical one and the course designers should add a subject making every student to come on the stage and give a presentation. The research outcomes of the present study can stand as the Needs Analysis of the language students for the course designers. In additions, it can become the pre-experimental group in case of an experimental study, exploring the positive impacts and obstacles in teaching oral presentation skills to the students.

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Appendices

Appendix-I

Rubrics:

Model Criteria	4 (better)	3 (good)	2 (fair)	1 (bad)	Result
Pronunciation: It involves good stress and intonation pattern in which important things are stressed and where pitch and tone are both high and low (not monotone) and no abrupt end or start of sentences.	Stress and tone pattern are quite impressive, there is no use of abrupt sentences and presentation is in flow with high and low pitch.	There are some abrupt sentences, but there is change of tone and stress is given to important things.	There is stress on words here and there but presentation overall monotone in nature with abrupt sentences.	There is no change of pitch, a monotone presentation with barely recognizable words.	
Content: It involves authentic information along with references, grip on information (required material), no repetition and whole presentation is organized.	Plenty of content is discussed along with references, presenter has total grip on topic and there is no repetition and things are completely organized.	Content is authentic with repetition here and there, but presentation is organized, references are mentioned, and presenter is efficient enough to make audience understand the topic.	Content is not satisfactory and there is no reference given, repetition is there, there is order in the topic but not enough grip on it.	Content is not authentic, scattered and not enough to satisfy the audience, repetition of material, presenter himself is unable to deliver the essence of his topic.	
Vocabulary: It involves easy words that are easily understood by the audience, synonyms are being used for better understanding, no repetitive lexemes and every terminology is explained.	Different adjectives are used for explanation, every terminology is thoroughly explained with no repetition.	Synonyms are used for better understanding, terminologies are explained and there is repetition here and there.	Vocabulary is simple but words are repeated, terminologies are mentioned but not explained.	Very simple vocabulary is used, same words are repeated again, and again, no terminology is even mentioned.	
Accuracy: It involves correct sentence order, no broken sentences, correct grammar, and authentic information is given.	Every sentence is in order, no incomplete sentence is used, authentic information is given along with correct grammar.	There is use of complete sentences, but order is missing in some sentences, correct information is given.	There is use of incomplete sentences, grammar needs to be corrected.	Incomplete sentences with poor grammar having no order and correct information are not given.	
Communication: It involves asking questions from the audience (rhetorical questions), addressing, and recognizing the audience and continuity throughout the presentation.	Presenter fully involves audience in his discussion and there is an exchange of answers and questions. Everything is explained by the presenter related to the topic.	Presenter involves audience here and there by involving them in his explanation.	There is no involvement of audience, but things are elaborated on part of presenter.	There is no communication between presenter and audience and explanation of topic is very ambiguous in nature.	
Accent: It involves good spoken English not crude, easily comprehensible, and correct form of English not a mixture of mother language and	Presenter has a very good grip on English speaking, accent is very similar to that of natives.	Presenter is using good accent and words are easily comprehensible, but presenter is hesitant.	Presenter has not an annoying accent but some words he speaks are so crude that they are not easily comprehensible by the listeners.	The English language spoken by the presenter is so crude that difference of English and mother tongue is blurred, which	

English					makes difficult for audience to understand what is being said.
Fluency: It involves how many long pauses are taken, abrupt start in start of sentences, broken sentences and speed of speaking	Presenter is absolutely, fluent with no repetition or pauses, no abrupt start and speed is just according to the need of the listeners.	There are no pauses within the sentences are not broken but there is an abrupt start of sentences due which flow is not formed.	Presenter is using short pauses and there is an abrupt start of every sentence.	Presenter uses long and short pauses within the sentences, sentences are broken and make no sense to the listeners.	
Switching: It involves flipping between mother language and English.	There is fluent use of English language.	There is no switching of English language. But reference is mentioned in mother language	There is no complete switching rather words are only used from mother language.	Presenter switch to mother language after every sentence.	
Use of fillers: It involves use of (a,a\ mmm) and other fillers like and, so, yeah, ok, that, you know etc.	There are no fillers used without any interruption of sounds (a,a, mmm).	There are fillers used but there is less (a,a)	Fillers are used abundantly with (a,a).	(a,a)sounds is so abundant that it is not possible for readers to understand the sentence.	

Table A2: Rubrics for paralinguistic features

Model of paralinguistic	Better (4)	Good (3)	Fair (2)	Bad (1)	Result
Body language: The presenter should be composed and steady.	There is discipline and seriousness in reflection of presenter's body language.	presenter knows how to control his or her anxiety and are steady on stage.	Presenter is not clumsy but is unable to control his or her anxiety.	The presenter is shivering, no control of anxiety and not steady at all.	
Confidence: Person is bold, having no stage fear and anxiety is under control.	Presenter is quite cool and bold having no hesitation at all.	Presenter is confident but somehow hesitate to open-up.	Presenter needs to improve his confidence and level of anxiety.	There is no confidence present in the presenter and is having fretted nerves.	
Use of hands: Presenter is using his or her hands for demonstrating things.	Presenter constantly uses his hands to demonstrate everything.	Presenter is using his hands here and there, but they are not shivering.	There is use of hands, but they are shivering.	There is no use of hands at all.	
Change of position: Presenter is not static and changes position.	Presenter is continuously changing position on the stage with no hesitation.	Presenter is changing position while standing.	Presenter is standing in one position without changing it.	There is no change of position, but presenter is constantly fidgeting.	
Use of props: Presenter uses some objects for demonstrating things.	Exact objects are used by presenters to give demonstration to audience. (e.g., microscope)	Dimi or artificial objects are used to give demonstration.	Picture of object is shown.	No use of props at all.	
Use of white board: Presenter uses board for demonstrating things.	Everything is explained on the white board with no use of paper reading.	Board is used along with paper reading.	Only heading of topic is mentioned on white board.	No use of white board, total paper reading.	
Eye contact: Presenter is having an eye contact in every direction without hesitation.	There is complete eye contact in every direction no paper reading.	There is paper reading here and there, eye contact is only in one direction.	There is paper reading, with eye contact here and there in one direction.	There is no eye contact with audience only presenter is looking at the piece of paper.	
Use of visuals: Presenter is using some sort of pictures, slides, and videos.	Proper slides are established, and different visuals are involved.	Different visuals are used in presentations e.g., pictures, videos, and objects in real.	There is use of charts or pictures.	There is no use of visuals (of any sorts) at all.	

Appendix III: Dornyei & Scott (1995) Model (Direct strategies)

Resource deficit related strategies

- message abandonment
- message reduction
- message replacement
- circumlocution
- approximation
- use of all-purpose words
- word coinage
- restructuring
- literal translation
- foreignizing
- code switching
- use of similar sounding words
- mumbling
- omission
- retrieval
- mime

a) Own performance related strategies

- self-rephrasing
- self-repair

b) other performance related strategies

- Other repair

Interactional strategies

a) Resource deficits related strategies

- appeal for help

b) own performance related strategies

- comprehension check
- own accuracy check

c) other problem related strategies

- asking for repetition
- asking for clarification
- asking for confirmation
- guessing
- expressing nonunderstanding
- interpretive summary
- responses

Indirect strategies

a) processing time related strategies

- use of fillers
- repetition

b) own performance related strategies

- verbal strategy markers

c) other performance related strategies

- feigning understandin