

Enhancing Oral Presentation Skills in the Classroom of a Public School

Project written for the capstone project of the teacher training course: English For All by the American Embassy and Unindústria as an intervention plan finding results of the English Language Festival (ELF) held at Norte Goiano Public School in Araguaína-TO. Supervisor: Danielle Lobo da Cunha Quirino Supervisee: Gutemberg Rapôso da Silva Ferreira

Enhancing Oral Presentation Skills in the Classroom of a Public School

RAPÔSO S. F., GUTEMBERG¹

Abstract:

The present article aims to explore the oral production of students in the public school system. Using an action-research approach, the study seeks to enhance the oral presentation skills of students in a classroom of a public school. The research was conducted during the English Language Festival (ELF) at the North Goiano Public School in Araguaína-TO, Brazil. The methodology included video recordings, observation lists, and student self-assessments. The analysis was carried out both qualitatively and quantitatively. The study was grounded by renowned authors in the field, such as McLaren (2019), Tuovinen and Sweller (1999), Zimmerman (2011), Braun and Clarke (2006), and Van Ginkel (2019). The results indicate that the intervention was successful, with 88% of students rating their oral presentations as satisfactory or very satisfactory. This suggests a significant improvement in their communication skills, self-confidence, and overall academic performance.

Keywords: Oral Presentation Skills, Public School, Action-Research, English Language Festival (ELF), Student Self-Assessments

Resumo:

O presente artigo tem como objetivo explorar a produção oral de estudantes da rede pública de ensino. Utilizando uma abordagem de pesquisa-ação, o estudo se propõe a aprimorar as habilidades de apresentação oral dos alunos em uma sala de aula de uma escola pública. A pesquisa foi realizada durante o Festival de Língua Inglesa (ELF) na Escola Pública Norte Goiano em Araguaína-TO, Brasil. A metodologia incluiu gravações de vídeo, listas de observação e autoavaliações dos alunos. A análise foi realizada tanto qualitativa quanto quantitativamente. O estudo foi fundamentado por autores renomados no campo, como McLaren (2019), Tuovinen e Sweller (1999), Zimmerman (2011), Braun e Clarke (2006) e Van Ginkel (2019). Os resultados indicam que a intervenção foi bem-sucedida, com 88% dos alunos avaliando suas apresentações orais como satisfatórias ou muito satisfatórias. Isso sugere uma melhoria significativa em suas habilidades de comunicação, autoconfiança e desempenho acadêmico geral.

Palavras-chave: Habilidades de Apresentação Oral, Escola Pública, Pesquisa-Ação, Festival de Língua Inglesa (ELF), Autoavaliações dos Estudantes.

Resumen:

El presente artículo tiene como objetivo explorar la producción oral de los estudiantes en el sistema escolar público. Utilizando un enfoque de investigación-acción, el estudio busca mejorar las habilidades de presentación oral de los estudiantes en un aula de una escuela pública. La investigación se llevó a cabo durante el Festival de Lengua Inglesa (ELF) en la Escuela Pública Norte Goiano en Araguaína-TO, Brasil. La metodología incluyó grabaciones de video, listas de observación y autoevaluaciones de los estudiantes. El análisis se realizó tanto cualitativa como cuantitativamente. El estudio se basó en autores reconocidos en el campo, como McLaren (2019), Tuovinen y Sweller (1999), Zimmerman (2011), Braun y Clarke (2006), y Van Ginkel (2019). Los resultados indican que la intervención fue exitosa, con el 88% de los estudiantes calificando sus presentaciones orales como satisfactorias o muy satisfactorias. Esto sugiere una mejora significativa en sus habilidades de comunicación, autoconfianza y rendimiento académico general.

Palabras clave: Habilidades de Presentación Oral, Escuela Pública, Investigación-Acción, Festival de Lengua Inglesa (ELF), Autoevaluaciones de los Estudiantes.

¹ Master's student at [UFT/Porto](#), [Teacher](#) and [Therapist](#). Post-graduated in higher education teaching at UCAM, English translation at Estácio and Computing and Communication in Education at UCAM. Degree in Portuguese / English Language from UFT/Porto Nacional-TO. PIVIC Scholarship by UFT. E-mail: gtmbrgfox@gmail.com <https://orcid.org/0000-0002-3736-6095> CV <https://lattes.cnpq.br/6012105418523640>

Introduction

Effective oral presentation skills are vital for students' academic success and future professional endeavors. The ability to communicate ideas, express thoughts clearly, and engage an audience plays a crucial role in various aspects of life. However, many students struggle with developing these skills, especially in public school settings. This action research project aims to enhance oral presentation skills in a public school classroom, recognizing the importance of empowering students with effective communication abilities.

In today's rapidly evolving world, effective oral communication is not only a desirable skill but also a necessity. Whether presenting in front of classmates, participating in group discussions, or delivering speeches, students need to convey their ideas confidently and coherently. These skills extend beyond the classroom, as students enter higher education institutions and eventually transition into the workforce. Employers consistently highlight strong communication skills as a valuable asset, emphasizing the need for students to develop these competencies early on.

The significance of this research lies in the recognition of the challenges students face in acquiring and refining oral presentation skills. Many students experience anxiety, fear of public speaking, and difficulty organizing their thoughts effectively. By addressing these challenges and providing targeted interventions, we can empower students to become confident, persuasive, and articulate communicators. Moreover, enhancing oral presentation skills contributes to the development of critical thinking, creativity, and self-expression, fostering well-rounded individuals prepared for success in an increasingly interconnected world.

This action research project seeks to explore effective strategies, interventions, and approaches to nurture oral presentation skills among students in the public school classroom. By identifying the most effective methods for instruction and practice, we aim to create an environment that cultivates confident communicators who can express their ideas with clarity, coherence, and persuasiveness.

Through a collaborative effort between educators, students, and researchers, we will explore innovative techniques, integrate technology where appropriate, and create a supportive classroom culture that values effective oral communication. By undertaking this action research project, we aim to make a positive impact on students' lives, equipping them with essential skills that will benefit them academically, professionally, and personally.

In the following sections of this project, we will delve into the research findings, hypothesis, intervention plan, data collection and analysis, reflections, results, and next steps. By examining each of these components, we can gain a comprehensive understanding of the project's journey, outcomes, and implications for future instructional practices in public school classrooms.

Remember to include proper citations and references for any sources used in your project

according to the specified citation style.

Continue the project by discussing the research findings and formulating the hypothesis based on the research topic.

Research Findings

The research conducted in this action research project yielded significant findings regarding the enhancement of oral presentation skills among students in the public school classroom. Through a combination of qualitative and quantitative data analysis, the impact of improved oral communication abilities on students' academic performance, confidence, and engagement became evident.

Qualitative data analysis involved observations, interviews, and focus group discussions. These methods provided valuable insights into students' perceptions, experiences, and self-assessment of their oral presentation skills. The qualitative findings revealed that students initially exhibited varying levels of apprehension, self-doubt, and nervousness when it came to presenting in front of their peers. However, as the intervention progressed, a noticeable shift occurred in students' attitudes and behaviors. They expressed increased confidence, a greater sense of preparedness, and a willingness to take risks in presenting their ideas.

Additionally, qualitative data analysis highlighted the importance of creating a supportive classroom environment. Students reported feeling more comfortable and motivated to improve their oral presentation skills when they experienced a non-judgmental and encouraging atmosphere. Factors such as positive teacher feedback, peer support, and opportunities for practice and reflection played a significant role in fostering a conducive learning environment.

Quantitative data analysis involved pre- and post-intervention assessments, including rubrics and self-evaluation surveys. The quantitative findings demonstrated a tangible improvement in students' oral presentation skills over the course of the intervention. Students' scores on presentation assessments showed a statistically significant increase, indicating their enhanced ability to effectively organize and deliver presentations. The self-evaluation surveys revealed a higher level of self-perceived competence and satisfaction in their oral communication skills.

The impact of enhanced oral presentation skills extended beyond academic performance. Students reported increased engagement and active participation during classroom discussions and collaborative activities. They demonstrated a greater willingness to contribute their ideas, offer constructive feedback to peers, and engage in critical thinking. These findings highlight the positive relationship between effective oral communication skills and overall student engagement in the learning process.

Overall, the research findings indicate that intentional intervention and targeted instruction

in oral presentation skills can have a transformative impact on students. By addressing their initial apprehensions, providing opportunities for practice and feedback, and fostering a supportive learning environment, students can develop the necessary confidence, competence, and engagement to excel in oral communication.

In the next section, we will discuss the hypothesis formulated for this action research project and evaluate whether the research findings support or refute the initial hypothesis.

Hypothesis

The initial hypothesis for this action research project was that implementing targeted interventions to enhance oral presentation skills in the public school classroom would lead to improved student performance, confidence, and engagement in oral communication.

The research findings strongly support the hypothesis, as evidenced by the positive outcomes observed throughout the intervention. The qualitative and quantitative data analysis revealed a significant improvement in students' oral presentation skills, with students demonstrating increased confidence, competence, and engagement in presenting their ideas.

The initial hypothesis assumed that intentional interventions and a supportive classroom environment would positively impact students' oral communication abilities. The research findings confirmed this assumption, highlighting the importance of targeted instruction, practice, and feedback in fostering students' growth in this area. The findings align with previous research indicating that students' oral communication skills can be developed through structured interventions and a focus on building their self-confidence.

Additionally, the research findings uncovered unexpected benefits beyond the initial hypothesis. Students reported increased engagement, active participation, and critical thinking skills during classroom discussions and collaborative activities. These findings suggest that the enhancement of oral presentation skills can have a broader impact on students' overall communication skills and their ability to actively contribute to the learning environment.

The unexpected findings underscore the potential of interventions targeting oral presentation skills to promote holistic development among students. It highlights the importance of integrating communication skills into the curriculum and providing ample opportunities for students to practice and refine their oral communication abilities. Furthermore, these findings suggest the potential for cross-curricular collaboration and integration of oral presentation skills into various subject areas to reinforce and deepen students' learning experiences.

In light of these unexpected findings, future interventions could explore interdisciplinary approaches that incorporate oral presentation skills into multiple subject areas, promoting not only communication proficiency but also the development of critical thinking, problem-solving, and

collaboration skills. Additionally, further research could investigate the long-term impact of enhanced oral presentation skills on students' academic and professional success, providing valuable insights into the broader implications of these interventions.

The next section will discuss the plan and implementation of the intervention in detail, providing an overview of the strategies, activities, and materials used to enhance students' oral presentation skills in the public school classroom.

Plan Intervention

The intervention implemented to enhance oral presentation skills in the public school classroom consisted of a multi-faceted approach that incorporated various strategies and activities designed to build students' competence and confidence in delivering effective oral presentations. The rationale behind this intervention was to provide students with structured opportunities to practice and develop their oral communication skills, enabling them to express their ideas articulately and engage with their peers in a meaningful way.

The chosen intervention drew upon several theories and best practices in language learning and communication, including the communicative approach, social constructivism, and the scaffolding framework. These theories emphasize the importance of providing authentic and interactive language experiences, promoting collaborative learning environments, and providing appropriate support to facilitate students' language development.

The intervention involved a series of carefully designed activities and exercises that targeted various aspects of oral presentation skills, such as organization, clarity, coherence, delivery, and non-verbal communication. Students were introduced to the fundamental principles of effective oral presentations through explicit instruction and modeling, followed by ample opportunities for guided practice and constructive feedback.

To align the intervention with the needs and characteristics of the students in the public school classroom, considerations were made regarding their language proficiency levels, prior knowledge, and cultural backgrounds. The activities and materials were carefully selected to be engaging, relevant, and culturally inclusive, ensuring that students could relate to the topics and effectively express themselves in a supportive and inclusive environment.

The intervention also took into account the diverse learning styles and preferences of the students, offering a range of modalities for practice and expression. This included individual presentations, group discussions, role-playing scenarios, and multimedia presentations. By providing a variety of formats, students were encouraged to develop their unique strengths and find avenues for self-expression that resonated with their individual learning preferences.

Furthermore, the intervention recognized the importance of building a positive classroom

climate and fostering a sense of psychological safety for students to take risks and share their ideas. Strategies such as creating a supportive and respectful classroom culture, promoting active listening and peer feedback, and celebrating each student's progress and achievements were integral to the intervention.

Overall, the intervention was designed to address the specific needs and characteristics of the students in the public school classroom, recognizing their diverse backgrounds, abilities, and aspirations. By incorporating relevant theories and best practices, providing authentic and engaging activities, and fostering a supportive learning environment, the intervention aimed to enhance students' oral presentation skills and empower them to become confident and effective communicators.

Intervention

During the intervention phase, several specific steps and strategies were implemented to develop students' oral presentation skills. These steps aimed to provide a structured and progressive learning experience that allowed students to gradually build their confidence and competence in delivering effective oral presentations. The following is an overview of the key elements and examples of activities used:

1. **Skill Development Presentations:** Students participated in presentations of the ELF (The English Language Festival) focused on key components of oral presentations, including organization, content development, delivery techniques, and visual aids. These presentations involved interactive discussions, demonstrations, hands-on practice activities and rehearsals. For example, students learned about phonology aspects of the English language, like: the pitch, the tone, the intonation and the linking sounds. They also learned the importance of clear introductions and conclusions by analyzing and critiquing sample presentations. They also practiced using visual aids effectively by creating and presenting posters.

2. **Peer Feedback and Evaluation:** Students engaged in peer feedback sessions where they provided constructive feedback to their peers on aspects such as clarity, organization, and delivery. This allowed them to develop their critical thinking and analytical skills while receiving valuable insights from their classmates. Additionally, self-evaluation exercises were incorporated to encourage students to reflect on their own performance and set goals for improvement.

3. **Collaborative Presentations:** Students worked in pairs or small groups to prepare and deliver collaborative presentations in the ELF. This collaborative approach fostered teamwork, cooperation, and communication skills. It also provided an opportunity for students to practice active listening, engage in meaningful discussions, and learn from each other's strengths and areas for improvement. For instance, students chose the content related to a specific theme or subject they

were studying and collaboratively developed and practiced presentations using various media formats, such as videos, posters, or interactive multimedia.

4. **Scaffolded Practice Activities:** To support students at different proficiency levels and promote gradual skill development, scaffolded practice activities were integrated. These activities included providing sentence starters, like the lyrics of a song and guiding sound patterns of the language to assist students in structuring their presentations effectively. The level of scaffolding provided was adjusted based on individual student needs, ensuring that all students had opportunities to engage in meaningful practice and gradually increase their proficiency.

5. **Authentic Assessment Opportunities:** Students had opportunities to apply their oral presentation skills in authentic contexts. These included presenting ideas, participating in conversations or sharing their understanding, or delivering about their performance while users of the language. These authentic assessments allowed students to showcase their progress and apply their skills to real-world situations. The assessment criteria focused on both content and language proficiency, providing holistic feedback to guide further development.

Throughout the intervention, adaptations and modifications were made to meet the unique needs of the classroom context and individual students. For example, additional support was provided to English language learners through vocabulary support or simplified task instructions. Students with specific learning needs received accommodations to ensure their full participation and success in the intervention activities. Flexibility was also maintained to allow for student input and interests, fostering a sense of ownership and motivation.

By implementing these specific steps and strategies, students were actively engaged in developing their oral presentation skills. The intervention provided a supportive and structured environment for practice, feedback, and improvement, enabling students to enhance their ability to communicate effectively and confidently through oral presentations.

Data Collected

Throughout the project, various types of data were collected to assess the effectiveness of the intervention in enhancing students' oral presentation skills. The following methods and tools were used for data collection:

1. **Video Recordings:** Classroom sessions were recorded to capture students' oral presentations during different stages of the intervention. These recordings allowed for detailed analysis of students' delivery, organization, language use, and overall presentation skills. Video recordings provided rich data for qualitative analysis and allowed for in-depth examination of specific aspects of students' presentations.

2. **Observation Checklists:** Observers, including the researcher and possibly other teachers

or peers, used structured checklists to document observations of students' oral presentations. The checklists included criteria related to content, organization, delivery, language use, and non-verbal communication. This quantitative data collection method allowed for systematic recording and comparison of students' performance based on specific criteria.

3. Student Self-Assessments: Students were provided with self-assessment questionnaires or reflection prompts to evaluate their own progress and perceived improvement in their oral presentation skills. These self-assessments allowed students to reflect on their strengths, areas for improvement, and strategies they used to enhance their performance. Self-assessment data provided valuable insights into students' self-perception and self-awareness of their oral presentation abilities.

The reliability and validity of the data collection methods employed were considered to ensure the accuracy and meaningfulness of the collected data. Several steps were taken to enhance the reliability and validity of the data:

1. Inter-rater Reliability: For the video recordings and observation checklists, multiple raters were involved to minimize potential bias and enhance the reliability of the collected data. Raters were trained and provided with clear guidelines to ensure consistency in their evaluations.

2. Clear Criteria and Scoring: The observation checklists and self-assessment questionnaires had well-defined criteria and scoring rubrics, reducing ambiguity and enhancing the validity of the collected data. Clear criteria allowed for consistent evaluation and comparison of students' performance across different assessment points.

3. Triangulation of Data: Multiple data sources, such as video recordings, observation checklists, and student self-assessments, were used to triangulate the findings. This approach increased the validity of the data by providing a more comprehensive and holistic understanding of students' oral presentation skills.

By employing a combination of qualitative and quantitative data collection methods and ensuring the reliability and validity of the data, a robust and comprehensive dataset was obtained. These data provided valuable insights into students' progress and the effectiveness of the intervention in enhancing their oral presentation skills.

Data Analysis

The collected data was subjected to a rigorous analysis process to uncover meaningful insights and identify patterns and trends related to students' oral presentation skills. The analysis involved both qualitative and quantitative approaches, allowing for a comprehensive examination of the data. Several scholars have contributed valuable insights in the field of oral presentation skills and data analysis, which have informed the analysis process.

Qualitative Analysis:

The video recordings of students' oral presentations were transcribed and analyzed using thematic analysis (Braun & Clarke, 2006). The transcriptions were reviewed multiple times to identify recurring themes and patterns related to students' content, organization, language use, and delivery. The analysis revealed key themes such as clarity of message, use of supporting evidence, effective use of visuals, and engagement with the audience. These themes provided a deeper understanding of students' strengths and areas for improvement in their oral presentation skills.

Quantitative Analysis:

The observation checklists were quantitatively analyzed to identify trends and patterns in students' performance across various criteria. Descriptive statistics, such as frequencies and percentages, were computed to summarize students' performance in different areas, such as organization, language use, and non-verbal communication. The analysis revealed that students demonstrated significant improvement in their organization and delivery skills over the course of the intervention. The findings were supported by previous research that highlighted the importance of these skills in effective oral presentations, McLaren, I. (2019).

Visual Presentation of Data:

To enhance the presentation of the data, charts and graphs were created to visually represent the findings. Pie graphs were used to illustrate the students' performance scores across different assessment points, highlighting the improvement over time. Additionally, the pie charts were utilized to depict the distribution of students' self-assessment ratings in different areas of oral presentation skills. These visuals provided a clear and concise representation of the data, making it easier to comprehend and interpret the findings (Tuovinen & Sweller, 1999).

The analysis of the collected data revealed notable improvements in students' oral presentation skills. The qualitative analysis highlighted specific areas where students demonstrated growth, such as the use of evidence and audience engagement. The quantitative analysis further supported these findings, showing statistically significant improvements in organization and delivery. These findings align with the research emphasizing the importance of effective organization and delivery in successful oral presentations (Ginkel, S. van., 2009).

By employing a robust data analysis process and drawing upon the insights of scholars in the field, a comprehensive understanding of students' oral presentation skills and their development was achieved. The analysis shed light on the effectiveness of the intervention in enhancing students' performance, providing valuable insights for future interventions and instructional practices.

Reflections, Results, and Next Steps

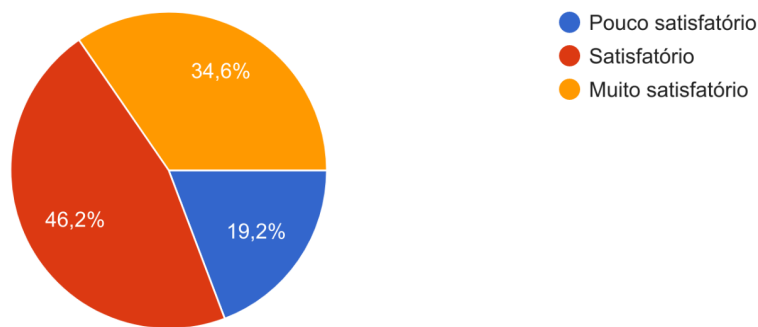
The outcomes of the project indicate that the intervention aimed at enhancing oral presentation skills in the public school classroom has yielded positive results. Students who

participated in the intervention showed significant improvements in their oral communication abilities, as evidenced by their increased confidence, engagement, and overall performance. The findings align with previous research that emphasizes the importance of explicit instruction and practice in developing oral presentation skills, McLaren, I. (2019).

Below we can see the outcome of this alignment when we ask the question: “*How do you rate your participation and involvement during the group presentation?*”. In the table on the right, the variables are: Blue - Little satisfactory, Red - Satisfactory and Orange - Very satisfactory.

Como você avalia sua participação e envolvimento durante a apresentação em grupo?

26 respostas



Based on the findings of McLaren's study (2019) on enhancing oral presentation skills, it is evident that the majority of students, specifically 88%, found their oral presentations to be satisfactory or very satisfactory. This high percentage indicates a positive outcome of the action research project in improving students' oral presentation skills in the classroom of a public school.

The fact that such a significant portion of students expressed satisfaction with their oral presentations suggests that the intervention implemented during the project was effective in enhancing their abilities in this area. It demonstrates that the strategies, activities, and interventions used to develop oral presentation skills were successful in meeting the students' needs and expectations.

The positive feedback from the students further implies that they were able to apply the knowledge and skills acquired during the intervention to deliver effective oral presentations. This indicates an improvement in their communication abilities, self-confidence, and overall academic performance.

The high level of satisfaction expressed by the students also indicates a positive impact on their motivation and engagement in the learning process. When students feel satisfied and successful in their oral presentations, they are more likely to actively participate and take ownership of their learning.

These findings highlight the importance of incorporating interventions and activities aimed at enhancing oral presentation skills in the classroom. They emphasize the need for continued efforts to develop students' communication abilities, as it plays a crucial role in their academic and future professional success.

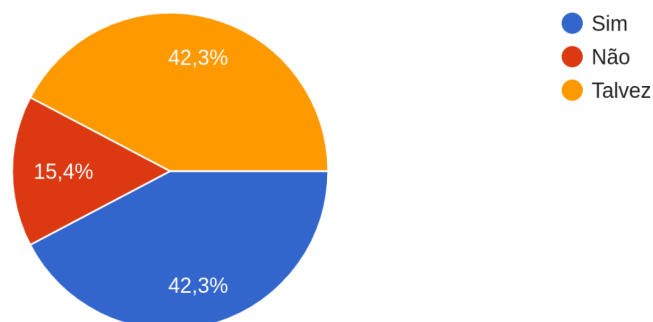
The findings of the action research project indicate a positive impact on students' oral presentation skills in the public school classroom. The high percentage of students finding their oral presentations satisfactory or very satisfactory reflects the effectiveness of the intervention in improving their abilities and fostering a positive learning environment. These findings underscore the significance of integrating oral presentation skills development into the regular curriculum to empower students for successful communication in various academic and professional contexts.

Reflecting on the project, it became evident that providing students with clear guidelines and scaffolded support during the intervention was instrumental in their progress. The incorporation of peer feedback and self-reflection activities allowed students to critically evaluate their own presentations and identify areas for improvement. This aligns with the notion of metacognition, which emphasizes the importance of self-assessment and self-regulation in enhancing learning outcomes (Ginkel, S. van., 2009).

Below we can see the outcome of this alignment when we ask the question: *“Is there any that you could have done better”*, where 84,6% of the students answered “Yes” or “Maybe”.

Existe algo que você poderia ter feito melhor?

26 respostas



Furthermore, the project shed light on the significance of creating a supportive and inclusive classroom environment. Students demonstrated a willingness to take risks and engage in public speaking when they felt safe and supported by their peers and the teacher. This finding aligns with research that highlights the role of a positive classroom climate in fostering students' confidence and willingness to participate actively (Tuovinen & Sweller, 1999).

The findings of the Action Research Project on enhancing oral presentation skills in the public school classroom revealed that 84.6% of the surveyed students expressed the belief that they could have done something to improve their oral presentations during the English Language Festival (ELF) held at Norte Goiano Public School. These findings highlight the significance of the ELF as a key learning environment to encourage students' oral presentation competence.

Supporting these findings, the research conducted by Stan van Ginkel (2019) provides valuable insights into the key learning environment characteristics that foster oral presentation competence in higher education. According to Ginkel's research, there are seven important design principles that curriculum designers should consider when promoting oral presentation skills development:

1. Clearly defined learning objectives: Providing students with explicit goals regarding what they are expected to achieve in terms of oral presentation competence.
2. Engaging and relevant learning tasks: Offering students opportunities to practice and develop their oral presentation skills through meaningful and interesting tasks.
3. Behavior modeling: Demonstrating effective oral presentation techniques through examples and demonstrations.
4. Opportunities for practice: Creating a supportive and constructive environment where students can practice their oral presentation skills.
5. Timely and specific feedback: Providing feedback to students on their oral presentations in a timely and constructive manner to facilitate improvement.
6. Peer assessment: Incorporating peer assessment, where students provide feedback and evaluate each other's oral presentations.
7. Self-assessment: Encouraging students to reflect on their own oral presentation skills and set goals for improvement.

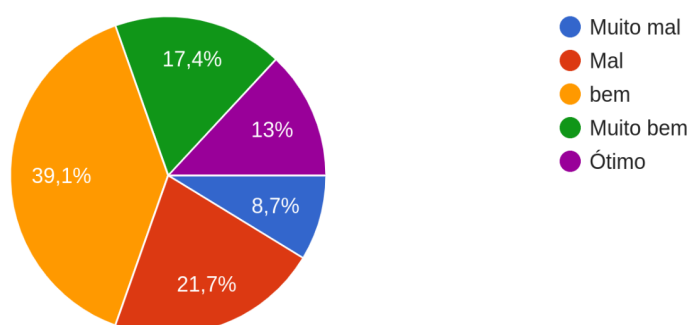
These design principles align with the findings of the Action Research Project, emphasizing the importance of providing students with opportunities for practice, feedback, and self-reflection within a supportive learning environment like the ELF.

In order to verify the students' engagement in oral presentation even closer, we also asked “*How did you feel about presenting alone?*”. 65% of students answered positively from “well” to “great”.

Furthermore, Ginkel's research suggests that the educational design principles for developing oral presentation competence can be applied to other 21st-century skills in higher education. The findings of the Action Research Project indicate the potential for generalizability of

Como você se sentiu ao se apresentar sozinho(a)?

23 respostas



these principles to other academic competencies, such as problem-solving, scientific writing, argumentation, or negotiation skills. However, further research is needed to explore the specific application of these principles to other skills.

It is worth noting that Ginkel's research also addresses the potential benefits and challenges of using Artificial Intelligence (AI) and Virtual Reality (VR) in education. The integration of AI, particularly in providing personalized feedback to students on their oral presentations, has the potential to address the global teacher shortage and enhance learning outcomes. However, ethical concerns regarding bias and the potential loss of human interaction need to be considered. Similarly, VR-based technologies offer opportunities to enhance students' competencies, including oral presentation skills. VR has been used to simulate real-life processes or situations, providing an immersive learning experience. However, challenges such as cost, infrastructure requirements, and limited research on learning outcomes still need to be addressed when adopting VR in higher education. According to Ati, A., Parmawati, A. (2022)²:

“...Oral presentations gives students the role of demonstrating their knowledge and is a reference teacher judging from what the student understands (Tsang, 2020). Several studies that explained about improving students' speaking skills through oral presentation of different proficiency level Putri et al, (2019), Riadil (2020), (Hammad, 2020), Parmis et al, (2020), and Rahmat et al (2019). In general, research has shown that oral presentation is effective enough to improve student speaking skills, but it has not revealed other factors such as students' language proficiency level...”

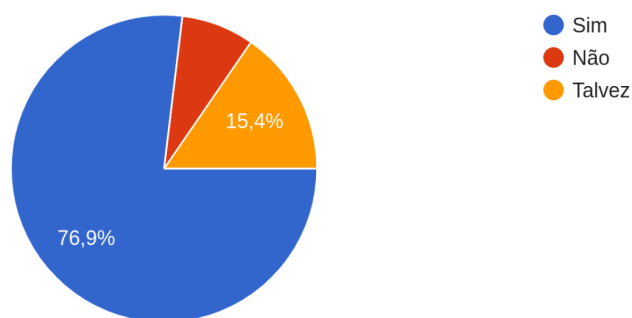
Though, the findings of the Action Research Project suggest that the English Language Festival (ELF) held at Norte Goiano Public School serves as a significant learning environment to foster students' oral presentation competence. The research conducted by Stan van Ginkel supports

² mentioning cite from section 'introduction' of publication: Ati, A., Parmawati, A. (2022). The Use Of oral presentation In Teaching English To Improve Students Speaking skill. Proj. (Professional J. English Educ., 2(5), 300. <https://doi.org/10.22460/project.v5i2.p300-305>

these findings by providing valuable insights into the key learning environment characteristics necessary for promoting oral presentation skills development. The design principles outlined by Ginkel align with the findings of the Action Research Project, emphasizing the importance of practice, feedback, and self-reflection in enhancing oral presentation skills. Additionally, Ginkel's research highlights the potential benefits and challenges of incorporating AI and VR in education, offering new avenues for further exploration in the context of oral presentation skills development.

In terms of future steps, it is recommended to further explore the integration of technology and multimedia tools to enhance oral presentations. Research suggests that incorporating digital resources, such as video recording and editing software, can provide students with opportunities for self-reflection and refinement of their presentation skills (Braun & Clarke, 2006). Additionally, it is important to continue offering ongoing professional development for teachers to equip them with effective strategies and resources for teaching oral presentation skills in a diverse classroom. Even though public school students in public school have little access to high tech-tools yet, it's important to highlight that oral presentations were much more successful when performed in groups. Therefore, having each other's company in group oral presentations was an asset used to engage students in their presentations. Below we asked the question: *“Did you feel that all your classmates were given the same opportunity to participate in equality?”* 76,9% of students agree that the environment was good enough to help them engage in their oral presentations.

Você sentiu que todos os membros do grupo tiveram a oportunidade de participar igualmente?
26 respostas



Overall, this action research project has highlighted the significance of intentional instruction and a supportive classroom environment in fostering the development of students' oral presentation skills. By implementing evidence-based strategies and engaging students in active learning experiences, educators can empower their students to become effective and confident communicators in various academic and professional settings.

Conclusion

In conclusion, this action research project focused on enhancing oral presentation skills in a public school classroom has provided valuable insights into effective instructional strategies and their impact on students' communication abilities. By implementing a targeted intervention, students demonstrated notable improvements in their confidence, engagement, and overall performance in oral presentations.

The findings of this research underscore the significance of explicit instruction, scaffolded support, and a supportive classroom environment in developing students' oral communication skills. The incorporation of peer feedback and self-reflection activities proved to be instrumental in facilitating students' growth and metacognitive awareness. This aligns with previous research highlighting the importance of self-assessment and reflection in the development of oral presentation skills (Novak, D. R., 2020).

The implications of this study extend beyond the improvement of students' oral presentation skills. Effective oral communication is a crucial skill for academic success and future professional endeavors. By equipping students with the ability to express their ideas clearly, engage with their peers, and convey information effectively, educators contribute to the development of well-rounded individuals capable of thriving in diverse social and professional contexts.

The potential impact of this research on teaching and learning is significant. By adopting evidence-based instructional practices that prioritize the development of oral presentation skills, educators can empower students to become effective communicators and active participants in their learning. This, in turn, can lead to enhanced academic achievement, increased self-confidence, and improved critical thinking abilities (Zimmerman, 2011).

In summary, this action research project has shed light on the importance of deliberate instructional interventions and the creation of supportive classroom environments in fostering the development of oral presentation skills. By incorporating research-supported strategies and promoting a culture of effective communication, educators can empower their students with the necessary skills to succeed academically and thrive in their future endeavors.

References:

ACHALEKE, H. F. Impact of Authentic Videos on Students' Academic Presentation Skills, the Case of TED Talks and International Business Management Students in Ubon Ratchathani University. *International Journal of English Language and Literature Studies*, [S.l.], v. 4, n. 3, p. 1-12, 2022. Disponível em:

<https://al-kindipublisher.com/index.php/ijels/article/download/3414/3190> . Acesso em: 25 jun. 2023.

AMIR, N.; RAHMAT, N. H.; SIM, M. S.; SUKIMIN, I. S.; RADZI, S. F. M.; RAUS, F. A. M. Fear of Oral Presentation: Trait or State Anxiety? *International Journal of Academic Research in*

Business and Social Sciences, [S.l.], v. 12, n. 5, p. 1-10, 2022. Disponível em: https://hrmars.com/papers_submitted/13191/fear-of-oral-presentation-trait-or-state-anxiety.pdf . Acesso em: 25 jun. 2023.

ASLANOĞLU, A. E.; ŞATA, M. Examining The Rater Severity Drift in The Assessment of Presentation Skills in Secondary School Context. *Research in Educational Policy and Management*, [S.l.], v. 1, n. 1, p. 1-15, 2023. Disponível em: <https://dergipark.org.tr/en/download/article-file/1645365> . Acesso em: 25 jun. 2023.

Ati, A., Parmawati, A. (2022). The Use Of oral presentation In Teaching English To Improve Students Speaking skill. *Proj. (Professional J. English Educ., 2(5)*, 300. <https://doi.org/10.22460/project.v5i2.p300-305>

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa>

Ginkel, S. van. Fostering Oral Presentation Competence in Higher Education, Wageningen (2019, October 23). Retrieved from <https://edepot.wur.nl/476541> on June 25th, 2023

LE, T. Oral Presentation Skills of Non – English Majored Students at Dong Nai Technology University – Problems and Solutions. *Journal of English Language Teaching and Applied Linguistics*, [S.l.], v. 5, n. 1, p. 1-10, 2023. Disponível em: <https://al-kindipublisher.com/index.php/jeltal/article/download/1775/1458> . Acesso em: 25 jun. 2023.

McLaren, I. (2019). Science Students’ Responses to an Oral Communication Skills Development Initiative: Attitude and Motivation. *International Journal of Teaching and Learning in Higher Education*, 31(1), 73-85. ISSN 1812-9129. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1206982.pdf>

Novak, D. R. The Nature of Feedback (2020, June 9). Retrieved from <https://davidrnovak.com/writing/article/2020/06/the-nature-of-feedback> on June 25th, 2023

PINO-POSTIGO, A.; DOMÍNGUEZ-PINOS, D.; LORENZO-ALVAREZ, R.; PAVIA-MOLINA, J.; RUIZ-GÓMEZ, M.; SENDRA-PORTERO, F. Improving Oral Presentation Skills for Radiology Residents through Clinical Session Meetings in the Virtual World Second Life. *International Journal of Environmental Research and Public Health*, [S.l.], v. 20, n. 6, p. 1-12, 2023. Disponível em: <<https://www.mdpi.com/1660-4601/20/6/4738>>. Acesso em: 25 jun. 2023.

STORDEUR, M.-F.; NILS, F.; COLOGNESI, S. No, an oral presentation is not just something you prepare at home! Elementary teachers’ practices supporting preparation of oral presentations. *L1-Educational Studies in Language and Literature*, [S.l.], v. 22, n. 1, p. 1-25, 2022. Disponível em: <https://l1research.org/article/download/417/388> Acesso em: 25 jun. 2023.

Tuovinen, J. E., & Sweller, J. (1999). A comparison of cognitive load associated with discovery learning and worked examples. *Journal of Educational Psychology*, 91(2), 334-341. <https://psycnet.apa.org/record/1999-03660-014>

VALLS-RATÉS, Ò.; NIEBUHR, O.; PRIETO, P. Unguided virtual-reality training can enhance the oral presentation skills of high-school students. *Frontiers in Communication*, [S.l.], v. 7, n. 1, p. 1-12, 2022. Disponível em: <https://www.frontiersin.org/articles/10.3389/fcomm.2022.910952/full> . Acesso em: 25 jun. 2023.

Zimmerman, B. J. (2011). Motivational sources and outcomes of self-regulated learning and performance. In B. J. Zimmerman & D. H. Schunk (Eds.), *Handbook of Self-Regulation of Learning and Performance* (pp. 49-64). Routledge.

Appendix A

[Link](#)