

# Exploration and Research on Oral Presentation in Classroom Teaching in Foreign Language Teaching

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**Abstract**—The oral presentation teaching mode introduced from the West has been widely used in foreign language teaching in universities of China. This student-centered teaching method can greatly mobilize students' learning enthusiasm, exercise foreign language comprehensive level, improve their speaking ability, and enhance the feelings between teachers and students at the same time. However, due to many factors, oral presentation in the classroom often cannot effectively play its role in practice. On the basis of years of research and practice, the author puts forward four suggestions for improving the effectiveness of oral presentation in the classroom: firstly, the goal should be clear, and the topic should be combined with the content of the class; secondly, the group cooperation display that is reasonably divided can mobilize the enthusiasm of the students. And through the group assessment method, it helps to improve the overall foreign language level of the whole class; in addition, the teacher's guidance and evaluation level is directly related to the quality and effect of the display; finally, peer assessment is used to guide the whole class to actively participate and achieve common progress.

**Keywords**—foreign language teaching; oral presentation in class; task objectives; group cooperation; teacher role; peer assessment

## I. INTRODUCTION

Against the background of reform and opening up and economic globalization, the traditional "filled" foreign language teaching can no longer meet the needs of the country and society for talent training in the new era. Therefore, in order to improve the teaching level of foreign language teachers in colleges and universities and to cultivate the comprehensive application ability of foreign students in colleges and universities, the Ministry of Education has successively formulated the requirements for foreign language courses in colleges and universities ten years ago, with the intention of promoting the reform of foreign language teaching methods in colleges and universities. In the years of foreign language teaching in colleges and universities, the changes brought about can be deeply felt by the new teaching methods after the reform: the updating of teaching materials, the use of multimedia, the enhancement of teacher-student interaction, the active classroom atmosphere, the diversification of homework and examination forms, etc. Both have brought significant improvements to the English level of students. There is a

teaching method that the author thinks is the closest to the national teaching model, and can achieve the teaching goal most effectively. It is also the research and attention that the author has been studying for many years — the student's classroom oral presentation.

## II. THE ROLE OF ORAL PRESENTATION IN THE CLASSROOM IN FOREIGN LANGUAGE TEACHING

Presentation originally originated and used in commercial activities, such as to introduce and promote a new product [1]. Later, it was gradually introduced into the field of education and evolved into the "showing education method" that people are now familiar with. It refers to the teaching practice that allows students to introduce a topic or explain what they have learned through the body movements, language and other tools. [2] Oral presentations are widely used in education, work and life in Europe and the United States. Students from the primary and secondary schools to the university are required to complete some tasks (Task), and then introduce the completion of the tasks to teachers and students through written and oral presentations [3]. The student's oral ability is considered to be an important form of communicative competence, intended to develop students' skills in inform, describe, discussion, and persuade [4]. With the advancement of education reform, the oral presentation in the classroom has gradually entered the classroom of foreign language teaching in domestic universities. This student-centered teaching method that emphasizes the subjective status of students has also been accepted and adopted by more and more teachers. The positive effects have also become more prominent in the following areas:

### A. Improving the Enthusiasm of Students to Learn Independently and Stimulating Creativity

The topics that are orally displayed in the classroom are mostly open or semi-open. Fully open, is that, students choose their own topics of interest, so they can greatly motivate students' research enthusiasm; semi-open topics are drawn by teachers making a direction or giving some key words, but the specific content and presentation methods are still determined by the students, and students still have full freedom to play. After clearing the topic, in the pre-preparation stage, students need to read and collect relevant materials after class, decide what structure to display, and what form to use. It seems that only 10-15 minutes of display

actually involves all aspects, which can really exercise students' ability to learn independently and give full play to their creativity and subjective initiative. During and after the presentation, questions and feedback from teachers and classmates can help improve students' ability to respond, analyze, and think independently.

The author has many examples in the teaching practice. For example, in a classroom presentation where the topic is "work-study", after a student tells his own working experience in English, other students ask more questions, such as: What is the benefit of experience with your future work; what lessons have you learned from this experience; whether you can give some advice on working, etc., which has led to heated discussions in the class, some of which are usually not in class. The students who spoke also participated and asked questions and comments in English. This shows that the correct use of classroom oral presentation has a positive impact on the active classroom atmosphere, mobilizing students' enthusiasm, and cultivating students' thinking and analysis skills.

### *B. Improving Foreign Language Comprehensive Ability and Enhancing Self-confidence*

From the student's point of view, the complete classroom oral presentation is done in this way — the first step is to collect and organize the materials for the oral presentation: at this stage, students need to conduct targeted data collection, and a large number of readings are obtained from various sources to acquire information; then they need to screen information to extract the content needed for the speech. In this process, it can exercise students' foreign language reading ability. The second step is to prepare the content of the oral presentation: after the required materials, the students usually re-process these materials as their final speech and presentation content, which involves a large number of foreign language writing and translation, and deciding on the structure and form of presentation will also exercise their ability to think independently. The third step is to show that the students will use the foreign language for oral presentation to the teacher and other students. Opening the foreign language in front of the public is a hone to the students. The teachers and other students will also comment and ask questions. All these can help to enhance students' foreign language listening and speaking ability [5].

A questionnaire survey of oral presentations from 307 college students from 42 different institutions also showed that the oral presentation method can effectively improve students' comprehensive ability in foreign languages, including reading, generalization, speculation and oral level, furthermore, enhancing its self-confidence, thus achieving the conversion of foreign language from input to output [1]. According to another research survey, 73% of students feel that oral presentation in the classroom is very helpful to their oral English. 65% of the students think that the process of collecting and sorting data is helpful, and 55% of students feel that their reading ability is in this process has been improved. It can be seen that oral presentation in class is a way to truly integrate several skills of foreign languages, so that students can use the oral presentation to

comprehensively use the skills of listening, speaking, reading, writing and translating, so as to effectively exercise and enhance students' comprehensive ability in foreign languages and enhance their self-confidence [3].

### *C. Improving the Relationship Between Students and Teachers and Students, and Enhancing Collaboration*

The interactive forms and collaborative learning in oral presentations in the classroom are crucial to the enhancement of student relationships and the development of collaborative skills. In foreign language teaching, classroom interaction is particularly important, which helps to mobilize the enthusiasm of both teachers and students, including the interactions between students and teachers, and between students and students. The former is mostly realized by means of questions, and the latter is usually difficult to achieve. However, oral presentation in the classroom can perfectly integrate teacher-student interaction and student interaction, create an equal interactive environment for teaching through reasonable guidance and arrangement, and improve the enthusiasm of students in the classroom, thereby promoting the overall development of students and enhancing the relationship between teachers and students [6]. Oral presentations in the classroom can be divided into two types: individual and group presentations. The group presentation can greatly promote students' enthusiasm for cooperative learning. From the discussion of the topic to determine, collect and organize materials, assign tasks to the final display, members of the group need to share resources and exchange ideas. In this process, the students' awareness of cooperation is enhanced, and the understanding between the students is enhanced. It also complements each other's strengths and gains their strengths [7]. The improvement of this relationship and the cultivation of teamwork ability is not only conducive to foreign language teaching, but also an indispensable skill in today's society and work, so that students can benefit for the rest of their lives.

## III. CONSTRAINTS AND INFLUENCING FACTORS OF ORAL PRESENTATION IN CLASS

It is true that the role of oral presentation in the foreign language teaching is very important, but it is not just a simple demonstration of a student coming to the stage. It is actually restricted and influenced by many factors to make it truly effective and play its positive role. Since the reform of education, many studies have shown that this kind of oral presentation from the European and American education system cannot fully adapt to the foreign language teaching mode of Chinese universities, cannot achieve its expected effect, play its role, and sometimes become students' and teachers' burden [8][9][10][11]. The author has encountered similar problems in practice, and there are roughly three factors in summary.

First, the students' own factors: mainly include weak oral English ability and classroom teaching methods that are not accustomed to such students. The education that students receive in high school is mostly the traditional exam-oriented education. The foreign language learning focuses on vocabulary and grammar points. The foundation of reading

and writing is OK. However, there is a lack of exercise in spoken English. There are not many opportunities in the classroom. In life, there is a rare habit of speaking English, forming a typical "dumb English." Insufficient ability and lack of self-confidence, do not want to speak in front of people, so after entering the university, the verbal display will make students produce a strong negative resistance, and even feel anxiety and pressure [12]. In addition, the traditional education has always been based on teachers. Students have become accustomed to the inherent mode of "teacher teaching, student recording", and their self-thinking and expression skills have gradually weakened. They suddenly came into contact with the completely unfamiliar classroom oral presentation. It would be hard to turn themselves into classroom subjects, and some are overwhelmed.

The second is the factor of the instructor: Since many teachers themselves have not experienced this new teaching method, it is easy to ignore their role in it. They think that since it is student-oriented, they simply arrange the students for the assignments and neglect to give the students correct guidance before setting the task. This can easily lead to students not clearing the mission objectives, not knowing the direction of the speech, not knowing the teacher's expectations, and finally either coping with it or being overwhelmed, with the result being naturally unsatisfactory. In addition to the lack of guidance before the show, some teachers cannot give students assessment in a timely and effective manner after the show, and did not guide other students to evaluate, so the students gradually have no enthusiasm, and the oral presentation in the classroom is always in the form, which cannot give full play to its true utility [13].

The third are the constraints of the current system: Although the demand for foreign language comprehensive talents is getting higher and higher, whether it is the "high school entrance examination" or the foreign language level test "CET4, CET6", "JLPT (Japanese-language proficiency test)" is still hard requirements in school and at work. The reason is that the goal of foreign language learning for students is mostly to pass the exam or improve the score. The oral presentation in the class accounted for a small percentage of the final grades (for example, the author's college graded scores for oral presentations in the classroom accounted for 10% of the final grade), which led to the lack of attention and the unwillingness of the students to prepare for this. The result is conceivable. In addition, classrooms in Europe and the United States usually use small classes (10-30 people) to teach, and the classroom layout is mostly round tables, which can create a relaxed and pleasant atmosphere, help to close the distance between teachers and students, the distance between students, and more conducive to the activities of Seminar, oral presentation and other activities to enhance interaction. However, most of the colleges and universities in China are large-scale teaching, and the layout of the classroom is still in front of the blackboard according to the teacher. The students are mainly arranged after going to the school, which will make students and students, and

students and teachers have a greater sense of distance. It is also not convenient to discuss and interact. [10]

#### IV. WAYS OF IMPROVING THE EFFECTIVENESS OF ORAL PRESENTATION IN FOREIGN LANGUAGE CLASSROOMS

In view of the above factors, how to make the oral presentation of the classroom play its role more effectively in foreign language teaching, the author summarizes the following points based on years of research and practice:

##### A. Reasonably Setting and Clarifying Mission Objectives

First, setting and clarifying the goal of the task is the basis of effective practice, and the topic shouldn't be chosen blindly. Oral presentation in the classroom as a teaching method, the goal should be consistent with foreign language teaching, in order to better allow students to comprehensively apply the content they have learned. After clarifying this goal, the topic of oral presentation in the classroom cannot be completely separated from the knowledge learned, but should be the consolidation and expansion of the content learned, so that the usual input can provide appropriate language materials and knowledge content for the output [14]. Also it is necessary to consider whether the subject matter is informative, communicative and interesting. When the author first came into contact with the oral presentation in the classroom in the early years, the students are completely free to choose the topic. The result was not ideal. Most of the students' topics were separated from the classroom knowledge, and some of them could not cause discussion and resonance, which other students were not interested in listening. Some topics have been dealt with because of the lack of classroom knowledge and the enthusiasm for preparation.

After continuous research and summary, the author found that the semi-open topic related to the content of the textbook is the most effective and can make the students truly learn. For example, when the author studied the first book of "New Horizon College English", after learning "Unit 5 Winning is not everything", the topic of the class was set to "What do you think of 'Failure is a Fortune'". The group that chose this topic not only elaborated their views, but also used their own experiences to evoke the resonance and heated discussion of other students. The content of display and interaction is also from the newly learned knowledge points. Finally, the error rate of knowledge points involved in this module in the final exam is much lower than in other chapters.

##### B. Choosing the Right Form of Presentation and Assessment

Oral presentations in the classroom are divided into individual presentations and group presentations. Although the personal form of the exhibition is conducive to cultivating students' independent thinking, there are many problems in practice. For example, some students say that the pressure of personal display is greater and the enthusiasm is not high enough. It is easy to "cut corners"; in addition, the number of students in foreign language classrooms in Chinese universities is large. It is difficult to ensure that



every student can get an exhibition opportunity, and the time limit of teaching is also likely to cause neglect of the interaction and evaluation after the presentation. According to a survey of 128 English majors in Zhejiang Normal University, less than 5% of students believe that personal display is the most helpful for English learning, and the remaining 95% of students are more likely to show in groups. Among them, 2-5 people as a group have the highest acceptance rate [15].

It is more effective to choose a group collaboration approach for oral presentation in the classroom. The group cooperation mode is based on the joint collaboration between teachers and students. It is displayed on a group basis and based on the group's scores. It has been widely used and promoted in China [16]. Some oral presentations in the form of teacher response groups are prone to uneven work, which can be resolved by a reasonable division. In the division of the group, the author recommends that teachers should be divided into groups rather than freely organized by students. Teachers can group students with stronger and weaker skills according to their achievements and peace of mind. The overall ability of each group cannot be too different, to encourage all students to participate actively [17].

In addition, in order to ensure the enthusiasm of each member of the group, and enable the students with strong ability to actively help other members, it is necessary to clear the assessment and scoring of the classroom presentation in advance, and the scores of all members are the same. In the author's practice, this kind of scoring method can mobilize the enthusiasm of all members of the group. The team members will help each other and supervise each other, which will help to enhance the relationship between students, cultivate their team spirit and improve the overall foreign language level of the class.

#### *C. Fully Recognizing and Playing the Role of Teachers*

Oral presentation in the classroom is mainly for students, but this does not mean that the responsibility of teachers is reduced. Instead, it puts higher demands and challenges on the ability and level of teachers. The lack of or deviation from the tasks performed by teachers in the classroom and the role they play will greatly affect the effectiveness of students' foreign language learning [18]. The role of teachers in this mainly includes two major aspects. The first point is to give students sufficient guidance on methods before the presentation. Since most of the Chinese students have not been exposed to the display teaching method from the West before, many students think that the unsatisfactory reason is because they do not understand how to prepare and organize their classroom presentation [19]. Therefore, teachers need to give students sufficient guidance before the show, introduce the objectives, processes, skills and common display methods of the class presentation, and give timely, continuous, task-based suggestions and evaluations in the preparation process after the students choose the topic. Afterwards, the quality of the oral presentation in the classroom will have a positive impact [20].

The second point of the teacher's important responsibility is to actively participate in the interaction during the presentation process and give students evaluation in a timely manner. When students are giving oral presentations in the classroom, teachers should also increase their participation and form an equal interaction with the students. In the interaction, in addition to the level of language knowledge, emotional interaction is also required. Next, efforts should be made to improve their own assessment level. The level of assessment and the level of expression ability are directly related to the effect of classroom display, and even have a profound impact on students' future learning [21]. The way of assessment should not be a non-discriminatory praise and commend, but an incentive and suggestive evaluation should be adopted, with a positive-oriented authenticity evaluation. For those students with poor foreign language and weak oral English, they should be taken care of. More attention to be paid and their progress during the assessment need to be affirmed. It is necessary to encourage them to participate more in the classroom interaction, help them overcome their mental obstacles, build self-confidence, mobilize their enthusiasm, and enhance the feelings between teachers and students at the same time. While evaluating students' linguistic knowledge and oral proficiency, they should also pay attention to students' learning strategies, emotional factors, and intercultural communication skills, and conduct a comprehensive evaluation [22].

#### *D. The Importance of Peer Assessment*

Assessment is not only to test student performance, but also to help and improve oral presentations. In addition to the teacher's evaluation, peer assessment is equally important to improving the quality of classroom presentations. For students and groups participating in the show, the multi-angle evaluations given by other students can help them further understand and improve their own shortcomings. For other students who are attending, making assessment on others is a good opportunity to learn from each other, and it helps to develop students' awareness of participation and independent thinking. These skills are beneficial to students for life [23]. A survey of 85 non-foreign language graduate students at Zhejiang University of Technology showed that 85% of students believe that peer assessment helps to promote learning and improve oral expression skills; 74% of students believe that peer assessment enhances self-confidence in learning [24]. Therefore, in the oral presentation in the classroom, the teacher should correctly guide the students to evaluate the students who participated in the exhibition. At the same time, they can also mobilize the enthusiasm of the students who listen to the lectures below, improve their sense of participation, and exercise their oral ability to improve their self-confidence. In practice, students sometimes encounter low levels of participation. Other students do not pay attention to their speech or are unwilling to comment. In this case, peer assessment can be conducted on a group basis, and each group is required to say at least one worthwhile learning place and a place to improve for the classmates on stage.

## V. CONCLUSION

With the deepening of education reform, oral presentations in the classroom have entered the classroom of foreign language teaching in colleges and universities, and are accepted by more and more teachers. This student-centered teaching method can greatly motivate students' enthusiasm for learning, cultivate independent and collaborative learning ability, and exercise the comprehensive level of foreign language, especially the improvement of oral expression ability, and also enhance feelings between teachers and students. However, because students and teachers are not familiar with the oral presentation in the classroom, plus the constraints of the education system, the oral presentation in the classroom often fails to play its role effectively in practice. On the basis of years of research and practice, the author suggests that the quality of oral presentation can be improved from four aspects. The first is that the goal needs to be clear, and the topic is best combined with the content of the class. Secondly, compared with the individual display, a reasonable division of the group for cooperation and display can mobilize the enthusiasm of the students, and through the group assessment to achieve the overall level of the foreign language of the whole class. In addition, the teacher's guidance and evaluation level is directly related to the quality and effect of the display. The last is to use the peer assessment to guide the whole class to participate and make progress together. The author hopes that the practice of oral presentation in the classroom can get more attention from foreign language educators and researchers, and can gradually be extended to foreign language classrooms in primary and secondary schools to jointly cultivate more talents for the country and society.

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