

# **A Study of English Speaking for Oral Presentation of the Bachelor of Arts Fourth Year Students of Mahachulalongkornrajavidyalaya University Chiang Mai Campus at Muang of Chiang Mai in Thailand**

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**Abstract**

The paper aims to know the situation of the target students and its problems related so that to seek for the solution to cope with to improve their English Oral Presentation and to be applicable for the similar scenarios, especially, those in the Buddhist Universities in South East Asia. In the context, it is found that anxiety and shyness are the key factors of the issue.

**Keywords:** oral presentation skill, English speaking skills, International students, Buddhist University, EFL

## **1. Introduction**

This study investigates the ability and development in using English oral presentation of the fourth-year students, majoring in English (English Program) Mahachulalongkornrajavidyalaya University or MCU (Chiang Mai Campus)—the target students.

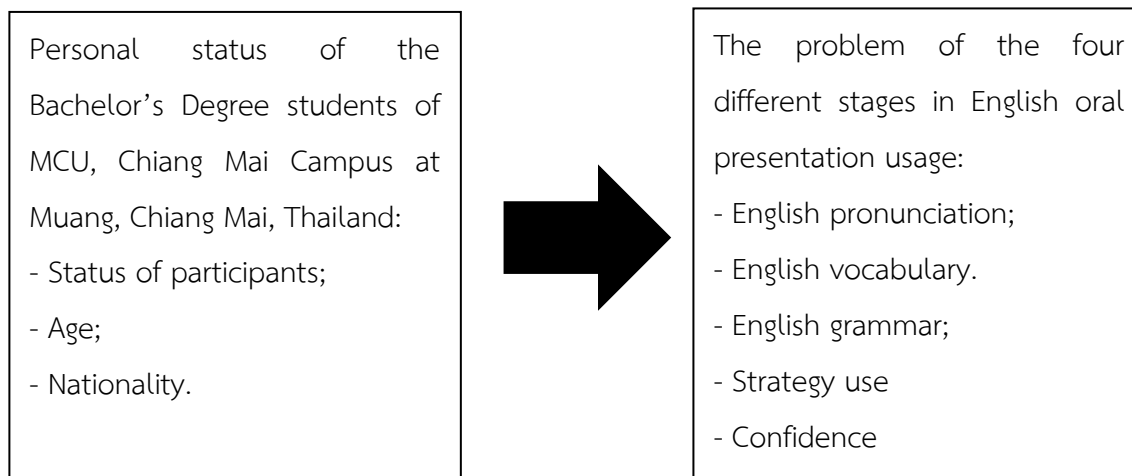
- (1) To study English presentation of the target students.
- (2) Identify factors contributing to the problems of oral presentation among the students in English speaking classes.
- (3) To trigger the problems so as to improve that.

## **2. Conceptual Framework**

## FIGURE 2.1 ILLUSTRATE CONCEPTUAL FRAMEWORKS

(Independent Variables)

(Dependent Variables)



### 3. Methodology

#### A QUESTIONNAIRE

##### A Study of English Speaking Skill for Oral Presentation of Bachelor of Arts Fourth Year Students (International Program) at MCU.

**Instruction:** Please provide information needed and put a mark-sign  in the blanks are given below:

Always	5
Very often	4
Fairy often	3
Sometimes	2
Almost never	1

#### Part I: Personal information of the participants

##### 1. Status of participants

Monk                                       Novice                                       Laity

##### 2. Nationality

Thai                                       Myanmar                                       Vietnamese  
 Bangladesh                                       Lao                                       Indian

##### 3. Age\_\_\_\_\_

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- Lower 20 years
- Between 31-40 years

- Between 20-30 years
- 40 years up

**Part II:** English pronunciation problem

**Instruction:** Please provide information needed and put a mark-sign (/) in the blanks are given below:

No	Questions	(5) Always	(4) Very often	(3) Fairly often	(2) Some Times	(1) Almost never
1	You have troubles in pronunciation while speaking English.					
2	You have never had a pronunciation problem.					
3	A native speaker of English understands your English pronunciation.					
4	When you communicate with an English native speaker, you have never felt shy about your pronunciation.					
5	You can understand the pronunciation spoken by native English speakers.					

**Part III:** English vocabulary problem

**Instruction:** Please provide information needed and put a mark-sign (/) in the blanks are given below:

No	Questions	(5) Always	(4) Very often	(3) Fairly often	(2) Some times	(1) Almost never
1	You have an adequate English vocabulary for effective speaking.					
2	You have never had a vocabulary problem.					
3	You can guess the meaning of new vocabularies.					
4	When you do oral presentation, you confidently use vocabularies.					
5	When you are preparing a speech, you feel anxious about your ability to use English vocabularies.					

**Part IV** English grammar problem

**Instruction:** Please provide information needed and put a mark-sign (/) in the blanks are given below:

No	Questions	(5) Always	(4) Very often	(3) Fairly often	(2) Some times	(1) Almost never
1	You speak English according to English grammar correctly.					

2	You confused when you have to think of grammar while I am speaking.					
3	Does English grammar effect your English speaking skill?					
4	English grammar is not important. I need to understand and communicate well.					
5	You're not too serious with English grammar, when I am speaking.					

**Part V** Lack of confidence problem

**Instruction:** Please provide information needed and put a mark-sign (/) in the blanks are given below:

No	Questions	(5) Always	(4) Very often	(3) Fairly often	(2) Some times	(1) Almost never
1	You feel shy when you are standing in the front of many audience.					
2	You fear to make some speaking mistake.					
3	You feel nervous when audience looking at you.					
4	You don't know how to get audience's attention.					
5	You feel shaky when you are presenting your topic.					

**Part VI** The strategy use of speaking skill for oral presentation

**Instruction:** Please provide information needed and put a mark-sign  in the blanks given.

No	Questions	(5) Always	(4) Very often	(3) Fairly often	(2) Someti mes	(1) Almost never
1	How much do you have confidence when you do oral presentation?					
2	How much are you yourself when you do oral presentation?					
3	Do you smile to your audience in order to gain their attention?					
4	Do you present according to the structure: Introduction, Body and Conclusion?					
5	Do you use body language when you do oral presentation?					
6	Do you use visual aids when you do oral presentation?					
7	Do you play with voices when you do oral presentation?					
8	Do you have eyes contact with your audience?					
9	Do your present your topic as you are a storyteller?					

**The Questions for in-depth interview to five lecturers who teach the international program students at MCU, Department of Foreign Languages, Faculty of Humanities, Muang, Chiang Mai Province, Thailand.**

1. How is oral presentation important for your students?
2. Do you assign your students to present? Why?
3. What are your techniques to improve your students for English oral presentation?
4. Do you give some comments after your students have presented? Why?
5. Do you have any suggestions for oral presentation course?

#### 4. Results

N        refers to Number  
 $\bar{x}$       refers to Mean  
 S.D.    refers to Standard Deviation  
 Sig     refers to Statistical significance

#### 4.1 Personal Information of the Participants

Table 4.1.1 Shows Status of Participants

Status of participants	Frequency	Valid Percent
Monk	44	97.8
Laity	1	2.2
Total	45	100.0

Table 4.1.2 Shows Nationality

Nationality	Frequency	Valid Percent
Thai	5	11.1
Myanmar	38	84.4

Lao	1	2.2
India	1	2.2
Total	45	100.0

Table 4.1.3 Shows Age of Participants

Age of participants	Frequency	Valid Percent
Between 20-30 years	32	71.1
Between 31-40 years	10	22.2
40 years up	3	5.7
Total	45	100.0



## 4.2 The Problems of English Speaking for Oral Presentation

Table 4.2.1 Analysis of English Pronunciation

No	Questions	$\bar{x}$	SD	Interpretation
1	You have troubles in pronunciation while speaking English.	3.33	1.22	Medium
2	You have never had a pronunciation problem.	2.80	1.14	Medium
3	A native speaker of English understands your English pronunciation.	3.24	1.44	Medium
4	When you communicate with an English native speaker, you have never felt shy about your pronunciation.	3.20	1.25	Medium
5	You can understand the pronunciation spoken by native English speakers.	3.27	1.35	Medium
	Total	3.16	1.28	

Table 4.2.2 Analysis of English Vocabulary

No	Questions	$\bar{x}$	SD	Interpretation
1	You have an adequate English vocabulary for effective speaking.	3.98	0.94	High
2	You have never had any vocabulary problems.	3.58	1.05	High
3	You can guess the meaning of new vocabularies.	3.67	0.87	High
4	When you do oral presentation, you confidently use vocabularies.	3.58	1.05	High
5	When you are preparing a speech, you feel anxious about your ability to use English vocabularies.	3.87	1.10	High
	Total	3.73	1.00	

Table 4.2.3 Analysis of English Grammar

No	Questions	$\bar{x}$	SD	Interpretation
1	You speak English according to English grammar correctly.	3.98	0.94	High
2	You confused when you are thinking of grammar while speaking.	3.58	1.05	High
3	Does English grammar affects your English-speaking skills?	3.67	0.87	High
4	English grammar is not important, you need to understand and communicate well.	3.58	1.05	High
5	You're not too serious with English grammar, when you are speaking.	3.87	1.10	High
	Total	3.73	1.00	

Table 4.2.4 Analysis of Lack of Confidence

No	Questions	$\bar{x}$	SD	Interpretation
1	You feel shy when you are standing in the front of many audience.	3.76	0.93	High
2	You fear to make some speaking mistake.	3.31	1.06	Medium
3	You feel nervous when audience looking at you.	3.67	0.87	High
4	You don't know how to get audience's attention.	3.38	1.02	Medium
5	You feel shaky when you presenting your topic.	3.27	1.26	Medium
	Total	3.47	1.02	

Table 4.2.5 Analysis of Strategy Use of Solving the Problems

No	Questions	$\bar{x}$	SD	Interpretation
1	How much do you have confidence when you do oral presentation?	3.22	1.25	Medium
2	How much are you yourself when you do oral presentation?	3.47	1.27	Medium
3	Do you smile to your audience in order to gain good relationship with them?	3.49	1.18	Medium
4	Do you present according to the structure: Introduction, Body and Conclusion?	3.78	0.95	High
5	Do you use body language when you do oral presentation?	3.69	1.14	High
6	Do you use visual aids when you do oral presentation?	2.98	1.28	Medium
7	Do you play with voices when you do oral presentation?	3.33	1.39	Medium
8	Do you have eyes contact with your audience?	3.22	1.12	Medium
9	Do your present your topic as you are storyteller?	2.51	0.96	Medium
	Total	3.29	1.17	

### 4.3 In-Depth Interview with Five Lecturers

**4.3.1 Asst. Prof. Dr. Wisuttichai Chaiyasit**, Instructor of English Linguistics subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU:

In conclusion, the performance of sharing information, ideas, thoughts, and feeling is called oral presentation. oral presentations are one of the most common assignments in college courses. It is a good opportunity for students to train the communication skills. The more students practice oral presentation, the more confidence they gain. Moreover, students will have creative ideas because they have learned by thinking. Students need to be organized before they give some speeches. They must know how to plan the presentation. For example, focusing presentation on

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the audience. how much audience can understand, all the details must be informative delivering to the audiences and so on.

**4.3.2 Assoc. Prof. Dr. Preecha Kanetnok**, Instructor of English Linguistics subject and English Language, Department of Foreign Languages, Faculty of Humanities, MCU:

To summarize, presentation is a great way to create group study, because the speaker has the role to share the knowledges and ideas, this is called collaborative learning. speaking skills are very essential for oral presentation. Stage is a great place for students to improve presentation skills. Pronunciation is communication system that students need to be skillful because presenter need to have clear pronunciation so that the audiences can understand correctly. Finally, students need to be themselves when they are giving some speeches, because being oneself can make the students show full abilities.

**4.3.3 Dr. Sasinun Sappakitjammong**, Instructor of English linguistics subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU:

In sum up, learning often takes place best when students have opportunities to express ideas and get feedback from their peers. But for feedback to be most helpful to learners, it must consist of more than the provision of correct answers. Feedback ought to be analytical, to be suggestive, and to come at a time when students are interested in it. And then there must be time for students to reflect on the feedback they receive, to make adjustments and to try again a requirement that is neglected, it is worth noting, by most examinations especially final. Presentation is not only standing and giving some speeches. Students must know the technique how to use the multimedia and technology such as power point program, video and so on, these tools are going to make the presentation look more colorful

**4.3.4 Dr. William Yaryan**, Instructor of English Linguistics Subject and English Language, Department of Foreign Languages, Faculty of Humanities, MCU:

In conclusion, confidence is very essential for presenter. Students need to practice more, because practice will make shyness go away. Students should have no fear for making some mistakes, because learning from mistakes they can do it better next time. Students should prepare the information first before they give the speeches, Moreover, student must know the details of topic that they are going to talk very well in order to make the presentation go smoothly.

**4.3.5 Asst. Prof. Dr. Samran Khansamrong**, Instructor of English Linguistic Subject and English Language, Department of Foreign Languages, Faculty of Humanities, MCU:

To summarize, English speaking skill for oral presentation is very essential nowadays, communication is sending and receiving information between two or more people. The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even emotions. It makes people understand more about each other. Of course, it takes time and effort to develop these skills and become an effective communicator. The more effort and practice you put it, the more instinctive and spontaneous your communication skills will become. English as an international language, you will have more opportunities than those who can't speak so that you can develop the qualities of life, institute, society, and even country, for example, I am a monk who can speak English. I can talk to western people about Buddhism and Thai culture. I do my duty as a monk by preaching Dhamma, I have the role in society to teach the foreigner, I am the representative of Thailand to show how Thai culture is observed.

## **5. Conclusion & Discussion**

In terms of international students (Buddhist monks and a laity), they are Laotians, Burmese, Indian and Thais whose English is a foreign/second language (EFL/ ESL). The majority is 20-30 years old (a few are above 40 years old). 38 are Burmese and they are the majority.

The result in terms of the mean scores interpreted is divided into two main groups: “a high level” and “a moderately high level”. Only the analysis of Vocabulary and Grammar is in “a high level” group. The rest are in “a moderately high level” group.

According to the Tables 4.2.2 & 4.2.3 Analysis of English Vocabulary and Grammar respectively, the average score interpreted is High for both of them. Since they are the students majoring in English, it is quite general that they tend to pay very much attention to their grammar which highly likely happens to EFL learners. It is reflected that many EFL learners know a lot of vocabulary and grammar, but they cannot speak English well (Chamnan, 2017). Pronunciation is one of the language elements that should be noticed in learning English. Sometimes, learners who are good at grammar and vocabulary have a problem with pronunciation because they do not learn it from the beginning as they start first learning grammar and vocabulary (ZN Wulandari - 2019). In other words, sometimes ESL and EFL learners who are good at vocabulary and grammar have some difficulties in pronunciation because they do not learn pronunciation from the early time as they start learning English. (A Kholisoh, AN Farida, 2018) The second language acquirers are often good at vocabulary and grammar. However, they are short of pronunciation. (H Gao, 2013)

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As regards grammar in particular, many ESL students firmly believe that knowledge of grammar is essential to their ability to acquire a new language. (KL Savage, G Bitterlin, D Price, 2010). It is mentioned that many of us, having learned foreign languages via grammar-based methodologies, or as a consequence of our teacher training and education, are more comfortable teaching grammar than other language skills (KL Savage, G Bitterlin, D Price, 2010). Another example of South East Asian EFL learners' performance and preference, Vietnamese learners of English are generally passive and dependent, and they are good at grammar, reading and writing, but cannot utter a proper sentence. (NN Tran, 2011) Thai students, since Thais learn English from reading and writing, not listening and speaking, do not employ natural language learning. They are good at grammar, but they cannot use English for communication. (W Likitrattanaporn, 2014)

In addition, predominantly when students develop greater fluency and expression in English, it is necessary for them to gain more helpful vocabulary knowledge and expand their own personal vocabulary learning strategies. It is due to the intrinsic nature of language learning that students often recognize the importance of vocabulary (Akkakoson, 2016). Moreover, older learners are particularly good at vocabulary learning, and they can make use of different cognitive and learning skills from children, since they make use of more abstract reasoning and thinking and can often learn more analytically and reflectively. (Richard, 2015)

Undoubtedly, the target students are highly likely to be good at vocabulary and grammar.

However, the outcome of the Analysis of Lack of Confidence shows that its mean score interpreted is a moderately high level which is lower than that of Vocabulary and Grammar analysis.

Interestingly, while vocabulary & grammar analysis places vocabulary and grammar at the "high level", its confidence & strategy level is lower. This is the point. Despite the fact that vocabulary and grammar abilities are good, the oral presentation still needs to be improved because the students tend to be facing issues of shyness, anxiety, and lack of confidence.

In terms of confidence particularly, there are two main factors namely anxiety and shyness. Dr. William Yaryan has shared that his students have difficulty speaking because they are shy and because they are afraid of making mistakes. Then, they think they have nothing to say. A number of Western professors believed ESL students need to overcome cultural inhibition or shyness about speaking up in class, to learn to ask and answer questions effectively, and to communicate more with native speakers of English or less with speakers of their own language. Cheng has shared that twelve professors specifically mentioned Asian students as having cultural differences which

inhibited their oral participation in class and their willingness and ability to ask questions. (Cheng, 2000)

What's going on in the English presentation among those students? They are afraid of making mistakes, shyness, nothing to say, lack of confidence, less practicing, no idea, English language level and so on. To clarify, among those target students, they have different ability levels in terms of pronunciation, vocabulary, grammar, and strategy used which are associated with fear, shyness, confidence, and anxiety. For example, on one hand, some students who are good at English tend to have less fear, anxiety, and shyness and have more confidence; and are highly likely active students. They like to speak, they enjoy preparing for the presentation, they are active listeners when they are the audience. On the other hand, some students who are not that good English tend to have more fear, anxiety, and shyness with less confidence, and tend to struggle with oral presentation and encounter issues in pronunciation, vocabulary, grammar, and strategy.

Strategy used for solving the problems, an average score interpreted is a moderately high level, shows that the students understand and are aware of what should be done during the presentation as well as realize what strategy can be used and turned out an effective presentation i.e., body language, eyes contact, storytelling, using visual aids, organize the idea and convey the message structurally and so on.

Storytelling is created by a shared human experience based on words and imagination which develops communication skills (Yazdanpanah, 2012). So, it is powerful to make use of storytelling to convey the message in order to hit the attention of the audience and avoid getting them bored.

It is significant to deal with anxiety in order to trigger English oral presentation of the target students. In addition, feedback given by teachers is powerful. Dr. Sasinun mentioned that feedback ought to be analytical, to be suggestive, and to come at a time when students are interested in it. However, it is also undeniable to take time management into consideration.

## **5.1 The Problems**

In terms of the problems of English speaking in relation to the factors contributing to problems of oral presentation among students in English speaking classes of the target students, it is unquestionable that pronunciation, vocabulary, grammar, confidence, and strategy used are related to English oral presentation of the target students.

Interestingly, while vocabulary & grammar analysis are in “high level”, that of confidence & strategy are lower. This is the key point.

In terms of confidence particularly, there are two main factors namely anxiety and shyness. Dr. William Yaryan mentioned that his students have difficulty speaking because they are shy and afraid of making mistakes. And finally, they think they have nothing to say.

It is shown that students' anxiety level had a negative relationship to their oral performance (LAIMEI LEONG, SM Ahmadi, 2017)

When anxiety is related to learners' second or foreign language learning process, it is known as second/foreign language anxiety. The language anxiety involves a complex, multifaceted reality which may affect the learners in terms of their culture, previous language learning process, learners' characters, and classroom environment. The Language anxiety refers to ‘a distinct complex of self-perceptions, beliefs, feelings, and behaviors’ which are connected to learners' language learning system. A psychological dimension to language anxiety saying that it is a factor that creates a negative effect on learners' psychology. The anxiety is ‘the feeling of tension and apprehension’ that appear when learners use a language. So, it can be said that language anxiety is a complicated psychological negative feeling, attitude, and belief of human beings that may be aroused in learners based on different issues when they learn or use a language. (R Kalra, S Siribud, 2020)

A number of Western professors believed ESL students need to overcome cultural inhibition or shyness about speaking up in class, to learn to ask and answer questions effectively, and to communicate more with native speakers of English or less with speakers of their own language. Twelve professors specifically mentioned Asian students as having cultural differences which inhibited their oral participation in class and their willingness and ability to ask questions. (Cheng, 2000)

However, pronunciation is undeniable to be taken into account of oral presentation ability. As per Pekka & Janne, giving a presentation in L2 (second language) both presented a challenge and provided a way of alleviating the pressure of the situation. The most typical level of L2 identified as a cause of concern by the students was pronunciation. (P Lintunen, J Skaffari, 2014)

Dr. Preechar reflects that even if their vocabulary and English grammar are perfect, it can still be difficult for people to understand them because of your pronunciation. Furthermore, it is advised that when learning a language, there are many things to study including vocabulary,

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grammar, reading, writing and speaking. A key to good speaking is good pronunciation. (Sahatsathasana, Sattra, 2017)

Ultimately, the components of speaking that might be considered in the assessment scale are grammar, pronunciation, fluency, content, organization and vocabulary. (G Mazdayasna, 2012)

However, several factors such as anxiety, fear of being despised, teacher strategy, and culture were found to influence the reluctance problem among speakers. (M Savaşçı, 2014)

Oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers *to promote oral proficiency*. However, when oral presentations are assigned in class, the teacher will get either complete silence or grumbles from students who find the idea of oral presentations frustrating and intimidating. Students are overwhelmed with the research and communication skills that are necessary for a successful presentation. Some serious students who invest time and effort into an oral presentation do not always get the intended outcomes. Other students try to get through the ordeal as quickly as possible, but do not improve their speaking skills under such stressful situations. Thus, oral presentations can be a time-consuming project with no guarantee of a satisfactory performance. (J King, 2002)

## 5.2 Solution

Speaking of solutions or the effective ways of solving the problem in English oral presentation of the target students, it is essential to cope with anxiety and shyness.

Anxiety and shyness are associated with many possible elements such as the abilities related to pronunciations, vocabularies, grammar, listening skill, speaking skill and so on. Dr. William Yaryan has shared that his students have difficulty speaking because they are shy and because they are afraid of making mistakes. Then, they think they have nothing to say. It is implied by this that it puts them under pressure in a way. He was trying to reassure them that practice will make shyness go away. And they do not have to speak perfectly. Then, the students have something to say if they have the vocabulary for it. Unquestionably, this is considered as an effective way to trigger right at anxiety and shyness and turn out to get students motivated to speak things out. It is an essential element contributing to improving speaking skill for the students. To clarify, the factors affected the issue of oral presentation of the target students 'pronunciation, vocabularies, grammar, fluency, thought organized, body language, visual aids, preparation, rehearsal, time management, and so on; will be disclosed. Once they are disclosed, it is an opportunity for teachers to be "top form" as being teachers to tackle in those details so as to improve the students' oral presentation performance.

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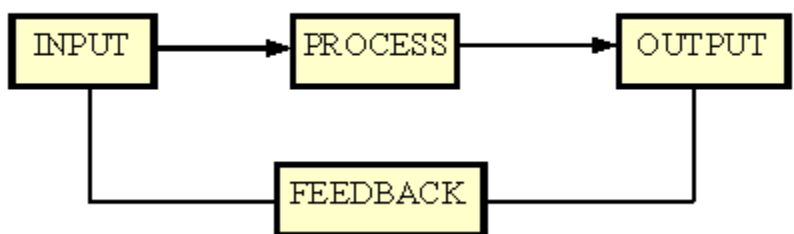
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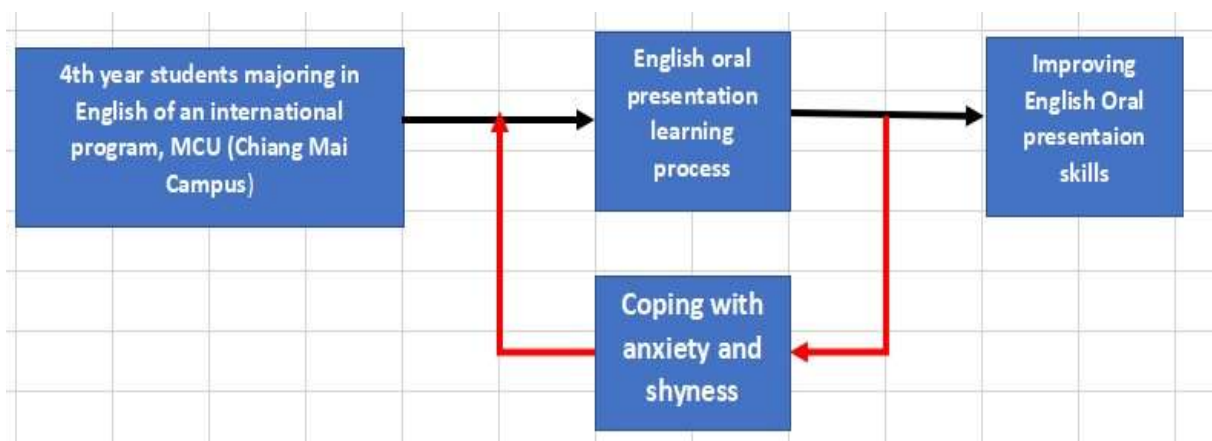
Once the students are encouraged, they tend to enjoy oral presentations from the preparation phase till the show time or even after the Q&A session. Dr. Wisuttichai reveals that when the students share ideas the oral presentation as an effective method of and knowledge in group, the atmosphere in class will be filled with fun because they are learning the new things together. They will feel like they have a freedom to study, that's so called "unlimited learning". English class as an interesting tool for either students and teachers are undeniable. (W Tsou, 2005)

In order to have the method of improving English presentation, it is inevitable to consider it as process as system. In other words, improving English oral presentation needs to be considered as a learning process systematically as shown below.



**Figure 5.2 Feedback control system**  
<http://www.technologystudent.com/elec1/control1.htm> (V. Ryan, 2002)

To apply the system, it will be mapped as follows,



**Figure 5.3 Feedback control system applied to the target students.**

As a system, when we are talking about the feedback, it is something we have gained/ learned from the current situation/ system; and going to be put/fed back into the system in order to leverage or mechanize the current situation/ system to turn out and meet what an objective is.

To put it differently, what's going on in the current situation as described in the conclusion mentioned earlier is that the result is considered as output, which needs to be improved in order to come up with better skills in English oral presentation of the target students. As per the result of the study, alleviating anxiety and shyness could unlock the potential of those students and turn out to be improving their oral presentation as well as speaking skill.

To simplify, anxiety and shyness is taken into consideration of key factors to unlock any blockages of oral presentation skill.

Once the door is opened, the performance is going to be shown as it is in front of the teachers and audiences. In terms of "as it is", the ability related to pronunciation, vocabularies, grammar, confidence, strategies used, and so on will be portrayed so that the teachers can find more feedback to be given to the students in order to level up their oral presentation. For example, if the student has a problem with pronunciation, the teacher can come up with the strategy of "practicing makes perfect" to deal with that case. Further example, in case the student comes up with an issue of vocabulary, Penny Ur suggested that another useful strategy to increase impact is to use mnemonic devices, in particular the technique called 'keywords': students link the target word with an image involving a similar word in their own language (P Ur, 2012). In addition, the two-time USA Memory Champion Ron White added that the problem is NOT with your memory. The problem is with the "Filing System" your brain currently uses to store and retrieve memory items. Change the filing system and you'll double and even triple your memory comprehension. (R White, 2013).

Dr. Sasinun has shared an interesting example that a Burmese student has a problem with speaking, she called his Burmese friend who is keen on English helps as a translator, three of them worked together. The teacher herself speaks English to communicate, the translator speaks Burmese for his friend. Then, the student who faces speaking problems gets improved step by step. Dr. Samran added a further example that he sometimes calls low level speaking skill students in individual to talk. He advised the techniques to fix their weak points. He assumed that encouragement is important to arouse the students to practice as he believes that everyone has great potential, they can be improved as much as possible.

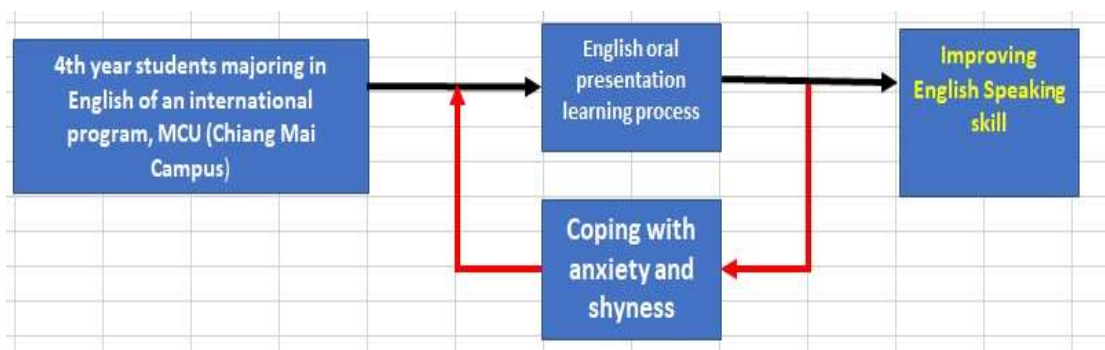
Speaking about crucial feedback provided, it really helps if the student presentation is a VDO recorded for the teacher and the student to sit together providing feedback individually. The feedback can error correction in terms of pronunciation, vocabularies, grammar, body languages, eye contact, confidence, and so on; of which an optimum effectiveness and efficiency can be achieved to improve the English oral presentation.

It is easier to be said than done but both teachers and students need to mind and care time management wisely. The proper feedback provided in the right time counts.

Ultimately, it is the most significant to deal with anxiety and shyness. In order to do so, the ability of teachers really depends upon experiences. Nonetheless, mindfulness meditation has been shown to be an effective stress management technique. (Shearer, A., Hunt, M., Chowdhury, M., & Nicol, L., 2016) Mindfulness enhances emotion regulation and cognitive performance. (DB Bellinger, MS DeCaro, PAS Ralston, 2015). In addition, it is revealed that mindfulness-based therapy is a promising intervention for treating anxiety and mood problems in clinical populations. (SG Hofmann, AT Sawyer, AA Witt, 2010). Moreover, mindfulness has the potential to help individuals achieve more balance in their lives, especially during stressful times or when dealing with overwhelming emotional states (LE McCloskey, 2015)

### 5.3. Suggestions

1. For students



**Figure 5.4 Feedback control system applied to the target students focusing on improving English Speaking skill.**

- a. As the teachers are promptly help cope with anxiety and shyness, the opportunity to improve speaking skill and fluency by the process of learning English Oral Presentation classes is provided. You need to pay attention,

put effort, and spend time sufficiently since the preparation until the day you give the presentation.

- b. You need to focus on the feedback and see if practicing needed and is assigned. You need to take actions accordingly.
- c. You need to learn to allocate time wisely from the very beginning.
- d. Once you are assigned for the oral presentation, you need to pay full attention to the preparation, study and do research on the subject, practice, and so on; so that you can be top form when it comes to your show time. Once you do the best and the proper feedback is given and effects your best performance, this is useful for improving further then. And this comes up with an effective time spending of both students and the lecturers.

## 2. For teachers

- a. Time should be allocated sufficiently.
- b. Promptly available to be consulted or asked for advice by the students.
- c. Proper feedback provided in the right time.
- d. Despite the fact that Lecturers (as per the depth interview) show that they have provided technique, comments, feedback, assignment, attention, and so on, the teachers are inevitable to improve themselves in terms of updating new knowledge. This is simply because the term “proper feedback” is associated with the experiences and knowledge of the teachers too.
- e. Explain the Purpose of Visual Aids.
- f. Help Students to Conquer the Fear of Making Grammatical or Pronunciation Errors.
- g. Develop Students' Summarizing and Outlying Skills. (J King, 2002)
- h. Emphasize the difference between Spoken English and Written English.

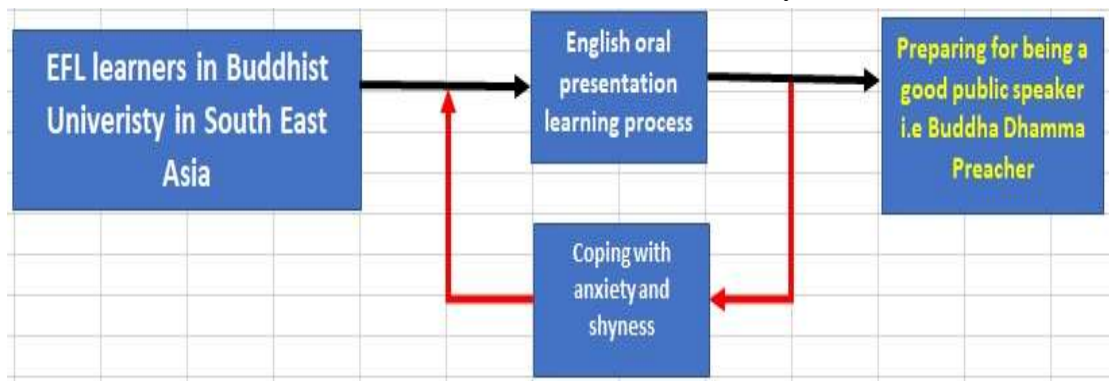
## 5.4 Suggestions for Further Study

**5.4.1. The Study of an English Oral Presentation** as a useful tool to improve Speaking skill of EFS learners in Buddhist University in South East Asia



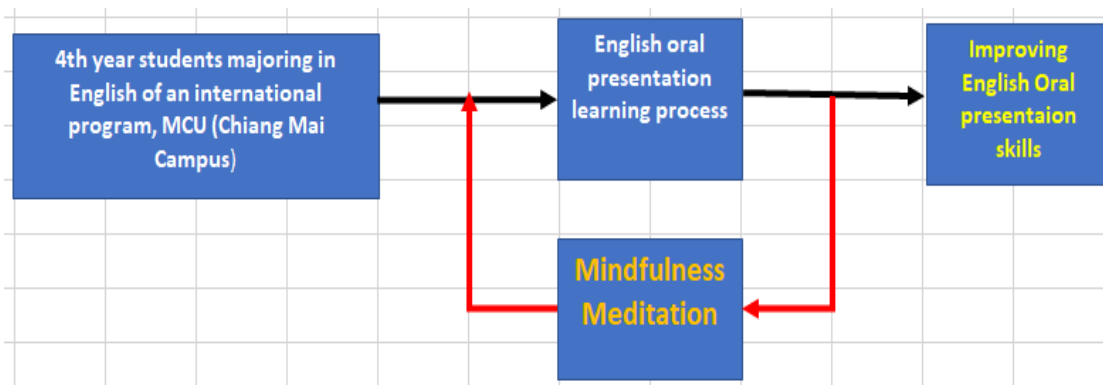
**Figure 5.5 Feedback control system applied to EFL learners in Buddhist University in South East Asia focusing on improving English Speaking skill.**

**5.4.2. The Study of an English Oral Presentation** as a useful foundation for being a good Public Speaker i.e., Dhamma talk of EFS learners in Buddhist University in South East Asia



**Figure 5.6 Feedback control system applied to EFL learners in Buddhist University in South East Asia in order to prepare those students who aim to be public speakers.**

**5.4.3. The Study of the English Oral Presentation of the Target Students** by leveraging the performance of English oral presentation by utilizing mindfulness meditation to cope with anxiety, fear and shyness



**Figure 5.7 Feedback control system applied to the target students of leveraging the performance of English oral presentation by utilizing mindfulness meditation to cope with anxiety, fear, and shyness.**

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