

Students' Perception on the Preparations of Presentation in English Language
Education Department in a Private University in Yogyakarta

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Abstract

This research aims to find out the students' perception on the preparation of presentation in English Language Education Department in a private university in Yogyakarta. This research has two main research questions. The first is about the benefits of preparation of presentation based on students' perception. The second is about the students' challenges in preparing a presentation. This research was conducted at English Language Education Department (ELED) in a private university in Yogyakarta. The researcher used interview as data collection method and used interview guideline as instrument of the study. Besides, the researcher also used document as triangulation to increase the trustworthiness of data. There are two major findings in this research. The first finding was the benefits of the preparation of presentation. The researcher found five benefits of presentation preparation. Those are preparation of presentation helps to manage the time of presentation; preparation of presentation determines the successful presentation; preparation of presentation can improve confident and overcome nervousness; preparation of presentation helps to master the materials; and preparation of presentation helps to handle technological difficulty. The second finding was the challenges faced by the students in preparing the presentation. The researcher found five challenges in preparing the presentation; students are hard to find appropriate sources; students are difficult to create a proper visual aid; students face difficulty in preparing an interesting presentation; and students are difficult in dealing with the negative feelings.

Keyword: presentation, preparation of presentation, benefits of presentation preparation, and the challenges in preparing the presentation

Introduction

To be able to communicate by using a language, a person needs to master four language skills such as listening, reading, writing, and speaking. Listening is a skill to get the information from spoken language. According to Brown (2004), listening is to understand designed information in context of spoken language. Listening is a skill to get the information by hearing the spoken language. Brown (2004) also stated that reading is a means to convey information in written word. It means that reading is a process in delivering the information by writing. On the other hand, Brown explained the definition of writing. According to Brown, writing is a permanent product that is designed into the form of written document. The last skill that he explained is speaking skill. Brown revealed that

speaking is process of producing language in oral or spoken form.

From all four language skills, Nazara (2011) asserted that speaking is the most important skill the learners can be acquired. It is because many language learners assume that speaking ability as the measurement of understanding a language. As in society, speaking becomes the measurement for person's comprehension in language. It is because language becomes one of the tools in communicating within society. Harmer (2001) commended that speaking is the tool for effective communication. Therefore, speaking is necessary for people to have an effective communication. In relation to this, Oradee (2012) stated that speaking skill is the basic for communication, and it is the most difficult skill to be acquired for the foreign language learners.

To improve speaking skill, foreign language learners need the activities providing the learners to practice the language. Živković (2014) asserted that to improve speaking skill, English learners need a lot of opportunities to practice the language in order to encourage the learners to communicate their needs, ideas, and opinions. Practicing the target language aims to give learners a chance to communicate their needs, ideas, and opinion. Besides that, practice can improve students' speaking skill. Harmer (2001) mentioned the activities that can improve speaking skill are role-play, discussion, and presentation.

Presentation is one of the activities that provide learners the opportunities to practice the language. Živković (2014) mentioned that oral presentation encourages foreign language learners

to have in depth practice of language, and it is the best way to practice students' communication ability. It is in line with Bankowski (2010) who stated that oral-presentation provides a way for students to practice and demonstrate acquired skill. They can practice their acquired speaking skills in front of the audiences. In doing presentation, presenters need to present the materials in front of some people. It is one of public speaking kinds which is required the speakers to share subject in front of the other people. In doing presentation, presenters need to talk to a group of people and show the real communication in a large number of people in society.

In educational field, presentation is one of the popular activities used by the teachers in teaching and learning process. Zaine (2015) stated that presentation makes

the students more active. Therefore, many teachers use presentation as learning activity. Applying presentation activity in learning language gives both benefits and challenges. According to Nazara (2011), "Many non-native English learners assumed that speaking as the most difficult skill to be mastered" (p. 29). It is because non-native English learners do not use English every single time, and they were born in non-English environment. It becomes one of the reasons for some people for not being confident to give presentation using English language. To reduce nervousness and increase confident, presenters need preparation. Nikitina (2011) mentioned that preparation and planning the presentation help to reduce nervousness and appear more confident and more knowledgeable to the audiences. Doing good preparation makes the presenters

more understand the material. That is why the presenters who prepared well will be more confident.

Good preparation will give a lot of benefits to the quality of presentation. Preparation also gives the biggest influence for presenters' performance. The decisive factor in the success of presentation depends on how the presenters prepare it. Preparations also determine presenters' performance in the day of the presentation. Rarick (2010) stated that the presenters will be well aware on the day of the presentation about what and how to present, if they well prepared. Thus, the preparation influences the presenter to get successful presentation.

Research Methodology

The researcher used qualitative research approach for this study to investigate the students' perception on the presentation

preparation at English Language Education Department in a private university in Yogyakarta. This approach was appropriate to get more understanding about the subject. According to Creswell (2012), one of the characteristics of qualitative research is to explore and develop a detailed understanding of a central phenomenon. The method under qualitative research design used by the researcher was descriptive qualitative. Descriptive qualitative research was used to get the information from the individual experiences. It is based on direct descriptions from the participants who have experiences in the subject. Lambert (2012) said that, “qualitative descriptive study is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals” (p. 255). Descriptive qualitative provides a complete

explanation of the experience which fits to this research. In addition, descriptive qualitative helps the researcher to explore participants’ experiences about the preparation of an academic presentation.

This research was conducted at English Language Education Department in a private university in Yogyakarta.

The participants of this research were students from batch 2015 experiencing in conducting academic oral presentation in the classroom. The researcher selected the participants from the nearest one. It means that the researcher chose the participants having closer relation to the researcher. The researcher chose three participants, they were around 20-22 years old and they all are female. To protect participants’ identities, the researcher explained

the participants in finding and discussion by using P1, P2, and P3.

The researcher used the interview as the data collection method. According to Cohen, Manion, and Morrison (2011), interview is a flexible tool for data collection, enabling multi-sensory channels to be used, verbal, non-verbal spoken and heard. They also revealed that in the interview, the responses are directly mentioned by the participants; it provides the clear and deep information. Furthermore, the researcher used interview guide approach type of interview. The researcher conducted the interview based on the guideline. There were three question forms as guideline for the interview and those questions were related to the research questions. According to Patton (1980) as cited in Cohen, Manion, and Morrison (2011), interview

guide approach is to increase the comprehensiveness of the data and help the researcher to collect the data systematically for each participant. The characteristic of interview guideline approach is that topics and issues have to be covered as specified in advance, in the outline form; interviewer decides sequence and working of questions in the course of the interview.

In collecting the data, the researcher did not only use interview, but the researcher also used document. The document used by the researcher was reflection. The researcher used reflection sheet as the instrument to get more information.

The interview was conducted in a different time for each participant. The interview was recorded using cell-phone as the tool to record the interview. It was

intended to save the data and help the researcher to find the information from the participant more easily than just took a note while interview.

In addition, the researcher also used document. The document used is reflection sheet. In conducting reflection, the participants were given a reflection sheet consisting of the instruction to write their opinion in minimum 150 words.

After getting the information from the participants, the researcher analyzed all the information. The researcher transcribed the result of interview from spoken form into written form. In transcribing the interview record, the researcher did not add new information that the participants did not mention in the interview. It was done to keep the validity and reliability of the information. According to Cohen,

Manion, and Morrison (2011), transcribing is writing down what the participants said into the written form. It means that transcribing is the way to transform spoken words to written. Transcribing was done to ease the researcher to find the participants' answer. After transcribing the data from interview, the researcher did member checking. Cohen, Manion, and Morrison (2011) stated that member checking is participant validation. It was done to assess intentionality, to correct factual errors, to provide summaries, and to check the adequacy of the analysis. The last step done by the researcher was triangulation. Triangulation was done by comparing the data from the interview with the document from reflection sheet. The result of the interview and reflection were discussed in the chapter four. The triangulation used to prove the

trustworthiness of the data. According to Cohen, Manion, and Morrison (2011), triangulation is defined as the use of two or more methods of data collection. Triangulation offers more evidences than just one method to prove the trustworthy result of the phenomena under the investigation.

Finding and Discussion

The Benefits of Preparation of Presentation

The first finding about the benefits of preparation of presentation was that the preparation of presentation helps to manage the time of presentation. Based on the interview, participant 1 (P1) said that the preparation of presentation can help the presenters to manage the duration of presentation. Preparation of presentation can help the presenter organizing the time of presentation. Moreover, participant 3 (P3) mentioned that by preparing the

presentation, the presenter can limit the duration of presentation. Preparation of presentation helps the students to fit the duration of presentation. Therefore, the presentation will not less or run out of the time. For the supporting data, P1 mentioned in her reflection sheet, “The benefit of preparation of presentation is that we can manage the duration of presentation, and then we can fit the duration of presentation with the materials”. It means by doing the preparation, the presenter presents the materials in the right time.

In this point, Lucas (2009) stated that preparing the presentation makes the presenters learn to measure the time length of presentation, so that the presenters can ensure that the presentation is neither too long nor too short. Moreover, Rarick (2010) argued that

in preparatory step, the students have the opportunity to learn the effective time management. Furthermore, Nikitina (2011) stated that the benefit of preparing and practicing the presentation allows the presenter to manage presentation duration.

The second finding regarding the benefits of preparation of presentation was that the preparation of presentation determines the successful of presentation. In this finding, the researcher found from the interview that the answers from three participants were similar. P1 answered that presentation without any preparation causes the poor presentation. The presenters will not do successful presentation if they do not prepare it before. P1 also mentioned if the presenters have prepared, they know what to do and what to say in the presentation. The preparation helps the students to

know what s/he is going to do and what s/he is going to say. Thus, it can be inferred that the presentation can be more effective and more efficient because the student prepare it. Moreover, participant 2 (P2) stated, “The presentations will not go as good as the presenters prepare it. If we prepare it well, the presentation will go well too”. In addition, P3 said that by preparing and practicing the presentation, the presenter could deliver the material in a good way, and it may be the factor to keep the audiences’ focus on what the presenter explains. This statement is also stated in the reflection sheet that P2 wrote down, “In my opinion, presentation will not be successful if the presenter does not do a good preparation. If we prepare it well, the presentation will go well too”. Preparation makes the presenter success in delivering the presentation.

Those statements are in line with Rarick (2010) who stated that preparing the presentation is a factor in successful presentation. Rarick stated that by preparing the presentation, students learn to discover that clear and effective communication skills are transferable, and that skill is required for successful presentation. Furthermore, Lucas (2009) stated that one of the successful factors of presentation is the preparation. Preparing the presentation thoroughly makes the presenters can be successful. It means that the preparation makes the presenters look ready to give presentation and be success in doing it. Lucas added that without any preparation, the presenters will never deliver a good presentation. In line with this, Nikitina (2011) mentioned the most factors determining the success of presentation is preparation and

practice. Besides that, Brook and Wilson (2014) asserted that if the preparations in giving a presentation are not properly scaffold, students will not be successful in their presentations. Therefore, doing preparation before the presentation helps the students to perform the presentation successfully.

The third finding about the benefits of preparation of presentation was that the preparation of presentation can improve students' confidence and overcome nervousness. P2 revealed that preparing the presentation helps to improve the confidence. Preparing the presentation increases the presenters' confidence to talk in front of other people. Moreover, P3 stated, "For me, preparing the presentation aims to reduce nervous". Preparing the presentation is one of the strategies to improve students'

confidence, so that they can overcome their nervousness while presentation. From the data from reflection sheet, P2 wrote down her statement, “The presenter has comprehended the materials so that she can easily deliver it. Practice a couple of time to make us confident, and reduce anxiety before doing the presentation”. P3 mentioned, “The benefits of doing the preparation of presentation is it can reduce nervousness and increase self-confidence, and make me not to think about negative feeling that can ruin the condition of presentation such as broken LCD, laptop, and video or audio, because before the presentation, I already prepared it”. Preparing the presentation helps the students to train them to be more confident. The presenters will speak more confidently if they are well prepared.

According to Nikitina (2011), “Preparation and planning will help the presenters to reduce nervousness and appear more confident and knowledgeable to the listeners” (p. 34). Similarly, Boonkit (2010) stated that the preparation becomes an effective strategy to minimize anxiety and maximize confidence. In line with Witt, Roberts, and Behnke (2006) also stated that the negative feelings such as depress, nervous and anxiety, and any other are experienced during the days of preparation up to a presentation; depressed presenters may be caused by not doing enough preparation for presentation. Furthermore, Munby (2011) stated that presenter’s nervousness is often a product of poor or insufficient preparation, and it is worth pointing this out to students.

The fourth finding was that the preparation of presentation helps student to master the material. P2 stated that preparing the presentation helps the presenter to master the materials. The preparation of presentation helps the presenter to get more information about the topic and helps the presenter to comprehend the materials. In the reflection sheet, P2 also mentioned, "The presenter has comprehended the materials so that she can be easily delivering it, practice a couple of time to makes us confident, and reduce anxiety before doing the presentation". Preparing the presentation including understanding the materials—helps the student to deliver the presentation in professional way.

This statement can be related to the statement stated by Rarick (2010). Rarick stated that the

preparation helps the student to understand the topic that they do not really understand. Moreover, Lucas (2010) stated that successful presenter is determined by the comprehension of the topic. The presenters will deliver the presentation fluently if they really comprehend-the topic. Therefore, the audience can evaluate the presenter whether they really understand the topic or not. Furthermore, Bankowski (2010) stated that incomprehensibility with the topic or subject matter could have been due to lack of preparation. Thus, doing preparation helps the students to master the topic or subject.

The fifth finding was that the preparation of presentation helps student to handle technological difficulty. In this point, P2 stated that in preparation, presenter also needs to back up files such as material files

and visual aid to other devices in order to avoid trouble while presentation. Before conducting the presentation, presenters also need to prepare the technology or devices that will be used. Moreover, P3 revealed that sometimes the devices do not work in the middle of presentation, and this thing can be anticipated by having good preparation. In addition, preparation of presentation can anticipate the trouble of technology or devices while presentation. This opinion is supported by P3's reflection. She wrote that if all the things are prepared, the presenter will not worry about the negative things that can ruin the condition of presentation such as broken LCD, laptop, and video or audio.

This finding is related to King (2002) who stated that it is important for the presenters to handle

the equipment that will be used in presentation so that all the problems will not happen. Checking the technological used also can affect the presentation. Presentation will be success if there is no technological error. Therefore, preparation of presentation is needed to ensure there is no error with the equipment.

The Challenges of the Preparation of Presentation

The first finding about the challenges faced by the students in doing preparation of presentation was that they were hard to find an appropriate source. P1 said, "It is hard for the presenters to find appropriate sources to be presented". In doing presentation, the presenters need to find other sources to help them in understand the materials in order to make the presentation be successful. While in reflection sheet, P1 revealed, "The challenges in

preparing the presentation are looking for material that will be delivered in the presentation and making an interesting visual aid to make audiences not bored". Choosing the resources becomes one of the challenges in preparing the materials. It is because the students have to find the sources that appropriate with the topic.

Nikitina (2011) asserted that the factor determining the success of presentation is the quality of materials and resources. Rarick (2010) said that the teachers should verify whether or not the presenters use accurate sources of the topic. Rarick also stated that presenters should formulate the topic with accurate information in order to develop materials to steer presenters away from unmanageable topics. In addition, Lucas (2009) pointed out that choosing the supporting

materials becomes the difficulty for the presenter. The skillful use of supporting materials often makes the differences between a poor presentation and a good one.

Therefore, finding the appropriate sources become the challenges for the student.

The second finding about the challenges faced by the students in doing preparation of presentation was about creating a proper visual aid. All of the participants stated that the challenge in preparing the presentation was difficulty in creating a proper visual aid. P1 said, "Then, the challenge in making visual aid, we need to create an interesting visual aid, use interesting theme for PPT". Moreover, P2 stated, "The challenge is making a simple visual aid that is not too wordy. While P3 asserted, "Creating a good visual aid is something

challenging. We have to make it as creative as possible to gain audiences' interest". Three participants assumed that in presentation, they should make a good, interesting, and simple visual aid.

In the reflection sheet, P1 wrote down, "However, in preparing the presentations there are some challenges. The challenges in preparing the presentation such as looking for material that will be delivered in the presentation; and making an interesting visual aid to make audiences not bored". P2 also wrote down in the reflection sheet, "The challenge in preparing the presentation is making an interesting and simple visual aid". P3 also added an important point, "The challenge in preparing the presentation is to create visual aid without any grammar errors. While in making visual aid

(PPT), the difficulty is to ensure the correct grammar. The preparations of making visual aid (PPT) are putting the point of presentation, choosing an interesting theme of slide, using the correct grammar, and using the correct spelling". All participants gave supporting opinion in reflection sheet that creating visual aid became the challenge in preparing the presentation for the students. The visual aid should be interesting and simple, and it should also use correct grammar.

Lucas (2009) argued that before doing the presentation, the presenters have to prepare the visual aid well. Lucas commended that the difficulty in creating visual aid is how the presenters integrate the visual aid with materials. Furthermore, Lucas also mentioned some requirement in creating proper visual aid. According to Lucas

(2009), "There some requirements how to make a good visual aid. It would be simple, clear, and to the point. Visual aid must be large enough and easy to read. Limited font number and need a good combination of the colors can be a good visual aid" (p. 274). Hence, making appropriate visual aid becomes one of the challenges in preparing presentation.

The third finding related to the challenges faced by the students in doing preparation of presentation was about preparing an interesting presentation. P1 stated that in preparing the presentation, it is difficult to prepare an interesting presentation. She stated that the presenter should think of the way that can make the audiences interested in the presentation, for example making jokes or questions for the audiences in order to involve

them in the presentation and make them active.

The first participant's statement can be related to El Enein (2011) who stated that in doing presentation, the presenter have to be able to make audiences interested; if the audiences are not interested in presentation, the presentation will be certainly fail. It is the challenge for the presenter to prepare the strategy to gaining audiences' attention. Lucas's (2009) stated that the presenters need to develop the materials to be more creative to make an interesting presentation. One of the ways in making interesting presentation is that the use of language. The presenters can use jokes or make funny situations to get audiences' attention.

The fourth finding related to the challenges faced by the students in doing preparation of presentation

was about dealing with the negative feelings. P2 said that it is rather hard to deal with negative thought. She explained while preparing the presentation, she often thinks about negative feeling such as many questions come up in the brain like how to explain, how if she forget about the materials, how if there is trouble with the technological. Although the students have prepared all the preparation of presentation, they still feel anxious and fear. That is why, controlling the anxiety and fear becomes the challenge for the students.

In reflection sheet P2 write down, "I often overthink about the negative feeling that might be happened while presentation". P2 mentioned that the challenge in preparing the presentation is to reduce overthinking about negative

feeling. It can cause the fear while presentation.

According to Rarick (2010), "The prime factors that contribute to presenters' anxiety include the negative perception" (67). It means that negative thought impacts the anxiety to the presenters. Kondo and Ying-Ling (2004) mentioned that trying to be enjoyed is something difficult, nervous and other negative feeling will not make students' performance better (as cited in Munby, 2011).

The fifth finding related to the challenges faced by the students in doing preparation of presentation was about preparing presentation's material. P2 stated that she often gets difficulty to present the points after finding the sources. It is hard to prepare the materials for presentation like finding the main point and bringing it into the presentation.

In line with Rarick (2010) who stated that the presenters need the strategy to present the materials such as using handout. It is the challenges for the presenter to conclude the materials from the sources. All of the necessarily materials should be presented. Therefore, it is rather difficult to students to summarize the materials from the sources.

Conclusion

This study found two main findings; there are the benefits of the preparation of presentation and the challenges faced by the students in preparing the presentation. There are five benefits of presentation preparation. The first benefit was that preparation of presentation helps to manage the time of presentation. The second finding was that preparation of presentation preparation of presentation determines the

successful presentation. The third finding was that preparation of presentation can improve confidence and overcome nervousness. The fourth finding was that preparation of presentation helps to master the materials. The fifth finding was preparation of presentation helps to handle technological difficulty. Moreover, the researcher found five challenges in preparing the presentation; students are hard to find appropriate sources; students are difficult to create a proper visual aid; students face difficulty in preparing an interesting presentation; and students are difficult in dealing with the negative feelings.

Recommendations

After completing this research, the researcher provides some recommendations. The recommendations are presented below:

For students. This research provides the information about the benefits of doing the preparation of presentation and also the challenges that might be faced by students while preparing the presentation. After knowing the benefits and the challenges, the researcher recommends students to do preparation before presentation, because it will help them to have good time management, improve confidence and overcome nervousness, master the materials and get the successful presentation.

For teachers. Many teachers applies presentation in teaching and learning process. Based on this research, it is very important for students to be well-prepared before conducting the presentation. The researcher recommends teachers to help the students in preparing the presentation in order to help them to

get the successful presentation. The researcher also suggests teachers to help them to face the challenges and difficulties in preparation.

For the other researchers. The researcher hopes that this research can be used as the references for further researchers who will conduct the research with similar area of the study. The researcher suggests the future researchers to conduct the deeper study and involve more than three participants to get richer information. Thus, the finding of the research might be more various.

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